

Academic Calendar 1997-98

Fall Semester 1997

Friday, August 22	<i>New students arrive</i>
Friday-Wednesday, August 22-27	<i>New student orientation</i>
Tuesday, August 26	<i>Returning students arrive</i>
Wednesday, August 27	<i>Registration for returning students</i>
Thursday, August 28	<i>Registration for new students</i>
Friday, August 29	<i>First day of classes</i>
Monday, September 1	<i>Labor Day Holiday</i>
Thursday-Sunday, October 16-19	<i>Fall break</i>
Wednesday-Sunday, November 26-30	<i>Thanksgiving break</i>
Wednesday, December 10	<i>Last day of classes</i>
Thursday-Friday, December 11-12	<i>Reading days</i>
Saturday-Thursday, December 13-18	<i>Final Exams</i>

Spring Semester 1998

Monday, January 19	<i>Martin Luther King, Jr. Holiday</i>
Tuesday, January 20	<i>Students arrive</i>
Wednesday, January 21	<i>Registration</i>
Thursday, January 22	<i>First day of classes</i>
Saturday-Sunday, March 14-22	<i>Spring break</i>
Friday-Sunday, April 10-12	<i>Easter break</i>
Tuesday, May 5	<i>Last day of classes</i>
Wednesday-Thursday, May 6-7	<i>Reading days</i>
Thursday, May 7	<i>Senior exams begin at 2 p.m.</i>
Friday-Wednesday, May 8-13	<i>Finals, Senior exams end on May 13 at noon; others end at 5 p.m.</i>
Friday, May 15	<i>Baccalaureate</i>
Saturday, May 16	<i>Commencement</i>

Agnes Scott College

Catalog 1997-1999



AGNES
SCOTT
COLLEGE

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Catalog 1997-1999*

is published by

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ASC Catalog 1997-1999

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Agnes Scott College does not discriminate on the basis of race, color, national origin, religion, sexual orientation, age or disability in the recruitment and admission of 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. Agnes Scott College is accredited by the Southern Association of Colleges and Schools.

Agnes Scott History

The first ripples of the Progressive Era were tested in the waters of Decatur, Georgia in July of 1889, when a handful of reform-minded Presbyterians founded a school for girls and women and named it Decatur Female Seminary. That one bold step, initiated by the Rev. Frank Henry Gaines, minister of the Decatur Presbyterian Church, turned the tide of education for girls and women in Georgia and set the stage for the founding of Agnes Scott College. In its first year, the Female Seminary occupied a single rented house and had slightly more than \$5,000 in subscribed capital. In that first session four teachers instructed 63 students at the grammar school level.

In the spring of 1890, Colonel George Washington Scott, a leading Decatur businessman, gave \$40,000 to provide a "home" for the school. Colonel Scott had earlier provided 40 percent of the initial capital, and his gift to the new school was the largest sum given to education in Georgia up to that time. In recognition of his interest and support, the Board of Trustees changed the school's name to Agnes Scott Institute in honor of Colonel Scott's mother.

Within 10 years the Institute gained accreditation as a secondary school. In 1906, it was chartered as Agnes Scott College and awarded its first degrees. In 1907, the Southern Association of Colleges and Schools accredited the College, which became the first college or university in Georgia to receive regional accreditation. By 1920, the College earned the approval of the Association of American Universities, and six years later, the United Chapters of Phi

Beta Kappa granted it a charter. Agnes Scott is also a charter member of the American Association of University Women and of the Southern University Conference.

Throughout its history, Agnes Scott has remained proud of its Presbyterian heritage and continues to explore the connections between faith and learning. The College values religious diversity and works hard to create an environment in which all faiths are honored.

The College's academic program firmly adheres to the traditional liberal arts disciplines. Academic

and extracurricular opportunities supplement the academic program to meet the changing needs of women in our society.

From modest beginnings, the assets of the College have grown to include an endowment of over \$325 million. From a single house on a small lot, Agnes Scott has expanded to 23 buildings on 100 acres. The campus is included in the Agnes Scott-South Candler Street Historic District. Since its founding in 1889, seven presidents have served: Frank Henry Gaines (1889-1923), James Ross McCain (1923-1951), Wallace McPherson Alston (1951-1973), Marvin Banks Perry Jr. (1973-1982), Ruth Schmidt (1982-1994), Sally Mahoney, Interim (1994-95) and Mary Brown Bullock '66 (1995-present).

Agnes Scott College, begun a century ago by a small group of Presbyterians, has become one of the leading women's colleges in the United States. With approximately 700 students and an endowment of over \$325 million, the College offers a liberal arts education with an emphasis on connected learning and personal interaction between students and faculty.

and extracurricular opportunities supplement the academic program to meet the changing needs of women in our society.

- A more detailed history of Agnes Scott College may be found in *Lest We Forget* by Walter Edward McNair and *A Full and Rich Measure* by M. Lee Sayers '69 and Christine S. Cozzens.

Mission and Purpose

Agnes Scott College, a liberal arts college for women, originated in the faith and vision of a small group of Presbyterians in Decatur, Georgia. In July 1889, the Decatur Female Seminary, later renamed Agnes Scott College, was organized for the purpose of educating women. Since 1906, the College has offered the Bachelor of Arts degree to women, and in 1992, the College established a Master of Arts in Teaching Secondary English, open to women and men as required by law.

The founders of the College envisioned an institution dedicated to excellence in higher education and committed to the Christian faith. Throughout its history, Agnes Scott College has sought to maintain the ideals of its founders: “a high standard of scholarship” and “the formation and development of Christian character.”

Agnes Scott College insists upon the highest standards of excellence in its faculty, staff and students and provides a broad curriculum designed to develop all aspects of compassionate, inquiring persons. Its rich liberal arts curriculum seeks to enable women better to understand themselves and the

world in which they live and to integrate what they know into a humane perspective. Nourished by time-honored traditions as well as by new dimensions of liberal education, students are encouraged to develop intellectual independence, moral insight and individual creativity, to the end that they may live full and useful lives in their families, careers and the world.

Agnes Scott College affirms its relationship to the Judeo-Christian tradition. The values of this tradition are central to the life of the College. The Christian faith continues to shape the mission and purpose of the College.

The dialogue between faith and learning at Agnes Scott College fosters not only academic freedom, but an appreciation of pluralism and a desire for diversity. Those who share its life are invited to share its mission and purpose.

- The Board of Trustees adopted this interpretation of the charter statement of Agnes Scott College on May 13, 1988.

Agnes Scott Values

Agnes Scott College values the following goals:

A Commitment to Women

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

A Commitment to Teaching and Learning

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

A Commitment to the Liberal Arts

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

A Commitment to an Appreciation of Diverse Cultures

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

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

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

Endorsed by the faculty, April 1995

An Agnes Scott Education

An 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. Students 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 a residence hall, students learn what is most important about the human condition while living in surroundings that echo values proclaimed by tradition.

At Agnes Scott, students experience history, both physically and intellectually.

At the same time, they live in today's world with the advantages of modern architecture and technology.

After exploring new possibilities in a fully equipped laboratory, students can see the stars at the Bradley Observatory.

Students also have rich experiences outside the classroom and off campus. Through our internship program, they test their 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. In 1995-96, the College launched its Program The Atlanta Semester: Women, Leadership and Social Change.

At Agnes Scott College, a student's education has the depth and breadth of the liberal arts and immediacy of the 1990s.

Scholarships and Financial Aid

We have a notable merit-based scholarship program that recognizes outstanding ability and achievement. In 1996-97, more than 85 percent of the student body received scholarships and/or 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 fifth 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. They have provided endowment money that has contributed substantially to the College's finances. The financial aid package most appropriate for a student's needs should be discussed, personally, with a member of the financial aid staff. For more details, see FINANCIAL AID (p. 15).

An Agnes Scott education is too valuable to be denied for

economic reasons alone.

Life at Agnes Scott College

Agnes Scott College is located in Decatur, a community of 20,000, only six miles from the heart of the south—Atlanta. A great university city, a great American city, a great international city and home of the 1996 Summer Olympics, Atlanta is alive intellectually, culturally and socially. MARTA, the city's rapid transit system, takes Agnes Scott students to many parts of the city. Professional theatre, dance, music and the visual arts flourish. The Robert W. Woodruff Arts Center is home to the High Museum of Art, the Alliance Theatre and the Atlanta Symphony. The College Events Series brings to the Agnes Scott campus many world-renowned performances such as the "Capitol Steps," and speakers such as John Updike. The Fox Theatre, Underground Atlanta and many other first rate facilities provide entertainment.

In professional sports, Atlanta is home to the Falcons (football), the Hawks (basketball) and the Braves (baseball) and the Knights (hockey).

Shopping is the best in the Southeast, and there are many malls and small boutiques to satisfy every need. Restaurants serve cuisine ranging from Southern cooking to French to Cajun to Korean and new restaurants are opening every day.

Agnes Scott is a college of ap-

proximately 700 students. It offers many benefits over larger colleges. Each individual is important to the growth and spirit at Agnes Scott. Living with friends and learning to love them as extended family are essential parts of campus life. Some of the friendships you begin in the residence hall will last a lifetime. At Agnes Scott, we know how important residence living is. That's why all our halls are comfortable and distinctive.

Residence Halls

Agnes Scott, Rebekah Scott and Inman halls have been 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 are now listed in the National Register of Historic Places.

There are three other comfortable residence halls on campus: Hopkins, Walters and Winship.

Library

The McCain Library provides students with the best of two worlds: the individualized attention possible only at a small college library and the wide range of scholarly materials available through new technologies and resource sharing. The strong liberal arts core collection contains nearly 200,000 volumes, 28,000 microforms and more than 7,000 materials in other media. Current subscriptions support approximately 800 periodical titles, and others are available

electronically. Collections and study spaces occupy the architecturally distinguished McCain Library, built in 1936.

Through the College's consortium membership in the University Center in Georgia, our students also enjoy access to the library holdings (10 million volumes) of nineteen local colleges and universities. As a participant in the state-wide GALILEO (Georgia Library Learning Online) Project, the library provides over 100 electronic databases containing periodical

indexing, full-text journals, and reference works supporting the full range of curricular programs. Librarians offer one-on-one assistance, workshops and other learning opportunities designed to foster information-literacy skills for academic success and career development.

Computer Facilities

The College has invested heavily in technology to support faculty and students. The campus is fully networked using the latest in technology, i.e., all locations in-

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.

- Agnes Scott Outdoors
- Agnes Scott College Community Orchestra
- Aquatic Scotties - synchronized swimming
- Asian Cultural Awareness Student Association
- *The Aurora* - literary magazine
- Blackfriars - presenting three major drama productions each year
- Chimo - organization for international students
- Circle K
- College Republicans
- College Young Democrats
- Collegiate Choral
- Day Student Organization
- Honor Court
- Intercollegiate Basketball
- Intercollegiate Club Softball
- Intercollegiate Cross Country

- Intercollegiate Soccer
- Intercollegiate Tennis
- Intercollegiate Volleyball
- Joyful Noise - a gospel singing group
- Lesbian Bi-Sexual Alliance
- London Fog - a jazz vocal group
- Oracle - organization for Muslim students
- Orientation Council
- *The Profile* campus newspaper
- Racism Free Zone
- Religious Life Council
- Residence Hall Association
- Returning Student Organization
- *The Silhouette* - student yearbook
- Social Council
- Spanish, French and German clubs
- Student art exhibits - open to the public
- Student Government Association
- Studio Dance Theatre
- Tower Council
- Volunteer Board
- Witkaze - organization for African-American students

cluding faculty offices, classrooms, labs and residence halls have network connections. Each residence hall room also has cable TV connections. The campus computer network, SCOTTLAN, is connected to the Internet, providing access for all on-campus systems to resources such as the World Wide Web. Each faculty member has his or her own personal computer system with access to networked laser printing facilities. All student facilities, including the Academic Computing Center (Walters), the three satellite centers (Inman, Main, Winship), the Collaborative Learning Center (Alston Annex), the Writing Workshop (Buttrick), the Science Resource Center (Campbell) and the Mac Lab (Dana) follow the same high standards. Other specialized facilities include the Science Workstation Lab (Bradley Observatory), the Interactive Learning Center (Buttrick) and the Instructional Technology Center (Buttrick), including the Modern Language Lab, the Small Group Discussions Room and the Faculty Development Center. The College is committed to keeping pace with the rapid changes in technology that enable faculty and students to enhance their teaching and learning experiences.

Centers for Writing and Speaking

At the Centers for Writing and Speaking, trained student tutors and center directors (faculty members) assist students who are working on papers or other writing assignments and oral presentations.

In tutorial sessions for writing, students are encouraged to develop their own ideas and to evaluate how well their writing communicates those ideas. Computers are available in the Writing Center for students to use in conjunction with a tutoring session or on their own. During tutorial sessions for speaking, students are encouraged to clarify and develop their ideas for effective oral communication or to work on presentation style and method. When appropriate, audio and video equipment is also available to help students with their presentations.

Students may come to the Center for Writing of the Center for Speaking at any stage of their projects. For writing, tutoring is available during the day and evening Sunday through Friday. For speaking, tutoring is available during the hours posted Sunday through Friday. There is no charge for the service.

Collaborative Learning Centers

The Collaborative Learning Center (CLC) is located on the first floor of the Wallace Alston Campus Center Annex. The CLC is a place for collaborative study, a kind of "talking study hall." Students meet here to work together on projects for their classes, to study for tests, to meet with tutors from various academic departments or to assist each other with assignments. Furnished with comfortable chairs, work tables, good lighting and computers, the CLC affords students a place to confirm and expand the learning processes that

begin in the classroom.

There is also a collaborative learning center on the first floor of Campbell Hall equipped with study areas, resource materials and high-end work stations with access to on-line resources, including the library.

Choosing Your Career

Education and preparation for life after Agnes Scott are of utmost importance. The Office of Career Planning and Counseling encourages students to make well-informed decisions about career and life-style options. The office provides individual counseling, self assessment aids, job search workshops and other programs.

The Intern, Extern and Shadow Programs offer students opportunities to learn about occupations and professions while at Agnes Scott. These programs help students gain practical experience and learn more about various occupations and professions. As an example, during the semester break, students can work for a week to gain experience in a corporate or a non-profit setting.

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 unproctored exams.

Agnes Scott Today

For more than a century, Agnes Scott College has been educating women and cultivating leaders. And as private liberal arts colleges become more and more homogenized, Agnes Scott's national reputation and financial endowment continue to distinguish it. The College's commitment to superior women's education, its unusually challenging academic environment, its proximity to Atlanta (one of the fastest-growing major cities in America), its wealth of career, social, cultural and educational resources and the largest per-student endowment of any national liberal arts college (the fifth largest of any U.S. college or university), place it ahead of the rest.

One hundred percent of the College's faculty members hold the highest degree in their fields. They have earned Ph.D.s from institutions such as Princeton, MIT, Cal-Berkeley, Yale and Duke. And they stay current in their disciplines by researching, networking with colleagues and publishing in leading academic journals. Many students and professors work side-by-side on research projects, gaining first-hand experience and knowledge in their majors and boosting their future credibility in graduate school or career.

Agnes Scott's respect for the past and excitement about the future are apparent in every aspect of campus life. With its Gothic and Victorian architecture, the College is the centerpiece of the Candler Street-Agnes Scott College Historic District. But the College is not "stuck" in the past. This dynamic institution is implementing a well-devised plan to increase

enrollment and expand and update campus facilities to accommodate such growth. Expansion and renovation of the student center and McCain Library will begin a wave of growth that will extend into the next century.

While the College has a constant eye toward the future, Agnes Scott holds dear its traditions. The Honor Code, the cornerstone of life at Agnes Scott, lets students enjoy self-scheduled exams and unproctored tests. Black Cat, a week-long spirit competition, galvanizes the student body every October and the annual Ring Ceremony is the high point of Sophomore Family Weekend.

The College is also committed to linking the student body to the world in many ways. With computer connections in every residence hall room, computer satellite stations all over campus and such connections as SOPHIA (Scott's Online Phenomenal Information Access) and GALILEO (Georgia Library Learning Online), every student has a "virtual connection" to the world around her.

And our commitment to experiential learning through such programs as the Atlanta Semester, internship study, the Global Awareness Program and the Global Connections Program (students have traveled to Japan, India, Greece and England in recent years), "literally" links the students to an ever-shrinking world.

You can bet that these sorts of connections make a world of difference in the lives of women who are going to lead the world in the future.

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 students with disabilities 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 Office of Admission, under policies and standards established by the faculty, considers each student's application and examines evidence of sound academic preparation, 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. Students are admitted on the basis of their academic and personal records and promise, not on family financial circumstances.

General Information

The Application

Applications for undergraduate admission are distributed by the Office of Admission.

The application for admission should be mailed, together with a nonrefundable application fee, to:

Office of Admission
Agnes Scott College
141 E. College Ave.
Decatur, Georgia 30030

The \$35 fee may be submitted in the form of a check or money order to Agnes Scott College. The

Office of Admission considers requests for fee waivers on an individual basis.

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 20 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 without the recommended number of courses in a particular field.

Entrance Examinations

Applicants must present results of either the Scholastic Assessment Test (SAT I) or the American College Test (ACT). These examinations should be taken in the spring of the junior year or by December of the senior year in high school. The highest scores presented by an applicant are considered.

Information about the SAT I and ACT may be obtained in high school guidance offices. For information, write:

□ College Board Admissions

Financial Aid

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 consisting of grant, loan and work components. For more information, see FINANCIAL AID (p. 15).

During the academic year 1996-97, grant, loan and work funds were

used by more than 85 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 \$2,000 to full tuition, room and board. Academic scholarships usually have early application deadlines and interested applicants should call the Office of Admission for details.

Testing Program
Box 592
Princeton, NJ 08541

- ☐ Test Administration
Department
American College Testing
Program
P.O. Box 168
Iowa City, IO 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 (CEEB) taken in secondary school. Art (history, studio), biology, chemistry (student may submit application for lab credit), economics (macro, micro), English (language and composition, literature and composition), French (language, literature), German (language), history (American, European), political science—government and politics (comparative, U.S.), Classics (Vergil, Latin lyric), mathematics (calculus AB or BC; 3 credits granted if student receives a score of 3 and completes MAT 119 with a grade of C or better), music (theory), physics (B, C mechanics, electricity and magnetism), psychology, 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 by a regular member of the college faculty. Final determination of credit for joint enrollment courses will be made by the dean or assistant dean of the college.

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

Interviews & Overnight Visits

An on-campus interview is strongly recommended but not required for all candidates. 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 Office of Admission when evaluating an application. Student-led tours, class visits and overnight stays in residence halls can be scheduled as part of the visit. To schedule an interview, write or telephone the Office of Admission 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 closest to them by contacting the Agnes Scott Office of Admission.

■ **For information call or write:**

Office of Admission

Agnes Scott College
141 E. College Avenue
Decatur, Georgia 30030
(404) 638-6285
National 1-800-868-8602
Fax (404) 638-6414
E-mail
admission@agnesscott.edu

Health Record

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. Entrance Health Record Forms are mailed to enrolling students and must be received by the director of the health center by August 1.

Secondary School Students

Applying as a Senior

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

- 1 Early Decision/First Choice**
(The applicant agrees to withdraw all other college applications after receiving notice of admission and financial aid from Agnes Scott.)

Application deadline:

November 15

Notification date: December 15**2 Scholarship Decision****Application deadline:** January 5**Notification date:** January 25**3 Regular Decision****Application deadline:** March 1**Notification:** Beginning
March 1

students must be approved for admission by the director of admission and are admitted to specific courses by the assistant dean of the college. A candidate must submit a high school transcript, a record of SAT I or ACT scores and a letter from the high school counselor giving a general recommendation and specific course approval.

**Admission after Junior
Year of High School**

A student judged to be ready for college after her junior year of high school may be admitted to Agnes Scott College as an early admission student. 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 first-year courses at Agnes Scott. A student considering this possibility should consult her high school guidance office. Successful applicants are classified as first-year students at Agnes Scott and use the normal application procedures and dates. An admission interview is required of all early admission applicants.

Home School Students

Home school students are evaluated individually, although greater emphasis is often placed on standardized test scores and writing samples. Students should be encouraged to provide as much information about their curriculum as possible through the admission process. Interviews and SAT II subject tests in areas such as

English and math are strongly recommended.

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 Test of English as a Foreign Language (TOEFL). 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 I or ACT), an official transcript of high school and college work, one letter of recommendation from a college professor who taught the applicant an academic subject and a statement of good standing. Students who are on probation or have been dismissed will not be admitted to Agnes Scott College.

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

Transfer students must complete

Part-time Students

Students may elect to enroll initially at Agnes Scott on a part-time basis, if their circumstances make full-time attendance impractical. Students wishing to enroll on a part-time basis should discuss that option with an admission representative in the Office of Admission and indicate their interest in enrolling part-time on the regular application for admission. Part-time students are not subject to the minimum course load requirement, but they are subject to the following time limits for completion of the degree: a) eight years after enrollment if classified as a first-year student; b) six years after enrollment if classified as a sophomore; c) four years after enrollment if classified as a junior or senior.

Joint Enrollment

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. These

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. Admission 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 grade of C or better and the courses fall within the scope of Agnes Scott's curriculum. Students wishing to apply a substantial portion of work earned elsewhere toward their major should check with the assistant dean of the college.

Transient Students

Students in good standing at other colleges may apply as transient students at Agnes Scott for one or more semesters and take one or more courses. A request for admission as a transient student should be filed in writing with the assistant 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 and 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.

Student Disabilities

Agnes Scott complies with Section 504 of the Rehabilitation Act of 1973. Agnes Scott accepts students with documented disabilities who can successfully pursue a demanding and rigorous college program.

Students with documented disabilities, including learning disabilities, meet with the assistant dean of the college or the associate dean of students to determine appropriate and feasible accommodations. Faculty and staff are notified only in those cases in which a specific request from a student has been made.

Academic accommodations may include use of taped textbooks or readings, adjusted times for

examinations and projects or use of word processing for examinations and are determined on an individual basis. The request for accommodation and documentation of the disability are maintained in the student's file in the registrar's office. The student must work with the faculty to determine appropriate and reasonable accommodations given the nature of the course work. The assistant dean of the college assists in establishing these accommodations. The student must specify for which courses she is making the request. Under certain circumstances, students may request an exemption to a specific or distributional requirement by consulting with the assistant dean of the college. Approval of the dean of the college is required for these exceptions.

Residence hall accommodations may include appropriate placement in a residence hall or the installation of an alarm for a hearing problem. Assistance can be given for planning traffic routes on campus or any other special circumstances.

Financial Aid

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.

The College also offers scholarships based on merit rather than need. Awarded annually, the scholarships are renewable and range from \$2,000 to \$20,345.

Agnes Scott offers scholarships and awards based on a variety of criteria. All scholarships and awards are renewable for a maximum of three additional years. The Office of Admission can provide further information about the scholarship and awards program.

■ **Honor Scholarships** range in value from \$12,000 to \$20,345. Students must submit the admission and scholarship/award applications by January 5. Recipients are selected on the basis of outstanding academic achievement and promise.

■ **Nannette Hopkins Scholarships** in music are awarded to entering students planning to major in music on the basis of musical talent and promise. These scholarships range in value from \$2,000 to \$8,500 per year. Contact the Office of Admission about auditions.

■ **Achievement Awards** in the amount of \$7,000 are awarded on the basis of academic achievement and demonstrated involvement in school or community.

Applicants should submit the admission and scholarship/award applications by March 1 for priority consideration.

■ **Community Service Awards** are awarded to students who show demonstrated involvement in service activities through school, the religious community, or an agency or foundation. Applicants are required to provide an expanded resume of their activities.

■ **Middle Income Assistance Awards** ranging in value from \$3,000 to \$6,000 are awarded to students who do not qualify for significant assistance based on their financial circumstances or admission credentials, yet may not be able to afford the cost of private higher education. Applicants should submit their admission and financial aid applications by March 1 for priority consideration.

■ **HOPE Matching Awards** in the amount of \$3,000 are awarded to Georgia HOPE Scholars who apply for the HOPE Scholarship by submitting the Georgia Tuition Equalization Grant application or the Free Application for Federal Student Aid.

■ **National Presbyterian College Scholarships** of up to \$1,400 are awarded to entering first-year students who are members of the Presbyterian Church (U.S.A.). Selection is based on scholastic ability and family financial circumstances. Applications are available from the National Presbyterian Church.

■ **Marie L. Rose Scholarship** in the amount of \$1,000 is awarded by the Huguenot Society of America 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 no later than April 15.

■ **Scholarships for DeKalb College Graduates** are valued at \$8,000 per year. Recipients must have graduated from DeKalb College within the 12 months prior to beginning at Agnes Scott.

■ **Transfer Scholarships** are available to transfers who apply by the transfer priority deadline of May 1. Contact the Office of Admission for additional information.

Financial Aid Based on Family Financial Circumstances

Agnes Scott has substantial resources to provide need-based assistance. An Agnes Scott financial aid award usually combines one or more grants, a Federal Stafford Student Loan and the offer of campus employment. If students choose to decline any portion of their financial aid package, they must use their own resources to replace these funds.

Government Sources Of Financial Assistance

■ **State of Georgia Grants.** Qualified Georgia residents are automatically eligible for the Geor-

gia Tuition Equalization Grant (in the amount of \$1,000 in 1996-97). To qualify, a student must have been a legal resident of Georgia for the 12 months immediately preceding enrollment at Agnes Scott and must be registered for at least 12 semester hours 14 days after the end of the drop/add period. The Georgia Tuition Equalization Grant is not based on the financial situation of the student's family. It recognizes the important role private colleges play in reducing the cost to taxpayers for the education of Georgia citizens. Applications, which must be filed yearly, can be obtained from the Agnes Scott Financial Aid Office.

Georgia residents who are full-time students and who demonstrate substantial financial need may also qualify for the Student Incentive Grant. These awards ranged from \$500-\$1,000 for the 1996-97 academic year.

In addition, HOPE scholars are eligible to receive a HOPE Scholarship in the amount of \$3,000.

■ **Federal Programs.** Two grant programs provide federal grant funds. The Federal Pell Grant program makes need-based awards based on information provided on the Free Application for Federal Student Aid (FAFSA). These grants were for a maximum of \$2,470 for 1996-97. Federal Supplemental Educational Opportunity Grants range from \$100 to \$4,000. Completing the FAFSA is all that is necessary to apply for both of these programs.

Federal Work-Study Program funds provide a portion of salaries

paid to students who are awarded campus jobs as a part of their financial aid package.

The Federal Stafford Student Loan Program enables students to borrow directly from banks, credit unions, savings and loan associations and other participating lenders. Students must complete the Free Application for Federal Student Aid to be eligible to apply for a Federal Stafford Loan. The low interest loans are repayable beginning six months after ceasing enrollment on a half-time or greater basis. The Federal Stafford Loan Program limits the amount which students may borrow annually to \$2,625 for first-year students, \$3,500 for sophomores, \$5,500 for juniors and seniors and \$8,500 for graduate students.

If the results of the aid application indicate that the student is eligible for an interest subsidy, the federal government will pay the student's interest while she is attending an eligible institution on a half-time or greater basis. Students who are not eligible for the interest subsidy may borrow under the Federal Stafford Loan Program; however, the student is responsible for the accrued interest, which either may be paid on a periodic basis or added to the loan principal.

Any student who has difficulty locating a Federal Stafford Loan lender should contact the Agnes Scott College Financial Aid Office.

Application Procedures

Agnes Scott requires all financial aid applicants to complete the Free Application for Federal Stu-

dent Aid. Additionally, all entering students who wish to be considered for Agnes Scott grants based on family financial circumstances are required to complete the Agnes Scott College Financial Aid Application. Prospective students should indicate their interest in financial assistance on the Agnes Scott application for admission.

Transfer applicants, applicants for readmission and Return to College applicants may obtain the applications from the Office of Admission.

Currently enrolled students seeking aid for the next session should obtain the applications from the Financial Aid Office. Instructions for applying are posted on the official bulletin board in January.

Determination of College Awards

The financial aid office uses the information provided on the financial aid applications to determine 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, taxes, the number of people in the household, the age of the older parent and the number of children in college.

The processed financial aid application must be received in the Financial Aid Office by May 1 to receive a priority package.

Students also must 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 of Awards

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

Confidentiality of Awards

Since the amount of an award reflects a family's financial circumstances, college personnel consider the award a private matter between 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.

Student Responsibilities

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.

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

Financial aid awards are made for one year and are renewable on evidence of continued eligibility as indicated by the results of completed financial aid applications each year. All financial aid programs must be applied for annually.

All students must make satisfac-

tory progress toward the completion of their degree to continue to receive financial assistance.

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

Duration of Aid Eligibility

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

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

Students who drop or add courses during the first ten calendar days of the semester will have their financial aid awards revised to reflect any change in enrollment status (full-time, three-quarter time

or half-time). Hours dropped after that period will be included in the computation of the student's duration of financial aid eligibility.

Satisfactory Academic Progress

To receive financial assistance at Agnes Scott College through programs authorized by Title IV of the Higher Education Act as amended, through state administered programs and through College funded programs a student must maintain satisfactory academic progress.

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

All Agnes Scott Scholarships based on merit require specific academic achievement for renewal. The requirements vary and are included in the scholarship notification.

Appeals and Reinstatement of Aid

A student may appeal the termination of her financial aid. If circumstances warrant it, the financial aid may be reinstated. A written appeal must be submitted to the director of financial aid by the date specified on the notification to terminate aid. Students receive written notification of the decision

regarding appeal.

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

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

Students who wish to appeal the termination of their merit-based scholarships may appeal to the director in writing. Students receive a written response regarding the decision on the appeal.

Other Financing Options

The College offers several other options for financing an Agnes Scott education. These programs are designed to help a student's family manage their resources in ways which will enable them to make their expected contribution toward college costs.

□ *Detailed information on these programs is available in the Financial Aid Office.*

■ **Parent Loan Plan.** The Agnes Scott Parent Loan Plan is funded by the College for families who

wish to obtain loans ranging from annual amounts of \$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.

■ **Federal Parent Loan for Undergraduate Students (PLUS).** The Federal Loan Program enables parents of enrolled students to make federally insured loans at a low interest rate through banks, credit unions, savings and loans. Parents may borrow a maximum of the cost of education less other financial assistance.

■ **AchieverLoan** The AchieverLoan from the Knight College Resource Group is a long-term loan program for parents who wish to spread college costs over a longer period of time (up to fifteen years).

■ **Agnes Scott College Ten-Month Payment Plan.** For parents of dependent students and for independent students who wish to meet educational expenses without borrowing, the Agnes Scott Payment Plan divides college costs into ten interest-free monthly payments. For renewal, an application, with fee, must be filed annually.

Return to College Students

Financial assistance is available for full- or part-time study to women pursuing their first bachelor's degree who demonstrate

financial eligibility or who are eligible for the Middle Income Assistance Grant or the Scholarships for DeKalb College graduates. For most financial aid programs, recipients must enroll each semester for a minimum of six semester hours of credit. Financial aid awards for Return to College students usually consist of grant and loan funds.

Return to College applicants who wish to apply for financial assistance should file their aid applications at least two months prior to the beginning of the semester for which they plan to enroll. (*See previous information for details.*)

Loan assistance is available to degree seeking students who already have a bachelor's degree and to post-baccalaureate students enrolled in a course of study required for teacher certification or for entrance into graduate school.

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 Office of Admission.

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 admission and financial aid documents from international students interested in aid.

Outside the Classroom

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 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 students 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 and a resident director are assigned to each hall as needed. These residential staff members are supervised by the associate 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.

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

Student Activities

The majority of student activities are held in the Wallace McPherson Alston Campus Center. This two-building facility was designed to meet a variety of needs. The Alston Center has a U.S. Post Office, student lounges, a snack bar, three racquetball courts, a studio dance area and the chapel. The Alston Annex houses student government offices and a lounge for commuting stu-

dents. The director of student activities plans social, cultural, intellectual and recreational activities for students.

Each year students have an opportunity to submit lists of their activities and offices held, internship or campus jobs for inclusion on an activities transcript. The transcripts may be requested in the registrar's office.

Student Government

Agnes Scott is a community that values open communication among faculty, students and administrators. The Student Government Association acts as a formal liaison between 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 common health problems, health education and counseling. When necessary, the professional staff 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 upon request.

Special health education and screening programs are offered throughout the year. Reference materials on health issues 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 evaluation and treatment of health problems by the nurse practitioner or referral to the appropriate medical resource. Faculty, staff and non-resident students may receive first aid for minor injuries, limited health screening, health information and referral upon request but are not eligible for other services from the Health Center.

Students with serious illness or accident victims will be referred to the appropriate medical facility. 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.

Counseling

Confidential counseling services are available for all Agnes Scott students with the College counselor and the College chaplain. In general, therapy sessions last 50 minutes and are limited to short-term treatment of 10-12 weeks.

Psychiatric or long-term therapy is available off campus by referral and includes a free evaluation.

Both individual and group counseling sessions are provided for personal issues such as family problems, homesickness, conflicts in relationships, grief, anxiety, depression, self-esteem and support. Workshops are offered on a regular basis for a variety of issues including time management, study skills, test anxiety and stress reduction. Students are encouraged to take advantage of the opportunity to explore their personal growth through counseling services.

For more information concerning the counseling process and services, visit the counseling WEB site which may be reached from the Agnes Scott homepage.

College Chaplain

The chaplain coordinates Agnes Scott's religious activities, offering opportunities for worship, reflection, service and community-building.

On-campus worship includes Sunday evening vespers, services in celebration of special campus events, as well as services offered by visiting clergy from a variety of religious traditions. Serving as a liaison between the broader religious community and the College, the chaplain encourages students to become involved in the worship of a local congregation and provides information about the many churches, synagogues and other places of worship in the Decatur and Atlanta areas.

Contexts for reflection on the

relationship between faith and learning, as well as on personal and societal issues, are provided through speakers, group discussions, support groups and personal counseling. With the director of student activities, the chaplain's office offers opportunities for faithful service to the larger community by dealing with such issues as homelessness and housing, literacy, the environment, health, poverty and battered women.

In these ways and as advisor to the Religious Life Council, the chaplain facilitates the building of positive community life grounded in the traditions of faith.

Career Planning

The Office of Career Planning and Counseling helps students make well-informed decisions about career and life-style options. Staff members 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, the Strong Campbell Interest Inventory and the Myers-Briggs Type Inventory); an extensive career library; seminars about specific careers and career-related issues; and job search workshops on topics such as 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 observ-

ing 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. Internships may be paid or unpaid and for credit or non-credit. *For more information about credit internships, see page 42.*

The office assists students in locating permanent, summer and part-time work. Through JOBTRAK, an on-line college job listing available via the Career Planning WEB site, students and alumnae may access current national career opportunities. 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 annually with a con-

The Athletic Program

Agnes Scott College has a tradition of recognizing that physical activity is an essential component of the total growth and education of women.

Through the Robert W. Woodruff Physical Activities Building with its basketball courts, 25-meter swimming pool, weight room and training room, the Gellerstedt track and field, six tennis courts, as well as the dance studio and racquetball courts in the Alston Campus Center, Agnes Scott has made a

commitment to provide quality opportunities for physical activities and athletics equivalent to that of its academic programs.

Agnes Scott offers a competitive intercollegiate sports program in five varsity sports: basketball, cross country, soccer, tennis and volleyball. As a Division III member of the National Collegiate Athletic Association, intercollegiate athletics at Agnes Scott challenge students to reach their full potential.

sortium of Georgia colleges.

During the spring semester, employers visit the campus and conduct interviews. Some employers also participate in our Résumé Recruitment Program by receiving résumés of upcoming graduates.

Multicultural Affairs

The advisor for Multicultural Affairs is responsible for assisting multicultural students as they

strive to achieve their educational goals. The promotion and enhancement of the campus community's understanding and appreciation of diverse cultures and heritages is central to the mission of the College. The movement from tolerance to awareness and understanding and ultimately celebration of differences is achieved through training, leadership development and programming.

Return to College Program

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, socio-economic 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.

Admission

The College accepts applications for fall or spring semester. Applicants should submit:

- ✓ The Return to College application, including a personal essay and

the \$35 application fee;

- ✓ Two letters of recommendation;

and

- ✓ 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 Office of Admission will contact the applicant to arrange a campus interview. The Scholastic Assessment Test (SAT I) is not required for admission; however, students who have taken this test within the last five years 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. Students who are on probation or have been dismissed will not be admitted to Agnes Scott College.

Applications should be filed with the Office of Admission as early as possible, but no later than one month before the beginning of a semester. Applicants seeking financial aid must apply at least two months in advance of the semester in which they plan to enroll.

New Return to College stu-

dents pay a \$150 enrollment fee by May 1. This fee is non-refundable after May 1.

Financial Aid

Assistance 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 Scholarship Fund. For most forms of financial aid, students must enroll each semester for a minimum of 6 semester-hours of credit.

- For more details, see FINANCIAL AID (p. 15).

Health Record

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 admission.

Students with Previous Academic Experience

Students in the Return to College program with credits earned at other institutions will be subject to the same regulations as other transfer students with the exception of the minimum course load.

Evaluation of Transfer Credit

Evaluation of transfer credit may require that course descriptions from catalogs from all col-

leges previously attended be submitted to the assistant dean of the college upon enrollment. Please contact the registrar of your previous college or colleges for assistance in obtaining catalog course descriptions.

Academic credit earned at other institutions which meets College standards is applied toward the Agnes Scott degree upon classification. See "Transfer Credit" (p. 36). 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. A student must earn a minimum of 60 hours in Agnes Scott academic courses toward the 124 hours required for the Agnes Scott degree.

Time Limits for Completion of the Degree

Time limits for completion of the degree are:

- Eight years after enrollment if classified as a first-year student.
- Six years after enrollment if classified as a sophomore.
- Four years after enrollment if classified as a junior or a senior.

Students with No Academic Experience

Students who enroll with no previous academic experience will be classified as first-year students and will have a limit of eight years to complete the degree.

Students Seeking Audit Status

Students seeking to audit a course are required to complete the Return to College application for admission with a final college transcript indicating graduation date or a final high school transcript indicating graduation date. These transcripts must be sent directly from

the institutions attended. An interview is also required.

Non-degree Candidates

Students enrolled in the Return to College Program but who do not intend to obtain a degree may earn a maximum of 24 semester hours of credit. Non-degree candidates will not be classified.

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

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 Office of Admission. An interview is required of all applicants for admission.

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

The Academic Program

Intellectual independence, academic excellence and informed choice are the basis of the academic program at Agnes Scott. Each student is responsible for her course of study within the parameters of academic excellence set by the College's Specific, Distributional and Depth Standards.

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

Advising

Upon entering Agnes Scott College, each student is assigned an academic advisor by the assistant dean of the college. This advisor is a faculty member who will be able to meet with the student on an individual basis to assist her in making informed choices about her academic career and will remain the student's advisor until she selects a major, usually at the end of the sophomore year.

The faculty advisor must sign the student's course card and any forms to add or drop courses. This action signifies that the student has consulted her faculty advisor about her decision; however, the student is responsible for her own choices and her own academic program.

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 and no more than ten semester hours of internship credit, with a cumulative grade point average of 2.00 (C average); satisfy the Specific, Distributional and Depth Standards; and satisfy the Residence Requirement. Students admitted for the fall of 1997 or later must have a cumulative grade point average of 2.00 in the major in order to receive the degree.

Specific and Distributional Standards

The academic program at Agnes Scott encourages informed choice within the parameters of academic excellence. The Specific Standards ensure 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 in the respective areas.

Because a liberal education includes an appreciation of diverse cultures, the faculty encourages students to take courses that study women, non-Western cultures and racial and ethnic minorities in the

United States. (*Approved by the faculty 12-7-90.*)

Specific Standards

Unless exempted, a student must satisfy these standards:

1. English composition and reading: two semester courses taken while a student is classified as a first-year student
2. Foreign language: intermediate level
3. Physical education: four semester hours

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 that includes a laboratory section

3. Social Sciences

One semester course

Restrictions

Several restrictions apply to 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" (p. 36).
- 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 and Philosophy 220); cross-listed courses count in the distributional area of the department in which the faculty member teaching the course is appointed.
- Physical education courses beyond the four required represent credit beyond the 124 semester hours required for the degree.

Satisfying Specific and Distributional Standards by Courses

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

- Two semester courses in English composition and reading, taken while a student is classified as a first-year student. English 101 and 102 or 103 and 104.
- The intermediate level of a foreign language: French 202; German 202; Greek or Latin, two semesters at the 200 level; Japanese 202; Spanish 202.
- Four semester hours in physical education. Any course in the physical education program, one of which must be in fitness. The fitness courses are: 102, 103, 105, 106, 107, 109.

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 except 230, 309 and 323.
French: 235 or any more advanced literature course.
German: 222 or any more advanced literature course.
Greek: any 200- or 300-level course except 360.
Latin: 202 or any course above this level except 360.
Spanish: 223 or any more

- advanced literature course.
- b. Religious and Philosophical Thought:** one semester course.
Religious Studies: any course.
Philosophy: any course, except 220.
- c. Historical Studies and Classical Civilization:** one semester course.
History: any course.
Classical Languages and Literatures: any course under the "Classical Courses in English" heading of the department.
- d. Fine Arts:** one semester course.
Art: History and Theory—any course; Studio Art—161 or 162.
Creative Writing: English 201, 202, 203 (Theatre 203), 341, 342, 344 (Theatre 344).
Music: any course except applied music.
Theatre: any course except 117.

2. Natural science and mathematics

- a. Mathematics:** any course except 115 and 150
Philosophy: 220.
- b. Natural Science:** one semester course that includes a laboratory section.
Astronomy: 120 or any course (with a laboratory section) for which the student qualifies.
Biology: 101, 108, 120 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 stu-

dent qualifies.

Physics: 102, 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 except 210, 211, 212, 213 and 217.

Political Science: any course except 301 or 302.

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" (p. 36). The student must have the approval of the Agnes Scott department concerned and the assistant 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 ADMISSION (p. 12). Inquiries about exemption should be made to the dean or assistant dean of the college.

Depth Standards

The Depth Standards develop a student's command of a particular subject matter by her completion of a major. Besides standing disciplinary and interdisciplinary majors, Agnes Scott offers student-designed interdisciplinary 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. A course may be counted toward the minimum hours required for a major in only one major;
- 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.

Students admitted for the fall of 1997 or later must have a cumulative grade point average of 2.0 in the major in order to receive the degree.

Credit received in satisfying Specific and Distributional Standards may apply to Depth Standards. A student should consult her major advisor 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 in this catalog. First-year and sophomore students should review the requirements of majors they are considering in order to determine if any courses must be taken during the first and second years.

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

Minors

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

1. Students may complete no more than two majors or one major and one minor.
2. Courses taken to complete a major may not be used to complete a minor and conversely.
3. Credit received in satisfying specific and distributional standards may apply to a minor. A student should consult the chair of her minor program on this matter.
4. The pass/fail option is not available for courses taken to satisfy the minor.
5. Usually no more than one semester course of summer school work may apply to requirements for the minor if approved by the chair of the minor program.
6. Cross-registration courses at member institutions of the Uni-

versity Center may satisfy requirements for the minor if approved by the chair of the minor program.

- 7.** No credits from internships may be used to satisfy the minimum hours/ courses for the minor, unless a credit internship is specifically permitted within the requirements for the minor.

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 upperdivision level, may take her senior year at another institution. A request for exception to the residence requirement must be filed with the assistant dean of the college by the beginning of the spring semester of the preceding session. Permission may then be granted by the dean of the college on the recommendation of the chair of the major program and the assistant dean of the college.

Courses, Grades and Examinations

Courses

The College operates on a variable credit-hour, early-semester calendar. The unit of credit is the semester hour. Courses carry from .5 to 5 semester-hours credit. Us-

ually 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 carry 1 semester hour 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 as follows:

- **100s** – introduce a discipline
- **200s** – intermediate, though they may introduce students to an area or aspect of a discipline
- **300s** and **400s** – 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 (exclusive of physical education); the maximum is 18 semester hours (exclusive of physical education). Courses taken under cross-registration are included in a student's course load.

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

Requests for Hours in Excess of 18

Students with a minimum over-

all grade point average of 3.00 may take a maximum course load of 21 hours. Students participating in the professional semester in the Early Childhood Education program are exempt from this regulation. Students who do not have a cumulative grade point average of 3.00 or above and who wish to elect 19 academic hours may request permission from the assistant dean of the college.

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; W, withdrew; MED, medical withdrawal. Grades for courses taken on a pass/fail basis are recorded as P or F (see exception under Pass/Fail option).

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 and W are excluded from the calculation of grade point averages. Grades in physical education courses are also excluded from the calculation of grade point averages. Only grades for courses taken at Agnes Scott are factored into a student's grade point average.

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

The Pass/Fail Option

This option is included in the academic program to encourage students to elect courses they

otherwise might have not selected. Juniors and seniors may choose a total of two courses on a pass/fail basis. Forms for this request are in the registrar's office. They must be completed by ten calendar days after the mid-semester break. This deadline will not be extended if the student has not received a mid-term grade by this date.

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 (any courses in the major), including required courses outside the discipline; courses taken for a minor; certain courses in the teacher education program.

If a student receives a grade of A in a pass/fail course, the grade will be recorded on her transcript and averaged into her grade point average. However, the credits will still be counted toward her total allowed for pass/fail hours.

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

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 tenth 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 tenth calendar day of the semester.

Withdrawing from Courses

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

In cases of medical emergency, a student may withdraw from a course with the designation MED (medical withdrawal), which will appear on her record. Medical withdrawals are authorized by the assistant dean of the college or the dean of students only when a medical emergency is described and certified in writing by a licensed physician or psychologist at the time of the emergency. It is the student's responsibility to ensure that written documentation is provided no later than one month after the last day of final exams.

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

Hours dropped after the tenth calendar day of the semester will be

included in the computation of the student's duration of financial aid eligibility. See FINANCIAL AID for detailed information (p. 15).

Auditing Courses

Students may audit courses with written permission from the assistant 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 tenth calendar day of the semester. A student may not take for credit a course she has audited earlier.

Repeating Courses With a Grade of D

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

1. She must obtain the written approval of the chair of the program involved and the approval of the assistant dean of the college for permission to repeat the course.
2. If a student withdraws from a repeated course, the original grade will stand in the grade point average and on the transcript and she cannot exercise

this option again.

The final grade for a course repeated with this special permission will be substituted in the calculation of the grade point average, even if it is an F, but both grades will appear on the transcript. Repeated courses may not be taken pass/fail.

Repeating Courses with a Grade of F

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

Class Attendance

The effectiveness of instruction at Agnes Scott is directly related to regular class attendance. Attendance policies are set by instructors and individual departments.

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

The responsibility for work missed is entirely that of the individual student.

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 instructor of that course.

Completion of Semester Courses

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

In certain cases, the assistant dean of the college or the dean of students may authorize a grade of Incomplete (I) in consultation with the instructor. An I will be given only if the student is receiving a passing grade for the course work completed. Work must be completed for the course no later than March 15 (for fall semester incompletes) or September 15 (for spring semester incompletes). If work is not completed by that time, the I automatically becomes an F.

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 assistant dean of the college. A notation of "I" (Incomplete) will appear on the student's record until a permanent grade has been recorded. Incompletes may be granted only by the assistant dean of the college or the dean of students.

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.

Policy for Disputed Final Grades

When a student has substantial grounds to dispute a final grade and is prepared to present evidence to support a grievance, she must initiate the procedure by voicing her complaint to the instructor. If the matter is not resolved at this level, the student may then take the matter to the chair of the department for mediation. If the matter is still not resolved, she may then refer the matter to the dean of the college for further mediation. If the dean is unable to resolve the dispute, the student must then refer the matter in writing to the committee on academic standards and admission no later than thirty (30) days after the beginning of the next semester. The committee's decision shall be final.

Implementation:

1. The voting student member of the academic standards and admission committee shall participate fully in the final decision provided that the student involved in the dispute waives her right to confidentiality. Should the student involved in the dispute be the student member of the committee, the vice-president of the student government association shall serve in her place in this specific case.
2. Should a member of the committee be the faculty member involved in the dispute, that faculty member shall not be involved in the committee's deliberations and shall not vote. The chair of the faculty executive committee shall serve in his/her place.

Confidentiality of Student Records

The Family Rights and Privacy Act of 1974 (also called 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 Honors

Graduation With Honor

A student is eligible to graduate with Honor if she:

1. Attains a cumulative grade point average of at least 3.40 for all work completed at Agnes Scott.
2. Attains a cumulative grade point average of at least 3.40 for the semesters that include her last 60 academic hours completed in residence at Agnes Scott. Grade point averages are based on all academic work of a semester.
3. Has received neither a final grade below a C nor a WF in an academic course during the period defined in (2) as her last 60 hours.
4. Receives the recommendation of her major program. When the student has more than one major, she shall receive the recommendation of either one of her major programs, except that if she has done independent study, she must receive the recommendation of the program in which she has done independent study. In the case of an interdisciplinary major, this shall be interpreted to mean the recommendation of all programs concerned in the major. In the case of a student-designed major, the assistant dean of the college will determine the programs concerned in the major from which the student must receive recommendations.

Graduation With High Honor

A student is eligible to graduate with High Honor if she:

1. Attains a cumulative grade point average of at least 3.70 for all work completed at Agnes Scott.
2. Attains a cumulative grade point average of at least 3.70 for the semesters that include her last 60 academic hours completed in residence at Agnes Scott. Grade point averages are based on all academic work of a semester.
3. Has received neither a final grade below a C nor a WF in an academic course during the period defined in (2) as her last 60 hours.
4. Completes a minimum of 4 credit hours of independent study.
5. Receives the recommendation of her major program. When the student has more than one major, she must receive the recommendation of the program in which she has done independent study. In the case of an interdisciplinary major, this shall be interpreted to mean the recommendation of all programs concerned in the major. In the case of a student-designed major, the assistant dean of the college will determine the programs concerned in the major from which the student must receive recommendations.

Other 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 opening convocation held each fall, the dean of the college announces the Stukes Scholars, three students who rank first academically in the rising sophomore, junior and senior classes. The Stukes Scholars are named on the basis of the work of the previous session and overall academic achievement.

Other honors include the Dana Scholarship Program, begun in 1970 with a grant from the Charles A. Dana Foundation. Academic promise and leadership potential 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.

The Agnes Scott chapter of Phi Sigma Tau was organized in 1979. The society links philosophy departments in accredited institutions and students interested in philosophy. Membership is open to

qualified students who have taken at least three courses in philosophy.

Psi Chi is the National Honor Society in Psychology and was founded for the purpose of "encouraging, stimulating and maintaining excellence in scholarship and advancing the science of psychology." A chapter was established at Agnes Scott College in 1990. Membership is open to students who have a B average in Psychology and rank in the the top 35% of their college class.

The Kappa Kappa Chapter of Pi Delta Phi, the National French Honor Society, was established at Agnes Scott College in 1990. The purpose of the Honor Society is to recognize outstanding scholarship in the French language and literature. Membership is open to students who have taken at least five courses in French and have been nominated for academic achievement.

Omicron Delta Epsilon is the

International Economics Honor Society. The Mu Chapter of the society was established in 1994 at Agnes Scott College. Omicron Delta Epsilon encourages excellence in economics and devotion on the part of its members as economists to the advancement of their science and to the scholarly effort to make freedom from want and deprivation a reality for all. All students in their junior or senior years who have taken at least 12 hours in economics with an average of B or better are eligible.

Sigma Chi, a Sigma Delta Pi chapter of the National Spanish Honor Society, recognizes scholarship in Spanish language and literature of Spain and Latin America. Students must have completed three years of Spanish, including at least three semester hours of a course in Hispanic literature at the 300-level. The candidate also must have a minimum grade point average of 3.0 on

a 4.0 point scale in all Spanish courses taken.

Honor List and 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 grade point average 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 grade point average.

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 grade point average 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 grade point average.

Academic Policies

Classification

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

The hours required for class standing do not include credit for courses in physical education. Criteria for classification are:

- **First-year students:** students who have earned fewer than 24 semester-hours of academic credit.
- **Sophomores:** students who have earned at least 24 semester-hours of academic credit and a cumulative grade point average of at least 1.50.
- **Juniors:** students who have earned at least 56 semester hours of academic credit and a cumulative grade point average of at least 1.75.
- **Seniors:** students who have earned at least 88 semester hours of academic credit and a cumulative grade point average 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 in-

clude credit for courses in physical education.)

Unclassified students are not candidates for the degree. An unclassified student may not be 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 College. Requests for exception should be directed to the assistant dean of the college.

Academic Probation and Academic Warning

Academic probation is imposed by the dean of the college 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. Students on academic probation are placed on activity restriction and may not hold any elective or appointive office and may not participate with any performing group or in any organized college activities. Additional restrictions may also be imposed for students on academic probation.

National Collegiate Athletic Association 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 grade point average less than the minimum for her classification: first-year student, 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 grade point average 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; passes fewer than two-thirds of the academic work for which she registered; has a semester grade point average less than the minimum for her classification: first-year student, 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 dean of the college 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 dean of the college. This is done when the dean 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 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 dean of the college.

Students given academic dismissal usually are eligible to apply 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 judicial review committee 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 assistant dean of the college.

The judicial review committee 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 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.

Emergency Withdrawal

Agness Scott College strives to promote the health and safety of all members of the College community by providing student health and counseling and public safety protection services and by enforcing student conduct regulations. To ensure that the institution and its members are allowed to carry out their activities without the substantial threat of interference or danger of harm, the College has adopted a policy and the following procedures for the emergency withdrawal of a student when deemed necessary to promote the health and safety of both the student and the College community.

I. Criteria and Procedures for Immediate Withdrawal.

A student will be subject to immediate withdrawal from the College, and /or College housing, if it is determined by the dean of students that the student:

- a.** engages, or threatens to engage, in behavior which poses a significant risk to the health or safety of self or others, or
- b.** engages, or threatens to engage, in behavior which would cause significant property damage, or directly and significantly impede the lawful activities of others.

Once it is determined that the student's conduct falls within these criteria, the student will be notified in writing and temporarily withdrawn from the College and/or campus immediately. The withdrawal will be continued until the Judicial Review Committee reaches a final decision regarding

the student's future status. The student shall also be provided with a copy of this Emergency Withdrawal Policy. At any time, the student may terminate the process by withdrawing from the College voluntarily.

The dean of students will make the initial determination whether the matter will be sent directly to the Judicial Review Committee (Section III) or whether the student will be referred to a licensed psychiatrist for evaluation (Section II). The student will be notified of this decision in writing, delivered by either personal delivery or certified mail. If the matter is sent directly to the Judicial Review Committee, the Committee shall convene and consider the case (Section III) within seven days of the notice to the student. If the student wishes to be evaluated by a psychiatrist, the student may request within forty-eight hours of receipt of the notice from the dean of students that the matter be pursued according to the following procedures.

II. Referral for Evaluation.

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

The dean of students shall also provide the psychiatrist a written description of the student's behaviors that led to the referral, with a copy to the student, with a copy of the Emergency Withdrawal Policy. The psychiatric evaluation must be completed within one week from the date of the referral letter, unless an extension is granted in writing by the dean of students. Within forty-eight hours after the completion of the evaluation, the dean of students, the psychiatrist and the student will meet to discuss their assessment of the situation.

In addition to the above, the student may choose to be evaluated by an independent licensed psychiatrist of the student's own choosing and at the student's expense and thereafter request a meeting with both psychiatrists, the dean of students and the student. This second evaluation must take place within one week of the first evaluation unless an extension is granted in writing by the dean of students. The meeting between the psychiatrists, the dean and the student must take place within one week of the second evaluation.

III. Judicial Review Committee.

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

students will not participate as a member of the committee and will not vote in the final decision. As with other College procedures, neither the College nor the student shall have attorneys or legal representation at this proceeding.

The student who has been referred for psychiatric evaluation and participates in this Judicial Review Committee proceeding acknowledges and agrees that this process may involve a discussion of the student's relevant medical/psychiatric records and communications, and will result in some loss of confidentiality and privacy on the student's part.

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

IV. Readmission from Withdrawal.

A student may be considered for readmission after the expiration of a minimum of one full semester. In order to be considered for readmission, the student must submit to the Dean of Students a description of the student's progress and activities during the interim period and, in cases in which professional care

has been recommended, a report from the student's psychiatrist.

The student must arrange for an interview in person with the dean of students. If the student lives out of the region, a phone interview is acceptable. These steps must be completed by November 15 for consideration to be readmitted in January and by June 15 for consideration to be readmitted in August.

The dean of students will determine whether the student will be eligible for readmission. When a student is deemed eligible for readmission, the Admission Office will be informed that she/he may reapply by the usual procedures, and the student's application for readmission will be reviewed by the dean of the college and the dean of students.

Judicial Review Committee of the College

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 the recommendation of the dean of the college 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 of the Judicial Review Committee

President of the College (*Chair*)
Dean of the College
Dean of Students
Registrar
Four members of the faculty
President of the SGA
President of the Honor Court
President of the Interdormitory Council

Transfer Credit

Prior to enrollment, transfer credit is given for grades of C or better in courses taken at accredited colleges and universities if approved by the assistant dean of the college. No credit is given for courses with pass/fail or satisfactory/unsatisfactory grades.

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

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

A student must earn a minimum of 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 grade point average.

Exceptions to these policies may be made by the dean of the college.

Evaluation of Transfer Credit

Evaluation of transfer credit may require a course description from catalogs from all colleges previously attended to be submit-

ted to the assistant dean of the college. Please contact the registrar of your previous college or colleges for assistance in obtaining catalog course descriptions.

Summer School

Credit for approved summer courses at accredited colleges and universities may be applicable to the requirements for the Agnes Scott degree. After a student has been admitted to Agnes Scott, no credit is given for a summer school course if the grade is less than D. Credit for summer school courses is not factored into a student's grade point average.

Students planning to take summer school courses should consult the assistant dean of the college before enrolling in summer school. All courses require approval by the assistant dean of the college, in consultation with the appropriate academic program. 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 program. Usually no more than two semester courses of summer school work may apply to the requirements for a major. Usually no more than one semester course of summer school work may apply to requirements for the minor if approved by the chair of the minor program.

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" (p. 36). The dean of the college may make exceptions. Hours in Agnes Scott summer programs are not included in these limits.

Leave of Absence

The purpose of a leave of absence is to allow a student a break in her studies without having to withdraw from the College and apply for readmission.

A leave of absence form should be submitted to the assistant dean of the college for approval by the end of the course selection period prior to the semester or semesters requested. Except under the most unusual 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 that the assistant dean of the college extend her leave of absence from one semester to two semesters.

A student granted a leave of absence need not apply for readmission. Within a reasonable time, she should notify the assistant 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 course-work at another college or university, she should first consult with the assistant 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.

Exceptions to the above policies may be made by the dean of the college.

A student whose leave of absence is approved must pay a non-refundable \$150 continuation fee for the leave period. When she returns to Agnes Scott College, the fee will be applied toward her expenses.

Withdrawing From the College

A student who wishes to withdraw from the College must obtain a withdrawal form from the assistant dean of the college or the dean or associate dean of students.

Withdrawal is not official until a withdrawal form has been signed by one of the deans. Withdrawal forms will not be signed while academic or disciplinary actions involving the student are in process. A student may not withdraw

after the last day of classes.

Grades for students whose withdrawal forms are signed will be determined on the basis described in sections “Grades” (p. 27) and “Completion of Semester Courses” (p. 29) in this catalog.

For the financial aspects of withdrawal from the College, see TUITION AND FEES (p. 48).

Readmission

Students who have withdrawn or been dismissed from Agnes Scott and wish to return must submit an application form with the \$35 nonrefundable application fee. The application is available from the Admission Office. Students must also send transcripts of college work taken since leaving Agnes Scott and the recommenda-

tion of an instructor under whom she did this recent work.

Students who have not pursued additional study may complete a short application form, also available from the Admission 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.

International Opportunities

In a world which is increasingly global, the opportunity for students to gain international perspectives and experience intercultural situations should be a fundamental component of any liberal arts education. Such opportunities are integral to the Agnes Scott College experience. Through a variety of programs, Agnes Scott College students are provided opportunities to study in international settings, perfect language skills and gain an understanding of how developments in other cultures and countries are relevant to their interests and career choices.

Global Awareness Program

The Global Awareness Program, a yearlong academic study/travel experience, provides a means for students to develop a better understanding of their own cultural values as well as an appreciation for the physical and cultural diversity of our world. This international program offers virtually all students, regardless of academic major, the opportunity to experience a culture different from the one in which they were raised. The goals of the program are to help students to open horizons, to explore differences, to compare and evaluate different ways of doing things and to challenge assumptions and beliefs about the world in which they live.

With a focus on non-European cultures (host countries vary year

to year), students have an academic study/travel experience in places such as Mexico, Japan and Africa under the guidance and supervision of Agnes Scott College faculty. During the fall semester, students study the history, culture, geography, economics and politics of a country, begin a research project and develop "survival language" skills. The spring course begins with a 2-3 week January intersession academic/travel experience in the country where students do field research on their research topic, keep journals and experience homestays. Upon return to campus, the course continues in a six-week "debriefing" seminar in which students make cultural comparisons, reflect on the study/travel experience, complete research projects and share the experience with the campus and local community.

Global Awareness is open to students of any major who are in good standing and have been at Agnes Scott at least one semester. This program is particularly recommended for sophomores as one of their electives. Entering students may be admitted with special permission if space permits. Students must apply and be accepted to the program in order to register for GA 200. Year Five and graduate students may participate on a space available basis, but they must pay the entire cost of the trip whereas the College heavily subsidizes the cost for undergraduates. (Students

who wish to enroll more than one time must pay full fees.) Fees vary depending on destination. Recent prices to undergraduate students have ranged from \$1100 to \$1500 per person.

See "Global Awareness" course descriptions (p. 75).

A distinctive aspect of exchange is possible in those years when the Global Awareness program features Japan. As part of the Agnes Scott College exchange program with Kinjo Gakuin University in Nagoya, Japan, the Global Awareness students are hosted by families from our sister institution in Nagoya. In return, a select number of Kinjo Gakuin students study for one semester at Agnes Scott. There is also a Faculty Exchange Program between the colleges.

Global Connections

Global Connections is a new program through which Agnes Scott students can enrich their traditional learning experiences by connecting what is learned in the classroom to a global experience. Academic programs may "add-on" a Global Connections component to an appropriate regular academic course ("base course") for critical reflection and concentrated study in particular cultural contexts. This two-hour component is optional (one does not have to enroll in it to take the base course) and involves two to three weeks of travel/intercultural experience during the January intersession or in late May.

A Global Connections component may include a research component, journals, creative projects and group sessions. Three or four pre-departure sessions are held during the semester to familiarize students with travel procedures and regulations. Grades of "Incomplete" will be assigned until requirements for the component have been completed. (Due to the need to assign "I" grades, seniors are not able to enroll for credit in Global Connections during the semester in which they plan to graduate. Graduating seniors may enroll on a non-credit basis if they wish.)

To be eligible to enroll in a GC component, a student must apply and be accepted to the program, be in good standing and be concurrently enrolled in the base course or have satisfactorily completed the base course during the past two academic years. Students pay full cost of travel expenses. The fee varies depending on destination. Recent Global Connections courses have included travel to India, Greece and England.

Study Abroad

There are two ways in which Agnes Scott students can participate in extended study abroad experiences.

French and German Exchange Programs

Agnes Scott College has special exchange agreements with the Université Catholique de L'Ouest in Angers, France and with the Johannes Gutenberg Universität Mainz in Gernersheim, Germany. Students can spend a semester or a year at either university while remaining enrolled as an Agnes Scott student. Participants pay tuition and fees to Agnes Scott but are responsible for their travel and room and board. Grades of "D" or better earned through the exchange are recorded on the permanent record but are not computed into the Agnes Scott grade point average. Information on language prerequisites for these programs can be obtained from the faculty in the

German Studies and French programs.

A student interested in one of these exchange programs should obtain a copy of "Guidelines for Study Abroad" at least nine months prior to her participation.

Study Abroad Through Other Institutions

Students may choose to participate in a program sponsored by another college or university in the United States or by enrolling directly in a foreign institution.

Grades of "D" or better earned in courses are recorded on the permanent record but are not computed into the Agnes Scott grade point average. All fees are paid to the host institution.

A student interested in participating in a program through another institution should obtain a copy of "Guidelines for Study Abroad" at least nine months before her participation.

Special Curricular Opportunities

On Campus Opportunities

The Atlanta Semester: Program in Women, Leadership and Social Change

Agnes Scott has created a distinctive academic program that combines experiential learning in the form of internships with an exciting array of courses designed to bring the academy and the community together to study and promote social change. What distinguishes the Atlanta Semester from other programs is the emphasis on women and leadership in both the academic and public settings. Students in the program are challenged to examine the contributions to social change made by women leaders, and they experience firsthand the pressures and rewards of leadership in internships with Atlanta based organizations.

The Atlanta Semester is open to Agnes Scott students but also offers women from colleges and universities across the country the opportunity to benefit from the women's college experience while living, working and learning in the progressive city known as the capital of the New South. In addition, students may earn a full semester's academic credit and make valuable contacts for their professional lives.

The program takes as its theme "Making All the Difference: Re-thinking Citizenship and the City

of the Future." An interdisciplinary seminar taught by Agnes Scott's faculty and a speakers' forum constitute the common academic core of the program; in addition, each student selects an internship suited to her needs and interests and carries out an independent research project that bridges the experiential and academic components of the program. Each student is assigned an advisor and has many opportunities to discuss her individual program and goals with the program's faculty. The Atlanta Semester academic program consists of 13 semester credit hours, which may be applied to a variety of majors or concentrations at students' home institutions. Some students may wish to take an additional course outside the program chosen from among Agnes Scott's offerings.

Agnes Scott students enrolled in the Atlanta Semester Program may count the credit hours as fulfillment of electives or, with the approval of their major or minor department, apply to receive credit for their major or minor.

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 an increased course load; or by
- attending summer sessions at other institutions.

A student planning to accelerate should consult her advisor and must complete the accelerated program application form. The form must be approved by the assistant 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. Students may cross-register for a maximum of two courses per term and a total of 18 semester hours.

Grades for courses taken through cross-registration are not factored into a student's grade point average, 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" (p. 36). Courses taken to satisfy Depth Standards must be approved by the student's advisor. Cross-registration courses may satisfy requirements for a minor if approved by the chair of the minor program. All courses must be approved by the assistant 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 assistant dean of the college before the end of course selection for the semester in which they plan to enroll in cross-registration.

The members institutions of the University Center in Georgia are:

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

Scott Free Year Five Program

Scott Free Year Five is a unique program offered by Agnes Scott College, designed to assist students in making the transition from college to the world of work. Agnes Scott graduates are eligible to attend Agnes Scott tuition-free the two consecutive semesters (excluding summer) following the completion of degree requirements. Stu-

dents take classes on a "space available" basis and may take from one course up to a full course load. Credit for all courses taken is recorded on the student's Agnes Scott College transcript. The Year Five student can request to live on campus. The assistant dean of the college is the academic advisor for all Year Five students.

Any student interested in information concerning Year Five or in submitting an application for the Year Five Program should contact the assistant dean of the college.

The student activity fee, college events fee and health insurance fee (unless waived) must be paid at the time the student registers for the courses.

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 grade point average of B (3.0) or better is eligible to apply for an independent study. Her application must be approved by the appropriate department or program. The project may begin as early as the spring semester of the student's junior year.

Interested students should obtain the written guidelines (available in the registrar's office) and then apply in writing to the appropriate program chair. The completed application for an independent study must be submitted for approval to the assistant dean of the college.

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 two weeks before the fall semester deadline for course changes.

Internships (450)

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

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

A student interested in an internship for credit should obtain written guidelines and an application from the registrar's office. She should then consult her advisor. The completed application should

be submitted for review to the assistant dean of the college. The deadline for application is registration day of the semester during which the internship is to be taken.

Tuition for credit internships during the academic session is included in the regular fees. A student may complete the practical component of an internship (450) while the College is not in session and complete the academic component of the internship during the next semester, receiving credit for the internship during the semester following the practical experience. The internship must be approved before work is begun. If credit is earned when the College is not in session, the charge for Agnes Scott credit earned under the supervision of an Agnes Scott faculty member is \$325 per semester hour.

Language Across the Curriculum

The Language Across the Curriculum Program (LAC) is designed to enrich the study of the various disciplines by allowing students and faculty the opportunity to study materials in an original language, establish linkages between foreign languages and the various disciplines and allow both students and non-language faculty to continue their language skills beyond the foreign language classroom.

Appropriate academic courses are coupled with a one-hour LAC component where materials related to the course are read and discussed in the original language. Pairs of faculty, one a discipline faculty and one a language faculty, co-teach the component. More information

about LAC courses may be found in the following departments or programs: Art, Classical Languages and Literatures, History, Modern Foreign Languages and Literatures, Political Science, Sociology and Anthropology, Religious Studies and Women's Studies.

Students wishing to enroll in the LAC component of any offered courses must have completed four semesters of a foreign language.

Research Scholars Program

The Research Scholars Program provides a collaborative research experience between students and faculty. Students are directly involved in research and their work is geared to produce publishable results. In this program students receive invaluable experience and faculty receive research assistance in the faculty members' own research areas. Students are expected to make a presentation of their research to other students and faculty. Guidelines for the program are available from the assistant dean of the college.

SHARP!Women

SHARP!Women (Science Honors Associates Research Program for Women) is a summer research program involving Agnes Scott faculty and undergraduates. For part of the program, high school students and faculty join Agnes Scott faculty and students in doing research projects. Information for SHARP!Women is available from faculty in the science programs and from the assistant dean of the college.

Special Study (410)

Special study courses (numbered 410) are offered by all academic programs and are open to senior majors (and qualified juniors) to pursue work in areas outside a program's listed courses. Non-majors 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 to the assistant dean of the college 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 or director of the program offering the 410.

If a student requests a 410 in her junior year, the application should also state the appropriateness of the 410 to the student's major program.

If a student wishes to take a 410 outside her major program, her application must describe her preparation in the program offering the 410, as well as the information described above.

Student-Designed Majors

Students may design their own interdisciplinary majors by combin-

ing disciplines. They should consult the assistant dean of the college, who will assign an advisor and oversee the development of the proposal. The assistant dean of the college has information available on recent interdisciplinary majors, such as Art-Psychology, Art History-Religious Studies, Art History-English Literature, Art History-History, Biology-Psychology, History-English Literature and Latin American Studies. Students may use the examples in preparing their own proposals but are not limited to those interdisciplinary majors. Students may also reshape the examples to suit their own needs and interests.

Proposals for student-designed majors usually are submitted to the assistant dean of the college during the spring semester of a student's sophomore year. Proposals are approved by the dean of the college.

Teaching Certification

Agnes Scott has state-approved programs for Early Childhood (P-5), Secondary (7-12; biology, chemistry, economics, English, history, mathematics, political science), Foreign Languages (P-12; French, Greek, German, Latin, Spanish) and Music (P-12). A student who completes any of these programs satisfactorily is eligible for initial Georgia certification, as well as certification in states with which Georgia has reciprocal agreements.

Agnes Scott students interested in teaching complete the teacher education program in addition to fulfilling the requirements for their

majors. The professional program includes classroom study of theoretical and practical approaches to teaching, as well as field experiences in a variety of school settings.

Students interested in teaching should consult the Director of Teacher Education Programs during their first year, or as early as possible in their college careers.

Off-Campus Opportunities

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 Georgia Institute of Technology. For information about specific programs, students may consult the faculty coordinator, Prof. Lilia Harvey.

Upon 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 Georgia Institute of Technology. With advanced planning, outstanding students are able to complete a master's degree at Georgia Institute of Technology with a minimum of additional time.

Students interested in the 3 + 2 programs should consult the assistant dean of the college as early as possible, preferably during their first year. The student must select a major and plan a program which

satisfies 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 major.

Admission to the program at Georgia Institute of Technology is based on completion of the above requirements and on the recommendation of the faculty coordinator.

Dual-Degree Program in Art and Architecture with Washington University

A student may combine three years of liberal arts studies at Agnes Scott with four years of specialized work in architecture at Washington University (St. Louis) for a combined undergraduate/graduate program.

Upon 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 in the graduate program in architecture at Washington University for three years to receive a master's degree in architecture.

By taking advantage of this cooperative program, the student can complete both degrees in seven years.

Students interested in this program should consult the faculty coordinator as early as possible, preferably in the first year.

Admission to the program at Washington University is based on

completion of certain requirements and on the recommendation of the faculty coordinator for the program, Prof. Terry McGehee.

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 upon completion of the exchange. Permission to participate in this program is given by the dean of the college.

Students interested in attending Mills College for a semester or a year should consult the assistant dean of the college and the director of financial aid.

Public Leadership Education Network

Agnes Scott College is a member of PLEN, a consortium of women's colleges designed to prepare women for public leadership roles. Students have opportunities to study the process of public policy with women leaders in Washington, D.C. and abroad. Programs range from two-day mentor sessions to seminars of several days' length to the PLEN Public Policy Semester.

Students interested in participating in the PLEN program may contact the dean of students or the

faculty advisor, Prof. Brenda Hoke.

Students interested in receiving academic credit for participation in the PLEN program must contact the assistant dean of the college.

ROTC

Agnes Scott students may participate in the Air Force or Navy Reserve Officers Training Corps at 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. Interested students should consult the assistant dean of the college.

The Renaissance Scholars Program Of The University Center in Georgia

The Renaissance Scholars Program is for superior undergraduate students who have a traditional major and wish to incorporate a substantial amount of work in a disparate discipline. They spend at least one semester in residence at another University Center campus or other locations approved by the program's advisory council under the guidance of a Host Campus Tutor. Students are admitted in the sophomore year to the program by the recommendation of the College and approval by the Renaissance Scholars Program Steering Committee and the Advisory Board.

Students interested in this program should contact the assistant dean of the college during their first 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, D.C. There are nine offerings in the program, including American government, foreign policy, economic policy, justice, international business and trade 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. Requests must be approved by the dean of the college.

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 may obtain information and applications from the faculty advisor, Prof. Catherine Scott, or the assistant dean of the college.

Post-Baccalaureate Programs and Preparation for Graduate Study

Post-baccalaureate and graduate programs are coeducational and qualified women and men are invited to apply.

- For requirements and applications for specific programs, contact Ruth Bettendorff, Associate Dean of the College/Director of Graduate Studies, The Office of Graduate Studies, Agnes Scott College, 141 E. College Avenue, Decatur, GA 30030-3797.

Master of Arts in Teaching Secondary English (MAT)

The MAT in Secondary English is designed specifically for candidates seeking to teach high school English who either have made a late decision as undergraduates to become teachers or are of a non-traditional age. The 45-hour program targets students who have an undergraduate degree in English, or a related field with significant background in English, but who did not complete a teacher certification program at the undergraduate level. Special features of the MAT program include an emphasis on gender equity, a writing workshop which focuses on improving and teaching writing and two semesters of supervised internship.

Post-Baccalaureate Premedical Program

Agnes Scott offers a one-year post-baccalaureate program that

prepares students for most medical school, veterinary school and other allied health professions. This Post-Baccalaureate Premedical Program is primarily for career changers and for returning students with undergraduate degrees in non-science fields who lack the necessary science courses to apply for advanced study in the growing healthcare field.

Successful candidates have a favorable academic record and demonstrate a high degree of motivation and commitment. It is desirable for applicants to have some experience in a medical setting, either as a volunteer or professional.

Students earn a certificate upon completion of a minimum of 32 hours of laboratory science and a non-credit co-curricular seminar on various health care topics. Students take the basic premedical requirements (biology, general chemistry, organic chemistry and physics) offered through the regular undergraduate curriculum. Calculus is also strongly recommended, though not required.

Post-Baccalaureate Teacher Certification—Secondary

Agnes Scott College offers course work leading to post-baccalaureate certification at the bachelor's level (T-4) in the following fields: Secondary (Grades 7-12):

biology, chemistry, history, mathematics.

The Post-Baccalaureate Teacher Certification Program is a non-degree program for college graduates who have completed an appropriate major but have not completed a teacher education program. Admitted students are required to complete a minimum of 30 semester hours of credit, 24 of which must be specified Agnes Scott hours. Additional hours may be required depending on the student's prior preparation and on certification standards.

Post-Baccalaureate programs are not available in Early Childhood or Middle Grades.

Note: Initial certification in secondary English is available for qualified applicants at the Master's level (T-5) through the Master of Arts in Teaching Secondary English program.

Preparation for Graduate Study

Preparation for Arts and Sciences

A student interested in graduate study in arts or sciences should consult first with her faculty advisor. Information on the Graduate Record Examination (GRE) may be obtained in Faculty Services in

Buttrick Hall. Graduate catalogs are available on microfiche in McCain Library.

Preparation for Medicine

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

The health professions advising committee, advisory to the assistant dean of the college, counsels students on academic programs, preparation for professional school and ways to enhance acceptability into pre-health programs. The group writes letters of evaluation to each school to which a student applies. Students have the opportunity to meet with medical college faculty as well as medical students, some of whom are Agnes Scott alumnae.

The most critical step toward admission, other than grades (grade point average 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 the 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 calculus. These courses should be in progress or completed by the spring of the junior year in order to do well on the MCAT.

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. A student who majors in chemistry or biology should take introductory courses in that discipline during the first year.

One possible program is:

First year: Biology 120,121

Sophomore year: Chemistry 101, 101L, 102, 102L

Junior year: Chemistry 201, 202, 202L; Physics 110, 111

Another possible program is:

First year: Chemistry 101, 101L, 102, 102L

Sophomore year: Chemistry 201, 202, 202L; Biology 120, 121

Junior year: Physics 110, 111

These possibilities apply to any major. Some students may take biology and chemistry during the first 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 Faculty Services 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 that have such facilities.

Preparation for 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 consult with the pre-law advisor, Prof. Gus Cochran, about when to take and how to prepare for the Law School Admissions Test (LSAT).

Tuition and 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 1997-98 academic year are:

Tuition	\$14,825.00
Room and board fee	6,230.00
Health Insurance fee*	189.00
Student activity fee	115.00
College events fee	20.00
TOTAL	\$21,379.00

* The health insurance fee is adjusted each year. This was the cost in 1996-97.

Payment due dates for Tuition and Fees for 1997-98 are indicated below.

A student's account will be credited \$50 for each semester that the account is paid in full by the due date.

A student's financial aid package will be considered when determining the amounts due each semester.

■ **All resident students** pay a refundable \$100 room occupancy deposit each year. This deposit is due when tuition, fees and room and board charges for the fall semester are paid. The deposit is refundable at the end of the academic year provided no room damage has occurred and no other monies are due to the College.

Students who change boarding status during the semester will be charged or credited for room and board on a pro rata basis for the remainder of the semester.

■ **All new students** pay a non-refundable \$35 application fee and a \$150 enrollment fee by May 1. This enrollment fee is non-refundable 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 (after April 15) \$150 deposit by April 15. This deposit entitles the student to re-register and to select a residence hall room for the next year. A nonrefundable \$150 continuation fee is required of students who are on an approved leave of absence.

■ **Unclassified and Return to College students** who take less than a full academic load (12 semester hours) pay tuition in 1997-

Resident Students

April 15 (returning)	\$150 Deposit
May 1 (new)	\$150 Deposit
August 1	\$100 Room Deposit
August 1	\$10,513 Balance (Fall semester tuition, fees, room & board)
August 15	\$189 Health Insurance* (unless waived)
January 5	\$10,527 Spring semester tuition, fees, room & board

Non-Resident Students

April 15 (returning)	\$150 Deposit
May 1 (new)	\$150 Deposit
August 1	\$7,398 Balance (Fall semester tuition, fees)
August 15	\$189 Health Insurance* (unless waived)
January 5	\$7,412 Spring semester tuition and fees

98 on a semester basis at a rate of \$670 for the first hour and \$620 for each additional hour up to five hours; \$4,390 for six to eight hours; and \$6,250 for nine to 11 hours. Any additional monies due to the College as a result of course changes during the ten-day drop/add period are due at the time of the change. The \$115 student activity fee and the \$20 college events fee are not included in these charges. The student activity fee is due at the beginning of the first semester of an academic session in which the student is enrolled for at least 6 semester hours. The College Events fee is due at the beginning of the first semester of an academic session in which a student is enrolled, regardless of the number of credit hours taken.

■ **Post-Baccalaureate Pre-medical Students** pay \$310 per credit hour up to five hours; \$2,170 for six to eight hours; \$3,100 for nine to eleven hours; and \$3,700 for full-time work in 1997-98. The \$115 student activity fee and the \$20 College Events fee are not included in these charges. The student activity fee is due at the beginning of the first semester, other than summer, in which the student is enrolled for at least 6 semester hours. The College Events fee is due at the beginning of the first semester, other than summer, in which a student is enrolled, regardless of the number of credit hours taken.

Graduation Fee

A nonrefundable graduation fee of \$150 to cover rental of cap,

gown and hood, the purchase of the diploma and other expenses is required of all students who expect to graduate. This payment is due when tuition, fees and room and board charges are paid.

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, a transcript of record or official grades.

Refund Policy

A refund refers to the College charges that are refunded to the student and/or to the *financial aid sources* which covered those charges. Refunds are made within 30 days of the student's withdrawal.

Students who withdraw from the College on or before the first class day of a semester will receive a full refund of any payment made toward tuition, room and board and student fees. No refund will be made of the \$150 enrollment/re-registration deposit.

For students who withdraw after the first class day during a semester, the mandatory health fee is non-refundable.

Agnes Scott's institutional refund policy for tuition, room and board and the Student Activity and College Events fees is as follows:

- 90% refund when withdrawal is after the first class day and before the end of the first 10% of the semester.
- 50% refund when withdrawal is

after the first 10% and before the end of the first 25% of the semester.

- 25% refund when withdrawal is after the first 25% and before the end of the first 50% of the semester.

The date of withdrawal is the earlier of: (1) the date that the student notifies the institution of her intent to withdraw or (2) the date of withdrawal as specified by the student. The semester begins with the first day of class for that semester. The first week of the semester is the seven-day period that begins on the first day of class. The point of withdrawal is measured in weeks, and the student is considered to have withdrawn within a given week, as defined above, if the withdrawal date is prior to the end of that week.

For students who are in their first semester of study at Agnes Scott College and withdraw on or before the 60% point in the semester, the refund amount is calculated using the statutory pro rata refund policy set forth by the U.S. Department of Education. The pro rata refund is calculated based on the prorated charges for the remaining weeks in the semester.

Refunds are applied in the following order, as prescribed by federal law and regulations:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Federal Parent Loans for Undergraduate Students
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants

- Other federal aid
- State financial assistance
- Private or institutional student financial assistance
- Student

Monthly Statements Of Account

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

Delinquent Accounts

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

Health Insurance

The College requires that all students be covered by health insurance and provides a health insurance program for a fee. The fee is charged and payable when tuition, room and board charges are due. The health insurance program may be waived upon evidence that the student is covered by adequate alternative health insurance arrangements.

International students must carry a Student Accident and Sickness Insurance Plan to help meet additional medical expenses for the academic year. They must have this coverage before they may enroll.

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

Telephone System

The College provides each room with a telephone connection. The Agnes Scott telecommunications office contracts with AT&T for long distance service. A long distance access code may be obtained directly with AT&T or through the Agnes Scott telecommunications office. Bills are sent monthly by AT&T and payments are sent directly to them. An outstanding balance on the AT&T telephone account is considered an outstanding financial obligation to Agnes Scott College and could result in the loss of the long distance access code and official grades and transcripts being withheld.

Vehicle Registration

There is a vehicle registration fee of \$50 for the academic year or \$30 for one semester.

Courses of Study

Guide to Symbols

f = fall semester, **s** = spring semester, **S** = summer, **L** = laboratory or language across the curriculum course.
Parentheses following the course number indicate that the course is cross-listed as an offering of another department.

The College reserves the right in its discretion to make at any time changes affecting policies, fees, curricula or other matters required to carry out the objectives and purposes of the College.

Africana Studies

Director: Violet M. Johnson

The program in Africana Studies affords students opportunities to focus on the history, culture and contemporary issues pertaining to people of African descent. The core courses of the program, offered in the Departments of History, English, Political Science, Sociology and Anthropology, and Religious Studies, deal variously with Africa, African-Americans and the African Diaspora. Related courses are offered in the Departments of Political Science, Sociology and Anthropology, Psychology, Music and Modern Foreign Languages and Literatures. Students may choose to do the established minor as described below or select some courses to complement their majors and minors in other disciplines and areas.

Through the student-designed major option, a student, with approval from the dean of the college, may pursue a major in Africana Studies.

■ Requirements for the Minor:

A minimum of 19 hours is required for the minor. All courses in the minor should be chosen in consultation with the program advisor and must be approved by the advisor.

Required courses:

Africana Studies 170

History 250 or 251 or 350

Students must choose at least four courses from the following groups, three of which must be chosen from Groups I and II, with a minimum of one course from each:

Group I (Historical and Cultural Perspectives):

English 339; History 250, 251, 253, 254, 350, 354;
Religion 330 (when the topic relates to the religions of Africa or the African Diaspora);
Sociology 380

Group II (Critical Perspectives):

History 335; Sociology 350, 370

Group III (Related Perspectives):

Interdisciplinary 200; English 216; History 331, 332; Music 204; Sociology 230, 301; Religious Studies 331; Political Science 308; Psychology 240; Spanish 208

One of the following courses must be taken with the research component for one additional hour of credit: History 335, 350; Sociology 370, 380 (**Note:** These four courses have variable credit [3-4 hours]. Four hours of credit will be given if taken with the research component for this minor.)

170f. AFRICAN-AMERICAN CULTURE AND SOCIAL INSTITUTIONS (3)

Overall framework for the study of African-Americans from slavery to the present. Aspects of the African-American experience are examined from a multidisciplinary perspective.

Art

Professor: Terry McGehee

Associate Professor: Donna Sadler

Assistant Professor: Anne Beidler

The faculty in the art program are practicing artists and art historians who believe in the primacy of the visual arts in liberal education. The inherent value of art and the manner in which it can enrich and enliven the individual's experience lie at the core of the art program.

The art major is a balanced program of study in theory, practice and history. The art major, with its strong foundation in two-dimensional and three-dimensional art and solid grounding in the chronological periods of art history, offers a meaningful experience in the visual arts in preparation for a productive professional or academic career. Students may go into graduate programs in studio art, art history, art therapy, museum work, art restoration or arts administration. Students may also minor in either Art History or Studio Art. A dual degree program in Art and Architecture is offered with Washington University in St. Louis.

The Dana Fine Arts building, designed by the architect John Portman, incorporates studio spaces, lecture halls, an auditorium and the Dalton Gallery. The latter is a large, multiroom exhibition space that has hosted shows of both historical and contemporary art works. The gallery program incorporates at least one student exhibition a year, which offers the studio classes an excellent opportunity to showcase their works. Not only does the Dalton Gallery exhibit local artists and thematic shows, but students also have access to the rich cultural offerings in Atlanta; visits to galleries, museums and artist studios complement the art major's course of study.

■ Requirements for the Major

Courses required in Art History and Theory:

102, 103, 480

Two additional courses in Art History and Theory

Courses required in Studio Art:

Foundation Studies: 161, 162, 240, 270

One of the following: 241, 242

Minimum of 9 semester hours in other 200, 300, 400 level Studio Art courses

A minimum of 39 hours in art is required for the major.

■ Requirements for the Minor

Art History

102, 103, 480; four additional courses in art history at the 200 and/or 300 level. The program must have the approval of the chair of the department.

Suggested course beyond the minimum

requirement: 161

Studio Art

161, 162, 480; four additional courses in studio art.

The program must have the approval of the chair of the department.

Suggested courses beyond the minimum

requirement: 102, 103, 208.

Art History and Theory

The Distributional Standard in fine arts will be satisfied by any course in art history and theory.

102f. HISTORY OF ART I (3)

Development of ethnographic and western art from their beginnings in prehistory to the close of the middle ages. Special emphasis is placed upon the varied functions of art and its role as an index of cultural values.

103s. HISTORY OF ART II (3)

Delineation of major artistic periods from the Renaissance through the modern periods. Emphasis shifts from the concept of the individual masterpiece in the fifteenth century to the artist as courtier in the seventeenth century to the various art movements in the twentieth century.

103Ls. (French 203L) HISTORY OF ART II, FRENCH COMPONENT (1)

See French 203L for description.

Offered 1997-98

201f. (Classics 242) GREEK AND ROMAN ART (3)

Survey of the architecture, sculpture, painting and minor

arts from the Bronze Age in Greece (c. 3000 B.C.E.) through the flourishing of the Roman Empire until c. 313 C.E.

202f. (Religious Studies 202) MEDIEVAL ART (3)

Survey of the major monuments of architecture, painting, sculpture and manuscripts from the fourth century to the fourteenth century. Focusing on the accomplishments of the artists and their patrons from the ninth through the thirteenth century, the economic, social and political factors that affected the medieval artistic vision are examined.

Offered 1997-98 and alternate years

202Lf. (French 202L) MEDIEVAL ART, FRENCH COMPONENT (1)

See French 202L for description.

Not offered 1997-98

203f. RENAISSANCE ART (3)

Concentration on the apogee of painting, sculpture and architecture in Italy. Between c. 1300-1550, artists trace a visual arc between the rediscovery of nature by Giotto to the creation of works synonymous with "high culture"—such as the Mona Lisa and the Sistine Ceiling.

Addresses issues of style and iconography, as well as the effect of patronage and gender on the visual arts.

Offered 1998-99 and alternate years

208s. 19TH- & 20TH-CENTURY ART (3)

Exploration of the architecture, sculpture and painting from the beginning of the nineteenth century through post-modernism. Primary emphasis on social history that helped shape the various artistic movements from realism to pop art to minimalism to performance art of the 1980s.

311s. (Women's Studies 311) THE RISE OF THE WOMAN ARTIST (3)

Examination of the changing role of women in the production and possession of art. The perspectives of gender and difference used to define the shifting images of women both as subjects and as creators. The artistic patronage of women is examined as a force for social and artistic change.

Offered 1997-98 and alternate years

312s. THE AGE OF THE CATHEDRALS (3)

Intensive study of the cathedrals and monasteries of the twelfth and thirteenth centuries. Emphasis placed on the theory and construction practices of the medieval masons, the iconography of architecture and the meaning of the stained glass and sculpture programs that embellish the churches of France, England, Spain and

Italy.

Offered 1998-99 and alternate years

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)

Capstone course that emphasizes theory, contemporary art issues and the role of art in society today. Political, social and aesthetic perspectives related to current developments in the visual arts. Readings, presentations and visits to galleries, museums and artists' studios provide a context for discussion.

Open to art majors and minors in art history or studio art and others with permission of the department chair

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

Independent research in art history and theory or in studio art under the supervision of a department member.

Open to senior art majors or by permission of the department chair

Studio Art

The Distributional Standard in Fine Arts may be satisfied in studio art by taking Art 161 or 162. If a student requests a portfolio review and subsequently receives a positive recommendation by the studio faculty, the student will be advised as to appropriate curricular choices, placement and possible credit. Refer to page 12 for AP credit.

All studio courses meet 4 hours per week for 3 semester hours credit unless otherwise indicated. Students are expected to provide most of their own supplies.

161f,s. ART STRUCTURE I (3)

Introductory drawing course to develop visual skills as well as individual expression. Experiments in a variety of drawing media with subject matter that includes still-life, life drawing and contemporary methods in drawing.

162f,s. ART STRUCTURE II (3)

Study of the design elements of form, line, color and texture in relation to problems in composition, color theory, subject matter and space. Experiments in imagery and media that may include xerographic, photographic

and computer aided design assemblages.

240f. DRAWING AND COMPOSITION (3)

Problems in representation with a focus on life drawing and the human body. Experimentation with drawing media and various styles of drawing. Emphasis on personal expression and thematic discovery.

Prerequisite: 161 or permission of the instructor

241f,s. PAINTING I (3)

Introductory course in painting. Basic painting techniques and experiments in color theory combined with a discussion of conceptual approaches to painting.

Prerequisite: 161 and 162 or permission of the instructor

242f,s. PRINTMAKING I (3)

Introduction to printmaking processes with a focus on image content. Printing processes may include monoprint, relief, intaglio, silkscreen, photographic processes in printmaking or book arts.

Prerequisite: 161 and 162 or permission of instructor

270f. THREE-DIMENSIONAL DESIGN (3)

Series of spacial experiments in relief, collage and construction. Media include but are not limited to clay, wire, wood, paper and plaster.

Prerequisite: 161

274s. SCULPTURE I (3)

Introduction to selected sculptural processes including a focus in one or more of the following areas: ceramics, ceramic sculpture, basic carving (wood or stone), assemblage and construction or basic casting.

Prerequisite: 270 or permission of the instructor

May be repeated if subject matter varies

341f,s. PAINTING II (3)

Advanced problems in painting related to issues of imagery, content, scale and technical means.

Prerequisite: 241

May be repeated if subject matter varies

342f,s. PRINTMAKING II (3)

Problems in specific printing processes including monoprint, relief, intaglio, silkscreen, photographic processes in printmaking or book arts. Focus on developing individual expression and image content.

Prerequisite: 242

May be repeated if subject matter varies

360f,s. STUDIO IN MIXED MEDIA (3)

Contemporary approaches to art-making which may include combining two and three-dimensional media with a focus on expanding the range of expression.

Projects could include installations, performance pieces, collaborative works or video. Emphasis centers on the development and visual presentation of ideas.

Prerequisite: 241, 242 or 270 or permission of the instructor

460f,s. ADVANCED STUDIO (3)

Special problems in drawing, painting, printmaking, photo processes, ceramics, sculpture or other two and three-dimensional media.

Prerequisite: Permission of the instructor

May be repeated if subject matter varies

The Atlanta Semester: Women, Leadership and Social Change

Director: Isa D. Williams

The Atlanta Semester challenges students to examine women's contributions to the dynamics of social change, while tapping into the unique resources available only in Atlanta. Combining experiential learning with an exciting array of courses and independent research, students will earn a full semester's credit.

Agnes Scott students enrolled in the Atlanta Semester Program may count the credit hours as fulfillment of electives or, with approval of their major or minor department, apply to receive credit in fulfillment of their major or minor. See the description of the Atlanta Semester on p. 41.

301s. THE ATLANTA SEMESTER SEMINAR (4)

An interdisciplinary exploration of women's historic and contemporary contributions to social change. The course provides a theoretical framework for understanding women's relationship to the process of social change with special focus on multi-ethnic feminist theories. (*Open only to students enrolled in the Atlanta Semester Program.*)

305s. THE ATLANTA SEMESTER SPEAKERS' FORUM (2)

Students meet with community leaders and faculty for lectures and discuss topics related to the Atlanta Semester's yearly topic. (*Open only to students enrolled in the Atlanta Semester Program.*)

350s. THE ATLANTA SEMESTER INTERNSHIP (4)

Experiential learning through a supervised internship in a community organization. (*Open only to students enrolled in the Atlanta Semester Program.*)

380s. THE ATLANTA SEMESTER RESEARCH PROJECT (3)

Independent research drawing on the Atlanta Semester internship and seminar and resulting in a paper that combines theory and experience. Topic to be selected by the student with approval from the instructor. (*Open only to students enrolled in the Atlanta Semester Program.*)

rapidly changing area, and all biochemistry majors are required to have a research experience as part of their undergraduate requirements. This research experience may be a credit or noncredit program either on or off campus.

Students considering a major in biochemistry should consult a biochemistry advisor as soon as possible, since sequencing of courses and prerequisites requires careful planning.

■ **Requirements for the Major If Electing Biochemistry from a Biology Emphasis:**

Biology courses: 120, 210, 309, 310 and one course chosen from 300, 301 and 316. Total: 20 hours
Chemistry courses: 101, 101L, 102, 102L, 201, 202, 202L, 210 or 431, 300, 300L, 301 Total: 26 hours
Total hours in Biology and Chemistry Courses: 46 hours
Mathematics courses: 118, 119
Physics courses: 110, 111

■ **Additional Requirements:**

All students must participate in a supervised research experience approved by the biochemistry advisor. Students may elect to fulfill this requirement by taking appropriate Agnes Scott research courses or by taking part in biochemical research or internship experiences either on or off campus, such as SHARP! Women or other summer programs.

■ **Requirements for the Major If Electing Biochemistry from a Chemistry Emphasis (including courses for the ACS-approved Biochemistry track):**

Biology courses: 120, 210, 309 and 316
Total: 16 hours
Chemistry courses: 101, 101L, 102, 102L, 201, 202, 202L, 300, 300L, 301, 302, 312, 342, 343, 400 and 431, plus 3 additional hours at the advanced level such as Chemistry 410 or 490. Total: 42 hours
Total hours in Biology and Chemistry courses: 58 hours
Mathematics courses: 118, 119
Physics courses: 110, 111, 242, 243

Biochemistry

Advisor: Linda C. Hodges

The academic program in biochemistry is designed to give students two optional pathways to the major based on their interests and career plans. Both pathways give students a thorough grounding in biological and chemical principles, especially as applied to this interdisciplinary field. Both pathways give students background for a variety of career goals including advanced study in biochemistry, molecular biology, pharmacology, medicine, dentistry and veterinary medicine; technical and nontechnical areas of biochemical, medical and pharmaceutical industries; and scientific writing or editing.

The required courses provide fundamental knowledge of:

- structure and function relationships of biological molecules and systems;
- chemical and biological reactions and their significance in biological systems; and
- modern methods for acquiring, analyzing and retrieving data.

Collaborative research is an integral part of this

■ Additional Requirements:

All students must participate in a supervised research experience approved by the biochemistry advisor. Students may elect to fulfill this requirement by taking appropriate Agnes Scott research courses or by taking part in biochemical research or internship experiences either on or off campus, such as SHARP! Women or other summer programs. NOTE: If a student elects a formal course such as Chemistry 490 to fulfill this requirement, any hours elected over the 60 hours allowed in the major must be in excess of the 120 hour College requirement for graduation.

Biology

Professors:

Sandra T. Bowden
John F. Pilger
Harry Wistrand

Assistant Professors:

J. Phil Gibson
Karen J. Thompson

The Agnes Scott biology program offers an integrated approach to the study of living systems from molecules to ecosystems. The themes that unify the program are evolution, relationships between form and function, the unity and diversity of life, and the cycling of matter and the flow of energy. Current methods of investigation, communication, critical thinking and collaborative learning and research are emphasized. Students are encouraged to view science as a process for the development of knowledge in many subfields that have common themes, shared methods of investigation and many interdisciplinary connections.

A major program includes the study of biological science as a process, molecules, cells and tissues, diverse organisms and general and organic chemistry. Elective courses may include ecology, systematics, genetics, developmental biology, marine biology, animal behavior and physiology. In addition, credit

and non-credit research opportunities are available with biology faculty members and off-campus. The program requirements combine foundation in the principles of biology with flexibility so that a student may design a program of study which best fits her goals.

Students who plan to major or minor in biology should consult with a member of the department early in their college careers to ensure normal progression. Students may elect the biochemistry major with either a biology or chemistry emphasis. Students should consult with department members about opportunities for interdisciplinary majors, summer study and research.

■ Requirements for the Major

36 hours as defined below:

120, 121, 210, 309, 310, plus four other courses other than 380

Elective courses must reflect at least two of the following groups:

Prokaryotes: 301

Animals: 240, 270, 280, 305, 318

Plants: 212, 220

Also required: Chemistry 201 and one course in mathematics excluding 101, 104, 115 and 150.

■ Requirements for the Minor

20 hours as defined below:

120, 121, 210 and two other courses in biology for which prerequisites have been met.

101f,s. BIOLOGY OF ANIMALS (4)

Structure, function, diversity and evolution of animals as exemplified by their morphology and physiology. Not open to students who have had 240, 270 or 305.
3 LEC, 1 LAB

108f. ENVIRONMENTAL BIOLOGY (4)

Fundamental concepts of human ecology. Emphasis on human interaction with and impact on the environment. Global, regional and social issues will be discussed in light of their foundation in biological, ecological and evolutionary principles. Not open to students who have had or are taking 308.
3 LEC, 1 LAB

120f. CONCEPTS IN CELLULAR BIOLOGY AND GENETICS

(4)

Structure and function of biological molecules. Functional anatomy of prokaryotic and eukaryotic cells. Major pathways for capture and release of energy. Metabolism of carbon compounds. Inheritance, gene regulation, recombinant DNA and biotechnology. Laboratory investigations emphasize processes of scientific inquiry.
3 LEC, 1 LAB

121s. CONCEPTS IN ORGANISMAL AND EVOLUTIONARY BIOLOGY

(4)

Introduction to form and function of plants and animals. Evolutionary mechanisms and models of population dynamics. Biological diversity and systematics. Laboratory investigations emphasize processes of scientific inquiry. Not open to students who have taken 110.
3 LEC, 1 LAB
Prerequisite: 120

210f. CRITICAL THINKING AND INVESTIGATION IN BIOLOGY

(4)

Introduction to inquiry and communication in the biological sciences. Special emphasis on critical thinking, methods of investigation, analysis and presentation of data. Computing and literature research skills. Scientific writing and oral communication. A minimum grade of C- in this course is prerequisite to all subsequent 200- and 300-level courses in the department.
3 LEC, 1 LAB
Prerequisite: 120 or permission of the chair
Prerequisite or corequisite: 121 or Chemistry 102 and 102L

212s. BIOLOGY OF PLANTS

(4)

Functional organization, growth, reproduction and dispersal of seed plants. Nutrition and transport processes. Evolution of the land flora. Concepts in plant community ecology. Interactions between plants and other organisms.
3 LEC, 1 LAB
Prerequisite or corequisite: 210

215S. MARINE BIOLOGY

(4)

Ecological approach to the study of marine organisms as exemplified in temperate, semi-tropical and tropical environments. A three-week field course; dates to be determined.
Limited to eight students
Prerequisite: 120 or 121
Offered summer 1998 and alternate years

220f. SYSTEMATICS OF SOUTHEASTERN PLANTS (4)

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.
3 LEC, 1 LAB
Prerequisite or corequisite: 210
Offered 1997-98 and alternate years

240f. VERTEBRATE BIOLOGY

(4)

Gross anatomy of vertebrates, along with microscopic structure of animal tissues. Includes dissection of selected animals and a project using histological techniques.
3 LEC, 1 LAB
Prerequisite: 210

270s. INVERTEBRATE BIOLOGY

(4)

Comparative anatomy, functional morphology and systematics of major and minor invertebrate phyla to achieve an understanding of unity, diversity and evolution in these animals. Laboratory includes some fieldwork.
3 LEC, 1 LAB
Prerequisite: 210

280f. ANIMAL BEHAVIOR

(4)

Development, ecology and causation of animal behavior. Emphasis on comparative analysis of mechanisms underlying the production of species-specific behavior.
3 LEC, 1 LAB
Prerequisite: 210

301f. 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: 210; Chemistry 102

305s. ANIMAL PHYSIOLOGY

(4)

Comparative study of respiration, circulation, sensory and neural integration, locomotion, metabolism and temperature and water regulation in animals. Balanced emphasis on lower vertebrates, invertebrates and human systems. Selected topics studied in depth in the laboratory.
3 LEC, 1 LAB
Prerequisite: 210, Chemistry 102

308s. ECOLOGY (4)

Interactions of organisms with their abiotic and biotic environments. Populations, communities and ecosystems from ecological and environmental perspectives.

Laboratory and field studies, environmental analysis.
3 LEC, 1 LAB

Prerequisite: 210, Mathematics 117 (or 118 or 119) recommended

309f. CELL BIOLOGY 1: FUNCTIONAL ORGANIZATION (4)

Form and function at the cellular level of organization. Prokaryotic and eukaryotic cell structure, the cell cycle, energy and information flow, major modes of nutrition and metabolism. Specialized cellular functions, including motility and electrical activity.

3 LEC, 1 LAB

Prerequisite: Chemistry 102

Prerequisite or corequisite: 210

310s. CELL BIOLOGY 2: PHYSIOLOGY AND BIOCHEMISTRY (4)

Biochemistry of proteins, lipids, carbohydrates and nucleic acids. Solutions, pH and buffers. Enzyme activity and energy flow in major metabolic processes. Major anabolic and catabolic pathways in the metabolism of carbon- and nitrogen-containing compounds. Photosynthesis, fermentation, glycolysis, aerobic and anaerobic respiration, urea cycle and gluconeogenesis. Integration and regulation of metabolism.

3 LEC, 1 LAB

Prerequisite: 309; Chemistry 201

315s. GENETICS (4)

Structure, function, regulation and transmission of hereditary materials in viruses, prokaryotes and eukaryotes. Not open to students who have taken 300.

3 LEC, 1 LAB

Prerequisite or corequisite: 210

Prerequisite: Chemistry 102

316f. 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.

3 LEC, 1 LAB

Prerequisite: 315; Chemistry 201 (Chemistry 201 for ACS biochemistry majors)

Corequisite: for ACS biochemistry majors, a one-hour noncredit tutorial

318s. DEVELOPMENTAL BIOLOGY (4)

Morphological patterns and the developmental mecha-

nisms in the ontogeny of animals. Emphasis on classical vertebrate and invertebrate models.

3 LEC, 1 LAB

Prerequisite: 309

380f,s. RESEARCH IN BIOLOGY (1-4)

Lab or field research project conducted jointly with a member of the biology faculty. Student collaboration is encouraged where appropriate. Recommendation of the faculty member and approval by department are necessary. Approval may be contingent on the number of projects supervised by a faculty member each semester. The project may be done in conjunction with an ongoing research project or with a biology course (see below). Students eligible for graduation with high honor should enroll in Biology 490 and follow the application procedures for the independent and collaborative study program. Advanced planning is essential and application must be approved prior to the beginning of course selection week. Research opportunities may be available in conjunction with the following courses: 212, 215, 220, 270, 280, 301, 305, 308, 309, 310, 315, 316, 318.

Open to Biology majors only

Prerequisite: 210 and appropriate advanced courses as required by the department. One credit hour is equivalent to a minimum of three hours of work per week. May be repeated as appropriate with approval of department. Continuation of multi-semester research to the next semester is contingent on a minimum grade of C in Biology 380.

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

Open to students majoring in self-designed 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 OR COLLABORATIVE STUDY (4-8)

Independent or collaborative laboratory and/or field research under the supervision of biology faculty members. Open only to students who are fulfilling the research requirement for graduation with high honor. An individual thesis and a seminar presentation are required. Recommendation by the department is based on the student's choice of a suitable research project, her potential for biological research, course work and background and evidence of motivation for undertaking the research.

Students who do not meet the grade point average for graduation with high honor but who wish to pursue research within the department are directed to Biology 380.

Business Preparatory Program

Director: Edmund J. Sheehy

With the rapid growth of, and turnover in, the information that is important to business, it is now commonplace to hear corporate leaders claim that the best training for business is a liberal arts education. Mindful that many of our students are preparing for a career in business, the College has selected from its curriculum a set of courses that stress analytical and communications skills relied on in business and provide a foundation in areas of study basic to business.

The program does not alter requirements for graduation nor constitute a major. The fact that a student has taken the program is indicated on her transcript. In order to complete the program students must take at least eight of the courses listed below:

■ Required Courses:

Economics: 104, 105 and 211

Mathematics: 101 or 117 or 118 (If students take 101, they may also count toward the program either 117 or 118, but not both)

At least one of the following: English 210; Psychology 240 or 305 or 316; Philosophy 103; Political Science 102; Theatre 117

Elective courses:

Economics: 210, 212, 213, 217, 303, 309, 338

Mathematics: 115 or 328, 150, 119

Chemistry

Professor: Linda C. Hodges

Associate Professors:

Thomas L. Maier, *Director of Information
Technology Services*

T. Leon Venable

Assistant Professor: Lilia C. Harvey

The academic program in chemistry, approved by the American Chemical Society (ACS), 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 required courses provide fundamental knowledge of:

- theories which describe matter and chemical reactions ranging from elemental to biological systems;
- techniques and instruments ordinarily used to investigate atoms, molecules and chemical reactions;
- modern methods for acquiring, analyzing and retrieving data.

Students considering a major in chemistry should consult a member of the department as soon as possible, 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.

■ Requirements for the Major**Courses required in the discipline:**

101-101L, 102-102L or equivalent, preferably in first year;
201, 202-202L, 301, 302, 312, 342, 343 in sequence

The non-ACS approved major requires an additional 9 hours beyond the core listed above. The major approved by the ACS requires an additional 13 hours beyond the core. The 13 hours must include 431 and 441 for 3 hours and 4 hours respectively. Additional hours may be in advanced chemistry, biology, mathematics and/or physics, as approved by the department.

For those students electing the ACS approved program in Chemistry with a Biochemistry emphasis, courses in addition to the 30-hour core must include:

Chemistry 300, 300L, 400; 410 or 490 research course with sufficient laboratory hours to meet the ACS guidelines; Biology 316

Course selections at the advanced level should reflect the student's particular interests, abilities and career goals.

All three of the major options described above also require courses in mathematics (8 hours) and physics (10 hours) in addition to the 30-hour core of chemistry courses.

Courses required outside of the discipline:

Mathematics 118, 119

Physics 110 and 111, to be completed prior to

Chemistry 301

Physics 242, 243

Courses recommended for the major:

Additional mathematics, advanced biology or advanced physics reflecting students' particular interests.

Reading knowledge of a modern language.

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)

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

200f,s. 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.

201f. ORGANIC CHEMISTRY I (4)

Systematic study of the chemistry of aliphatic and aromatic hydrocarbon compounds, including their derivatives, such as alkyl halides and alcohols. Stereochemistry, electronic effects, resonance theory, acid-base properties and reaction mechanisms emphasized. 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)

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 (1)

Qualitative organic analysis and multistep organic synthesis.

Corequisite: 202

- 210f. BIO-INORGANIC CHEMISTRY (3)**
 Drug design/therapy and toxicity described through molecular structure and chemical activity; elements both essential and toxic to humans viewed in terms of overall chemical reactivity; nerve impulses regulated by alkali metals; transition metals as catalysts.
Prerequisite: Chemistry 102, 102L
- 300f. BIOCHEMISTRY I (3)**
 Fundamentals of biochemistry. Study of biomolecules, catabolic and biosynthetic pathways and storage, transmission and expression of genetic information.
Prerequisite: 202
- 300Ls. BIOCHEMISTRY LABORATORY I (1)**
 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)**
 General principles of thermodynamics and equilibria. A study of gas phase kinetics, solution dynamics and catalysis.
Prerequisites: 202, 202L; Mathematics 118, 119; Physics 110, 111
Mathematics 205 recommended
- 302s. PHYSICAL CHEMISTRY II (3)**
 Quantum theory, as applied in chemistry, including structure and spectral relationships. General principles of statistical mechanics.
Prerequisite: 301
- 312s. CHEMICAL ANALYSIS (3)**
 Advanced study of the instrumental and theoretical approaches for complete analysis.
Prerequisite: 301; Physics 242
Corequisite: 302
Prerequisite or corequisite: Physics 343
- 342f. PHYSICOCHEMICAL METHODS OF EXPERIMENTATION I (2)**
 Comprehensive course in essential methods for acquisition and interpretation of physical/analytical data. Emphasis on spectroscopy, fundamental chemometrics and molecular modeling.
Prerequisite or corequisite: 301; Physics 242
- 343s. PHYSICOCHEMICAL METHODS OF EXPERIMENTATION II (2)**
 Continuation of Chemistry 342. Second semester problems include measurement of systems at equilibrium (acid-base and redox processes), kinetics, chromatography and separations.
Prerequisite or corequisite: 302, 312, 342; Physics 243
- 400s. BIOCHEMISTRY II (3)**
 Fundamentals of biophysical and bio-analytical 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, 343
- 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, 343
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. 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, 343
Corequisite: appropriate advanced courses, as approved by the department.

Classical Languages and Literatures

Associate Professors:

Gail Cabisus

Sally A. MacEwen

The 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 Classical Languages and Literatures, specializing in the study of ancient languages and literatures, and Classical Civilization, combining 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 first year.

■ Requirements for the Majors

Classical Languages and Literatures

At least 24 hours in Greek or Latin, of which at least 12 must be at the 300-level or higher. Other courses in Greek, Latin or classics.

Classical Civilization

9 hours of Greek or Latin at the intermediate level (200-level) or above
Classics 121 and 122

Other courses in Greek, Latin, Classics, Philosophy 206, Art 201 or other related courses as approved by the department

■ Requirements for the Minors

Classical Civilization

Completion of the second year of an ancient language, including 6 hours at Agnes Scott
Four courses in translation

Greek or Latin

Fifteen hours in the language
Classics 121 (Greek) or Classics 122 (Latin)

Greek

101f. ELEMENTARY (4)

The essentials of grammar.

102s. ELEMENTARY (4)

Readings from Greek authors, especially New Testament writers.

Prerequisite: 101 or 2 entrance credits

Literature courses in Greek are offered at the 200 and 300 level. Students in both levels meet at the same time, but advanced students are 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 102 or 3 entrance credits;

for 311: 6 hours of 200-level Greek

Offered 1998-99 and every third year

212/312s. DRAMA (3)

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

Prerequisite for 212: Greek 102 or 3 entrance credits;

for 312: 6 hours of 200-level Greek

Offered 1998-99 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 102 or 3 entrance credits;

for 315: 6 hours of 200-level Greek

Offered 1999-2000 and every third year

216/316s. HERODOTUS (3)
 "The Father of History," his methods, style and favorite themes.
Prerequisite for 216: Greek 102 or 3 entrance credits;
for 316: 6 hours of 200-level Greek
Offered 1999-2000 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 102 or 3 entrance credits;
for 317: 6 hours of 200-level Greek
Offered 1997-98 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 102 or 3 entrance credits;
for 318: 6 hours of 200-level Greek
Offered 1997-98 and every third year

221L/321Lf. (Classics 121L) (History 121L) HISTORY OF GREEK CIVILIZATION, GREEK COMPONENT (1)
 See Classics 221L for description.

231L/331Ls. (Classics 331L) (Anthropology 331L) (Latin 231L) (Latin 331L) MYTHOLOGICAL PATTERNS AND THEMES, GREEK AND LATIN COMPONENT (1)
 See Classics 331L for description.

241L/341Ls. (Classics 341L) (Sociology 341L) (Women's Studies 341L) (Latin 241L) (Latin 341L) WIVES, WARRIORS, SLAVES AND CITIZENS, GREEK AND LATIN COMPONENT (1)
 See Classics 341L for description.

350f,s. ADVANCED READING COURSES (1-5)
 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

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

490f,s. INDEPENDENT STUDY (4-8)
 Independent research arranged under the supervision of a member of the department.

Latin

101f. ELEMENTARY (4)
 Fundamentals of Latin grammar.

102s. ELEMENTARY (4)
 Readings from Latin authors, with emphasis on the love poetry of Catullus.
Prerequisite: 101 or 2 entrance credits

201f. INTERMEDIATE (3)
 Review of Latin grammar with readings from Cicero and other Latin authors.
Prerequisite: 102 or 3 entrance credits

202s. VERGIL'S AENEID I-VI (3)
Prerequisite: 201
This course can be used to satisfy either the Specific Standard of the intermediate level of a Foreign Language or the Distributional Standard of Literature, but not both.

222L/322Lf. (Classics 222L) (History 222L) HISTORY OF ROMAN CIVILIZATION, LATIN COMPONENT (1)
 See Classics 222L for description.

231L/331Ls. (Classics 331L) (Anthropology 331L) (Greek 231L) (Greek 331L) MYTHOLOGICAL PATTERNS AND THEMES, GREEK AND LATIN COMPONENT (1)
 See Classics 331L for description.

241L/341Ls. (Classics 341L) (Sociology 341L) (Women's Studies 341L) (Greek 241L) (Greek 341L) WIVES, WARRIORS, SLAVES AND CITIZENS, GREEK AND LATIN COMPONENT (1)
 See Classics 341L for description.

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: 202 or 4 entrance credits
Offered 1998-99 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.

Classical Languages and Literatures

Prerequisite: 202 or 4 entrance credits

Offered 1998-99 and every third year

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: 202 or 4 entrance credits

Offered 1999-2000 and every third year

312s. HISTORICAL WRITING (3)

Examinations of the assumptions of Latin historiography with readings from Caesar, Sallust, Livy or Tacitus.

Prerequisite: 202 or 4 entrance credits

Offered 1999-2000 and every third year

321f. SATIRE (3)

The genre of satire, Rome's own creation, through readings in the Latin satirists, principally Horace, Martial, Juvenal or Petronius.

Prerequisite: 202 or 4 entrance credits

Offered 1997-98 and every third year

322s. LYRIC POETRY (3)

Personal and intimate poetry of Horace in the *Odes* and the elegiac poets.

Prerequisite: 202 or 4 entrance credits

Offered 1997-98 and every third year

350f.s. ADVANCED READING COURSE (1-5)

Selections from Latin prose and poetry, not covered in other courses, chosen to meet the needs of individual students.

Prerequisite: 202 and permission of the department

360f. LATIN PROSE COMPOSITION (2)

Prerequisite: 202 and permission of the department

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

Independent research arranged under the supervision of a member of the department.

Classical Courses in English

121f. (History 121) HISTORY OF GREEK CIVILIZATION (3)

The literature, people and philosophy of Ancient Greece from the Bronze Age to Hellenistic times, including the basic outline of historical events and methods for understanding history and culture.

Offered 1997-98 and alternate years

122f. (History 122) HISTORY OF ROMAN CIVILIZATION (3)

The development of Roman institutions from the Etruscan period through Constantine's adoption of Christianity. The use of evidence from literature, art and archaeology in constructing Roman social history.

Offered 1998-99 and alternate years

221Lf (History 221L) (Greek 221L/321L). HISTORY OF GREEK CIVILIZATION, GREEK COMPONENT (1)

Reading in Greek of texts from the Homeric Age to Hellenistic times.

Corequisite: Classics 121 (History 121)

Prerequisite: Permission of the instructor (for Greek 221L, Greek 101-102 or equivalent; for Greek 321L, one year of 200-level Greek)

222L (History 222L) (Latin 222L/322L) HISTORY OF ROMAN CIVILIZATION, LATIN COMPONENT (1)

Reading in Latin of texts from the Roman Republic through Constantine's Adoption of Christianity.

Corequisite: Classics 122 (History 122)

Prerequisite: Permission of the instructor (for Latin 222L, Latin 101-102 or equivalent, for Latin 322L, one year of 200-level Latin)

242f. (Art 201) GREEK AND ROMAN ART (3)

See Art 201 for description.

331s. (Anthropology 331) MYTHOLOGICAL PATTERNS AND THEMES (3)

Comparison of themes in Greek, Near Eastern, African and Amerindian myths. Modern literary and psychological approaches to mythological configurations, such as creation myths, divine archetypes, the trickster and the hero cycle.

Offered 1997-98 and alternate years

331Ls. (Anthropology 331L) (Greek 231L/331L) (Latin 231L/331L). MYTHOLOGICAL PATTERNS AND THEMES, GREEK AND LATIN COMPONENT (1)

Reading myths in Greek and Latin texts.

Corequisite: Classics 331 (Anthropology 331)

Prerequisite: Permission of the instructor (for Greek or Latin 231L, Greek or Latin 101-102 or equivalent; for Greek or Latin 331L, one year of 200-level Greek or Latin)

341s. (Sociology 341) (Women's Studies 341) WIVES, WARRIORS, SLAVES AND CITIZENS (3)

Methods for understanding Greek and Roman lives and thought in military, domestic, political, religious, economic and similar activities. Their relation with the rest of the Mediterranean. Evidence from drama, historical writing, philosophy and archaeology for understanding

the cultural basis for concepts like citizenship, honor, individualism and community.

Offered 1998-99 and alternate years

341Ls. (Sociology 341L) (Women's Studies 341L) (Greek 241L/341L) (Latin 241L/341L) WIVES, WARRIORS, SLAVES AND CITIZENS, GREEK AND LATIN COMPONENT (1)

Reading of texts in Greek or Latin relevant to study of family and political structures in the ancient Greek and Roman world.

Corequisite: Classics 341 (Sociology 341) (Women's Studies 341)

Prerequisite: Permission of the instructor (for Greek or Latin 241L, Greek or Latin 101-102 or equivalent; for Greek or Latin 341L, one year of 200-level Greek or Latin)

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

Directed study to meet the individual needs of students whose major is Classical Languages and Literatures or Classical Civilization.

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

Independent research arranged under the supervision of a member of the department.

Economics

Professors: Edmund J. Sheehy

Rosemary T. Cunningham

Assistant Professor: Richard W. Martin

Unemployment, inflation and poverty are among the most important social issues facing society. The economics curriculum attempts to help students understand the basic theories that explain such problems and the various ways in which they might be alleviated. Economics studies the ways in which individuals, groups and nations combine scarce resources to produce, exchange and consume goods and services.

The department offers courses in economic theory, as well as a variety of electives, including international, monetary and financial economics. The department also offers business courses appropriate to the College's liberal arts curriculum that are open to

all interested students. In addition to a traditional economics major, students interested in a career in business may pursue a major in Economics and Business, while those who plan graduate study in Economics may pursue the Mathematics-Economics major.

■ **Requirements for the Majors**

Economics:

Economics 104, 105, 306, 307

Six courses from the following: Economics 303, 309, 315, 334, 338, 350, 351, 360, 400, 410, 490

One course in statistics (Mathematics 115, 328 or Psychology 206)

A major in economics requires a minimum of 30 hours in Economics and one course in statistics. 200 is not counted toward the minimum hours for the major.

Economics and Business:

Economics 104, 105, 211, 306, 307

At least three courses from the following:

Economics 210, 212, 213, 217

Four additional courses from the department

One course in statistics (Mathematics 115, 328 or Psychology 206)

A major in Economics and Business requires a minimum of 36 hours in Economics and one course in statistics.

200 is not counted toward the minimum hours for the major.

■ **Requirements for the Minors**

Economics:

Economics 104, 105 and either 306 or 307

Three of the following courses: 303, 306 or 307 (if not taken as a required course), 309, 315, 334, 338, 350, 351, 360, 400

200 is not counted toward the minimum hours for the minor.

Economics and Business:

Economics 104, 105 and either 306 or 307

Three of the following courses: 210, 211, 212, 213, 217

One other course offered by the department not already taken as a required course

200 is not counted toward the minimum hours for the minor.

104f.s. INTRODUCTORY MACROECONOMICS (3)

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

105f.s. INTRODUCTORY MICROECONOMICS (3)

Emphasis on the operation of a market economy.
104 and 105 satisfy the Distributional Standard in the Social Sciences.

200s. ECONOMICS OF RACE, CLASS, and GENDER (3)

Survey of the economic theories and empirical evidence on race, class and gender as determinants of economic outcomes.
Will satisfy the Distributional Standard in the Social Sciences.

210f. INVESTMENTS (3)

The importance of financial investments to the economy. The structure of different markets and the theories behind the pricing of certain assets explored. Students manage a hypothetical portfolio for the duration of the semester.
Does not satisfy Distributional Standard in the Social Sciences

211f. ACCOUNTING I (3)

Introduction to the principles of accounting theory and the application of these principles in business and government.
Does not satisfy Distributional Standard in Social Sciences

212s. ACCOUNTING II (3)

A continuation of 211.
Prerequisite: 211
Does not satisfy Distributional Standard in Social Sciences

213s. MARKETING (3)

Planning organizing and controlling the marketing function in a corporate setting.
Does not satisfy Distributional Standard in Social Sciences
Offered 1997-98 and alternate years

217f. THEORIES OF MANAGEMENT AND ORGANIZATION (3)

Change and development in and the management of complex organizations.
Does not satisfy Distributional Standard in Social Sciences
Offered 1998-99 and alternate years

303f. 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

306s. MICROECONOMICS (3)

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

307f. MACROECONOMICS (3)

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

315f. (POLITICAL SCIENCE 315) COMPARATIVE PUBLIC POLICY (3)

Examination of the role of government in the different types of economic systems with an emphasis on a comparative study of public policy.

Prerequisite: 104, 105

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 1997-98 and alternate years

338f. ECONOMIC FORECASTING (3)

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

340s. URBAN ECONOMICS (3)

Analysis of urban form and problems. Topics include central place theories, urban growth, land use and land rents, housing markets, urban poverty, transportation and local government.

Prerequisite: 105 or permission of the instructor

350s. INTERNATIONAL TRADE

Gains from trade and the theory and policy of trade protection. The economics of the multinational corporation.

Prerequisite: 104, 105

(3)

351f. INTERNATIONAL FINANCE

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

(3)

360s. ECONOMIC DEVELOPMENT OF LATIN AMERICA

Problems of economic development in Latin America emphasizing their historical roots and theories that attempt to explain them. Selected policy issues discussed in relation to a particular country.

Prerequisite: 104 or 105

Offered 1998-99 and alternate years

(3)

400f. SENIOR ECONOMIC SEMINAR

Overview of research methods and analysis of a set of current economic policy issues, with emphasis on the completion of a student-designed research project. Open only to senior majors and minors in economics and in economics and business or by permission of the department chair.

Prerequisite: 104, 105

(3)

410f.s. SPECIAL STUDY

Supervised intensive study in a special field of economics.

(2-4)

490f.s. INDEPENDENT STUDY

Independent research arranged under the supervision of a member of the department.

(4-8)

The mission of the Department of Education is to prepare teachers to be facilitators of learning in increasingly complex schools. The qualities of mind and character fostered by a liberal education are essential characteristics of excellent teachers.

These qualities, built on a foundation of disciplinary understanding, include autonomy, reflectiveness, curiosity and caring: in a word, wholeheartedness. Through our program, we seek to engage students in connected teaching and learning experiences that enhance these qualities and integrate them with specific understandings about the cultural, technological and social complexities of schools. We are committed to creating a community of scholarly inquiry within which students begin to explore their potential and shape their own futures as teachers and lifelong learners.

The teacher education program is based on the beliefs that the primary purposes of schooling are the cultivation of thought and the development of a humane perspective. These outcomes enhance an individual's productive participation in creating a just society. Our goal is to embody these beliefs in our curriculum, which encompasses interpersonal relationships, teaching and learning processes and program structures and content. Our hope is that through their participation in this learning community our students will be prepared to create such communities in their own classrooms.

The Department offers teacher certification programs in Early Childhood Education (grades P-5), Secondary Education (7-12), Foreign Language Education (P-12) and Music Education (P-12). Completion of one of these programs leads to initial certification in Georgia, as well as in states with which Georgia has reciprocal certification agreements. Teacher education at Agnes Scott is a college-wide enterprise; students major in a discipline other than education.

As early as possible in her college career, a student interested in teaching should contact the Director of Teacher Education Programs for help in planning her program to meet certification requirements.

Education

Professor: Myrtle H. Lewin

Assistant Professors:

Ruth S. Bettendorff, *Associate Dean of the College*

Julie A. Weisberg, *Director of Teacher Education Programs*

Jane West

Instructor: Gué P. Hudson, *Dean of Students*

The Professional Semester (Student Teaching):
Upon completion of all prerequisites and upon the recommendation of the Teacher Education Advisory Group (TEAG), students are admitted to student teaching. Candidates for student teaching must apply to the TEAG during the spring semester of the year preceding student teaching. Applications are available from the Director of Teacher Education Programs. Candidates must fulfill the following minimum requirements in order to be considered for admission to student teaching:

- Cumulative grade point average of 2.5 or higher;
- Grade point average in major of 2.5 or higher;
- No grade below C (no pass/fail) in a course required for certification (for Secondary, Foreign Language and Music this includes courses required for the major);

- Appropriate faculty recommendations, including the recommendation of the student's major department; and

- Demonstrated interpersonal behavior necessary for effective teaching.

- A passing score (as defined by the Georgia Professional Standards Commission) on a test of minimum competency in reading, writing and mathematics. (This requirement may be satisfied by an acceptable score on PRAXIS I, SAT or GRE.)

Post-Graduation Option: Agnes Scott students pursuing certification in any of the approved fields who have been admitted to a Teacher Education Program before graduation may defer completion of the requirements for certification until after graduation.

2. One course in mathematics (101, 117 or 118)
Additionally, Mathematics 104 recommended
3. One course in American history
4. One course in political science, economics or sociology

Middle Grades (4-8)

The Middle Grades (4-8) certification program will be eliminated effective with the class of 1999.

■ Certification Requirements

Psychology 121, prior to the junior year

Completion of any major defined by the College
Education 200, 210, 211, 212, 304, 305, 306, 307,
308, 380, 460, 440

Education 217 recommended

Completion of a primary and secondary area of concentration. The primary area must contain a minimum of 17 semester hours. The secondary area of concentration must contain a minimum of 13 semester hours.

The primary areas are:

1. Language Arts. Concentration must include English 101 and 102.

2. Science. Concentration must include coverage in at least three of the following areas: physics, biology, chemistry, earth science, space science (Education 308 may satisfy one of the areas.)

3. Social Studies. Concentration must include History 108 or 109.

4. Mathematics. Concentration must include Mathematics 118, 150, 314.

The secondary areas are language arts, science, social studies, mathematics, art and music.

Early Childhood (P-5)

■ Certification Requirements

Psychology 121, prior to the junior year

Completion of any major offered by the College
Education 200, 210, 211, 212, 213, 304, 305, 306,
307, 308, 380, 420, 440

Education 217 recommended

Completion of courses designated as special fields for the elementary teacher:

1. One course in laboratory science (biology recommended)

Secondary

■ Certification Requirements

Psychology 121, prior to the junior year

Completion of a major in one of the fields approved for certification: biology, chemistry, economics, English, history, mathematics, political science

Education 200, 210, 311, 312, 380, 430, 440

Recommended: Education 217

Additional requirements:

English majors: Education 211, and a course in the teaching of reading
 Mathematics majors: Mathematics 150, 314

Music Education Program (P-12)**■ Certification Requirements**

Psychology 121, preferably prior to the junior year
 Completion of a major in music
 Education 200, 210, 212, 380, 425, 440
 Music 205, 311
 Three additional courses in elementary methods, secondary methods and choral methods and materials to be completed under the cross-registration program.

Recommended: Education 217

Additional requirements:

Four years of participation in an ensemble most appropriate to the student's major instrument
 A minimum of two years of participation in a vocal ensemble
 At least one ensemble experience in an area that makes use of a secondary performance medium

Foreign Language Education (P-12)**■ Certification Requirements**

Psychology 121, preferably prior to the junior year
 Completion of a major in one of the foreign languages approved for certification: French, German, Greek, Latin, Spanish
 Education 200, 210, 311, 312, 380, 440, 445
 Recommended: Education 217

A foreign language methods course at the elementary level, to be completed under the cross-registration program. A secondary level foreign language methods course completed under the cross-registration program may be substituted for Education 312.

Additional requirements:

For modern foreign language majors, a course in the culture and civilization of the country whose language is being studied.

Post-Baccalaureate Students Seeking Certification

The Post-Baccalaureate Teacher Certification Program (PBTC) is a non-degree program offering courses leading to certification in secondary history, biology, chemistry, or mathematics for college graduates who have completed an appropriate major but have not completed a teacher education program. Post-baccalaureate certification in secondary English is offered only through enrollment in the MAT Secondary English Program with the exception of Agnes Scott students completing English certification after graduation.

Criteria for admission:

- 2.75 undergraduate GPA
- An undergraduate major in certification field sought
- Official transcripts of all prior college work
- Three recommendations (with focus on individual's fitness for teaching)
- An introductory psychology course
- Grades of C or better in all courses required for certification (in major and in psychology)

Required courses: (minimum of 24 semester hours; no transfer credit accepted)

- EDU 210—Understanding Learners—(4)
- EDU 311—Learners in the Secondary School—(2)
- EDU 312—Teaching and Learning in the Secondary School—(3)
- EDU 430—Student Teaching, Secondary—(10)
- EDU 440—American Education—(2)

A minimum of one 300- or 400-level course in the discipline (more than one may be required, depending on the student's prior preparation and on certification standards)

Other required courses: (comparable transfer credit up to 6 semester hours will be accepted)

- EDU 380 or 580—Children and Youth with Special Needs—(3)
- EDU 200—Human Life Span Developmental Psychology—(3) or EDU 601—Educational Psychology—(3)

- DEVELOPMENTAL PSYCHOLOGY** (3)
See Psychology 200 for description.
Prerequisite: Psychology 121
- 210f. UNDERSTANDING LEARNERS** (4)
Investigation of how learners learn, contexts of learning, classroom research methods, and learning-centered curriculum development.
- 211f. EXPLORING CHILDREN'S/ADOLESCENTS' LITERATURE** (2)
Study of major authors and illustrators and notable books for young people; development of criteria for selecting quality children's literature.
- 212f. THE ARTS IN EDUCATION** (2)
Exploration of the role of the arts in education; approaches to integrating the arts throughout the curriculum.
- 213f. TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL** (2)
Methods, materials and techniques used in teaching physical education in the elementary school.
- 217f. (Sociology 217) SCHOOLS AND SOCIETY** (3)
See Sociology 217 for description.
Prerequisite: Sociology 101 or Anthropology 101
- 304f. LANGUAGE AND LITERACY I** (3)
Introduction to language and literacy acquisition and development with a focus on the role of language in an integrated curriculum. Includes field experience.
Prerequisite: 210, 211
Corequisite: 306
- 305s. LANGUAGE AND LITERACY II** (3)
Further development of themes introduced in Language and Literacy I in an interdisciplinary context. Includes field experience.
Prerequisite: 210, 211, 304
Corequisite: 308
- 306f. EXPLORING SOCIAL STUDIES WITH CHILDREN** (3)
Examination of social studies processes and content in an interdisciplinary context. Includes field experience.
Prerequisite: 210
Corequisite: 304
- 307s. EXPLORING MATHEMATICAL IDEAS WITH CHILDREN** (3)
Using manipulatives to teach analytic and quantitative skills and to develop abstract reasoning. Includes field experience.
- 308s. EXPLORING THE NATURAL WORLD WITH CHILDREN** (3)
Examination of science processes and content in an interdisciplinary context. Includes field experience.
Prerequisite: 210, one lab science course
Corequisite: 305
- 311f. LEARNERS IN THE SECONDARY SCHOOL** (2)
Field-based exploration of secondary and middle-level education, with a focus on examining schools and classrooms as social systems.
Prerequisite: 210, junior or senior standing
Corequisite: 312
- 312f. TEACHING AND LEARNING IN THE SECONDARY SCHOOL** (3)
Philosophical foundations for secondary curriculum development and implementation. Exploration of learning-centered approaches to teaching.
Prerequisite: 210, junior or senior standing
Corequisite: 311
- 380f. CHILDREN AND YOUTH WITH SPECIAL NEEDS** (3)
Major areas of exceptionality, including identification and teaching of children with such exceptionalities. Includes field experience.
Prerequisite: Psychology 121. Psychology 200 recommended.
- 410f,s. SPECIAL STUDY** (2-4)
Supervised study in a selected field of education.
Prerequisite: Permission of the department
- 420s. STUDENT TEACHING, EARLY CHILDHOOD** (10)
Includes full-time professional experience and weekly seminar.
Prerequisite: Admission to Teacher Education Program
Corequisite: 440
- 425s. STUDENT TEACHING, MUSIC** (10)
Includes full-time professional experience and weekly seminar.
Prerequisite: Admission to Teacher Education Program
Corequisite: 440
- 430s. STUDENT TEACHING, SECONDARY** (10)
Includes full-time professional experience and weekly seminar.
Prerequisite: Admission to Teacher Education Program
Corequisite: 440

440s. AMERICAN EDUCATION

(2)

Exploration of schooling in the United States and current issues in education. Topics vary.

Prerequisite: Junior or senior standing

445s. STUDENT TEACHING, FOREIGN LANGUAGE

(10)

Includes full-time professional experience and weekly seminar.

Prerequisite: Admission to the Teacher Education Program

Corequisite: 440

460s. STUDENT TEACHING, MIDDLE GRADES

(10)

Includes full-time professional experience and weekly seminar.

Prerequisite: Admission to Teacher Education Program

Corequisite: 440

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.

With the approval of the department, a student may plan 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.

English

Professors:

Bona W. Ball

Linda L. Hubert

Patricia G. Pinka

Associate Professors:

Christopher Ames

Christine S. Cozzens

Steven R. Guthrie

Peggy Thompson

Assistant Professor: Willie Tolliver

The curriculum in 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. English101/102 are service courses 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 five of six areas: medieval literature and linguistic studies, sixteenth-century English literature,

The Centers for Writing and Speaking

At the Centers for Writing and Speaking, trained student tutors and the workshop director, a faculty member, assist students working on papers or other writing assignments for courses and on oral presentations (see p. 9).

English

■ Requirements for the Major

English 101/102 or 103/104 are not included in the minimum of 30 hours taken 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 year-long survey of British or American literature in the sophomore year.)

English 480 and at least one course from five of the six areas:

306, 308, 309

313, 314, 315, 316

318, 319, 328, 329

321, 322, 338

331, 332, 333, 334, 335, 339

320, 323, 336

Six hours in creative writing or advanced composition may be counted towards the major hours.

English Literature– Creative Writing

One of the following (or equivalent):

211, 212, 213, 214

Literature courses required:

One course each from five of the six 300-level areas listed above (i.e., in the requirements for the English major)

Creative Writing courses required:

Four of the following (with at least two above the 200 level): 201, 202, 203, 340, 341, 342, 344, 415, 490

Course recommended for the major: 480

■ Requirements for the Minor

A minor in English must contain at least 18 hours excluding credits received for English 101-102 or 103-104. The student may design her own program to reflect a particular interest or emphasis, such as a focus on a genre or literary period. The program must have the approval of the chair of the Department of English.

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 and secondary school record.

101f. LITERATURE AND COMPOSITION (3)

Combines the writing of analytic, expository and research papers with the close, critical reading and discussion of literature by authors of diverse cultural backgrounds. Works studied include short stories, novels, drama, poetry, nonfiction essays and film. Provides orientation to library and computer facilities. Frequent individual conferences.

101f; 102ls. WRITING LABORATORY (0)

The Writing Laboratory (usually taken in conjunction with English 101 and 102) develops skills that provide a foundation for all written course work at Agnes Scott. The course familiarizes students with the writing process through reading, writing, discussions, word processing exercises and conferences. Enrollment in the lab is limited and is determined by the Department of English.

102s. LITERATURE AND COMPOSITION (3)

Continuation of 101.

Prerequisite: 101

103f. HONORS LITERATURE AND COMPOSITION (3)

Approaches to literary texts designed for the student with special talent and interest in English. Writing of critical and imaginative papers on literature and film. Provides orientation to library and computer facilities. Frequent individual conferences.

104s. HONORS LITERATURE AND COMPOSITION (3)

Continuation of 103.

Prerequisite: 103

210s. ADVANCED COMPOSITION (3)

Expository writing for the student who wishes to develop and refine her use of language and her understanding of the writing process. Includes an introduction to theories of teaching writing.

Literature

English 211, 212, 213, 214 or 216 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.

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

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)

Continuation of English 211. Writers will be chosen from a group including Swift, Pope, Austen, Wordsworth, Keats, Tennyson, Browning, Yeats and Eliot.

213/331f. EARLY AMERICAN WRITERS (3)

American writers from the colonial beginnings to the American Renaissance. Texts considered in historical, social and intellectual context. Writers include Bradstreet, Wheatly, Irving, Poe, Emerson, Hawthorne and others. Students in 213 and 331 attend classes together most of the term, but advanced students are expected to do work of greater sophistication and difficulty. Special focus on Melville in 331.

- 214s. MODERN AMERICAN WRITERS** (3)
American literature from the second half of the nineteenth century to the present. Selected readings from such diverse writers as Dickinson, Twain, James, Cather, Hurston, Baldwin, Roth and others.
- 216s. (Women's Studies 216) TOPICS ON WOMEN AND LITERATURE** (3)
Thematic or generic studies of works authored by women; focus on the role of women in works by male and female writers; special attention to a selected woman writer or group of writers; and/or feminist approaches to the study of literature.
- 230s. INTRODUCTION TO FILM STUDY** (3)
An approach to film from a variety of perspectives: historical study, formal and technical analysis of classic Hollywood cinema, attention to specific directors and genres and feminist critique of film.
Does not satisfy distributional standard in literature
- 306f. CHAUCER** (3)
The Canterbury Tales and selected pre-Canterbury works.
- 308s. HISTORY OF THE ENGLISH LANGUAGE** (3)
The origins and development of the language, from Anglo-Saxon to modern English.
Offered 1997-98 and alternate years
- 309s. DANTE** (3)
The Divine Comedy in translation.
Offered 1998-99 and alternate years
Does not satisfy distributional standard in literature
- 313s. SHAKESPEARE** (3)
The comedies and histories.
- 314f. SHAKESPEARE** (3)
The tragedies.
- 315s. MEDIEVAL AND RENAISSANCE DRAMA (Excluding Shakespeare)** (3)
Samples of medieval mystery and morality plays. Explores the varied developing genre of the Renaissance. Authors include Kyd, Marlowe, Dekker, Jonson, Middleton and Webster.
- 316f. SIXTEENTH-CENTURY ENGLISH POETRY** (3)
A study of the major poetic theories, forms and works of Tudor England. Selections from *The Faerie Queen*, some early English sonnets, *The Defense of Poesy* and the sonnet sequences of Sidney, Spenser and Shakespeare.
Offered 1998-99 and alternate years
- 318f. POETRY AND PROSE OF THE SEVENTEENTH CENTURY** (3)
Emphasis on the writings of Donne, Jonson, Herbert, Herrick, Marvell, Bacon and Browne.
Offered 1997-98 and alternate years
- 319s. MILTON** (3)
Most of the English poetry and selections from the prose.
- 320s. MODERN POETRY** (3)
Study of British and American poetry of the twentieth century, with a focus on the early modernist period. Poets studied include Yeats, Eliot, Williams, H.D., Marianne Moore, Wallace Stevens and Langston Hughes.
Offered 1997-98 and alternate years
- 321f. ENGLISH ROMANTIC POETRY** (3)
Primary emphasis upon the poetry of Wordsworth, Coleridge and Keats, along with selected poems of Shelley and Byron.
- 322s. VICTORIAN POETRY** (3)
Tennyson, Browning, Arnold and Hopkins.
Offered 1997-98 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 1998-99 and alternate years
Does not satisfy distributional standard in literature
- 328f. RESTORATION AND EIGHTEENTH-CENTURY LITERATURE** (3)
Emphasis on satire and prose fiction from 1660 to 1800. Authors chosen from Dryden, Swift, Pope, Fielding, Richardson, Johnson and Austen, as well as writers who traditionally have been neglected.
- 329s. ENGLISH DRAMA FROM DRYDEN TO SHERIDAN** (3)
Ranges over tragedies and comedies written between 1660 and 1800. Dramatists include Dryden, Behn, Wycherley, Congreve, Centlivre, Goldsmith and Sheridan. Attention paid to cultural contexts as well as evolving literary traditions.
Offered 1998-99 and alternate years
- 331f. EARLY AMERICAN WRITERS** (3)
See English 213 for description.

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 1997-98 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 1997-98 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 1998-99 and alternate years

335s. NINETEENTH-CENTURY AMERICAN FICTION**(3)**

Study of such developments as the social protest novel, women's fiction, the international novel and the novel of manners in standard and non-traditional works by Stowe, Alcott, Hawthorne, James, Twain, Adams and others.

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

Study of twentieth-century novels with an emphasis on modernist experimentation with novel form. Writers studied generally include Conrad, Forster, Joyce, Woolf, Lawrence, Waugh and Beckett.

337s. POSTMODERN FICTION**(3)**

A study of experimental fiction written in the second half of the twentieth century. Works studied are drawn from a variety of cultures.

Offered 1998-99 and alternate years

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

Emphasis on the novels of the 1840s and 1850s along with those that look toward the twentieth century.

Offered 1998-99 and alternate years

339f. AFRICAN-AMERICAN LITERATURE**(3)**

Examination of the major texts within the African-American literary tradition from the colonial period to the present, including works by Douglass, DuBois, Hurston, Wright, Ellison, Morrison and others.

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

Selected texts to meet the interests of individual students.

480f. SENIOR COLLOQUIUM**(2)**

Weekly meetings of faculty and senior English majors to discuss topics relevant to the study of literature in all periods. Particular topics are designated each year.

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

Independent research arranged under the supervision of a member of the department.

Creative and Expository 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)**

The craft of poetry, taught through regular written assignments and readings from such contemporary poets as Adrienne Rich, Sharon Olds, Rita Dove and Carolyn Forché.

203f. (Theatre 203) DRAMATIC WRITING I**(3)**

See Theatre 203 for description.

205f. WRITING FICTION**(3)**

Guest-taught workshop in the writing of fiction, designed to make participants better readers as well as writers. Focus on providing structure for new projects or assistance with works-in-progress.

Prerequisite: permission of the instructor

340f. NONFICTION WORKSHOP**(3)**

Guidance in writing forms of nonfiction such as the essay, the journalistic article, technical writing, research reports, business writing and autobiography. Emphasis on presentation and discussion of student work, revision, editing and classroom publishing.

Prerequisite: permission of the instructor

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

Intermediate fiction writing. Readings in theory and practice; the writing and rewriting of a group of stories. Individual conferences and group sessions.

Prerequisite: 201, 205 or permission of the instructor

- 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
- 344s. (Theatre 344) DRAMATIC WRITING II** (3)
 See Theatre 344 for description.
- 415f,s. (Theatre 415) ADVANCED CREATIVE WRITING** (3)
 Individual conferences with emphasis on sustained creative writing projects in poetry, fiction or drama.
Prerequisite: 340, 341, 342 or 344 and permission of the instructor
- 490f,s. INDEPENDENT STUDY IN WRITING** (3)
 Independent research arranged under the supervision of a member of the department.

ences under supervision of Agnes Scott faculty member. Spring seminar (one hour per week for 4-6 weeks) integrates cross-cultural theory and experience. Destinations vary from year to year.
Prerequisite: 200
 Special fees required for January travel

History

Professors:

Sarah R. Blanshei, *Dean of the College*
 Michael J. Brown
 Mary Brown Bullock, *President of the College*
 Penelope Campbell

Associate Professors:

Michele K. Gillespie
 Katharine D. Kennedy

Assistant Professor:

Violet M. Johnson

Global Awareness

Agnes Scott College offers an introductory Global Awareness Program that combines classroom in the fall and spring semesters with a January study abroad experience. Students must apply and be accepted to the program to register for GA 200. See the description of the Global Awareness Program (p. 39).

- 200f. GLOBAL AWARENESS CONCEPTS** (1-3)
 Concepts and theories of culture, cultural diversity and cross-cultural communications. Discussion of selected themes common to the study of cultures. Preparation for January study-abroad experience. Interdisciplinary perspectives from the social sciences, natural sciences, humanities and fine arts. Faculty members include those leading the study-abroad group.
Prerequisite: 12 hours of Agnes Scott credit
 Taken as preparation for 201

- 201s. GLOBAL AWARENESS EXPERIENCE** (3)
 January study-abroad experience with follow-up spring seminar. Students travel in small groups to a host country where they experience a new culture, living in local homes. Emphasis on individual living/learning experi-

The central purpose of the history curriculum is to give students who come from a variety of cultural traditions an understanding of the heritage that has been forged for them over many centuries. By offering courses in both western and non-western history, it seeks to deepen each student's appreciation of the achievements and contributions of people from outside her own cultural tradition.

The study of history provides a perspective from which standards that happen to be in vogue in our own day may be seen and judged. By challenging us to understand people who are very different from us, it teaches tolerance and open-mindedness. History students are required to read widely, to think critically and to strengthen their skills in research and writing. The historical knowledge they acquire provides a framework and a context in which insights from other disciplines—art, literature, philosophy, to name just a few—may be placed and considered. In this sense, history could claim to be one of the foundation disciplines of a liberal education, bringing coherence and continuity to information that might otherwise be fragmented and disjointed.

Members of the History Department believe that their courses should be accessible to all students in the College; accordingly, there are no prerequisites for any history course below the 400 level.

■ Requirements for the Major

420

One two-semester survey course selected from:

101 and 102; 108 and 109; 110 and 111; 212 and 213; 250 and 251; 253 and 254

At least eight additional courses, seven of which must be above the 200 level. These courses must be selected so as to include at least one course from each of the following groups:

Early European History: 305, 306, 307, 371, 373

Modern European History: 309, 311, 312, 313, 314, 322

United States History: 325, 326, 327, 330, 331, 332, 334, 335, 338 and 350

Non-Western History: 350, 353, 354, 355, 356, 361, 363

An appropriate course below the 300 level may be used to satisfy one of these groups.

A major in history requires the completion of at least 30 semester hours of work in history.

Cross-listed courses taught outside the department may not be used to satisfy the minimum requirements for the major.

■ Requirements for the Minor

A minor in history must contain at least 21 hours of work in history, at least twelve of which must be above the 200 level. The program must reflect a degree of thoughtful planning and coherence and must have the approval of the chair of the department.

101f. EUROPE FROM CHARLEMAGNE TO NAPOLEON (3)

Development of western culture through Renaissance and Reformation, the formation of states, the early development of science and the age of revolution in England, America and France.

102s. HISTORY OF MODERN EUROPE (3)

Industrialization, nationalism, feminism, world war, communism, Cold War and European integration and

their effects on European institutions and society in the nineteenth and twentieth centuries.

108f. THE UNITED STATES TO 1877 (3)

Survey of the history of the United States from European conquest through Reconstruction.

109s. THE UNITED STATES IN MODERN TIMES (3)

Survey of the history of the United States since Reconstruction.

110f. INTRODUCTION TO THE ASIAN WORLD (3)

Major civilizations on the Asian continent from India to Japan before the twentieth century.

111s. THE ASIAN WORLD IN MODERN TIMES (3)

History and politics of Asian societies and their interaction with the West in the twentieth century.

121f. (Classics 121) HISTORY OF GREEK CIVILIZATION (3)

See Classics 121 for description.

122f. (Classics 122) HISTORY OF ROMAN CIVILIZATION (3)

See Classics 122 for description.

212f. THE HISTORY OF ENGLAND (3)

Social and political development of the English people from the Anglo-Saxon centuries through the civil wars of the seventeenth century.

213s. THE HISTORY OF ENGLAND (3)

Experiences of the English people from the reign of King Charles II to the reign of Queen Elizabeth II.

221Lf. (Classics 221L) (Greek 221L) (Greek 321L) HISTORY OF GREEK CIVILIZATION, GREEK COMPONENT (1)

See Classics 221L for description.

222Lf. (Classics 222L) (Latin 222L) (Latin 322L) HISTORY OF ROMAN CIVILIZATION, LATIN COMPONENT (1)

See Classics 222L for description.

250f. AFRICAN SOCIETIES FROM 1500 TO THE PARTITION (3)

Structures of Sub-Saharan African societies, the developments leading to the partition of the continent and the imposition of colonial rule.

251s. AFRICAN SOCIETIES FROM THE COLONIAL ERA TO THE PRESENT (3)

Changes which followed western domination, African

responses to the new structures and the road to independence.

253f. AFRICAN AMERICAN HISTORY TO EMANCIPATION (3)

Developments which shaped the history of the black population of the United States through the Civil War. Topics include African beginnings, the Atlantic slave trade, the institution of slavery and the slave community and black activism.

Offered 1997-98 and alternate years

254s. AFRICAN AMERICAN HISTORY SINCE EMANCIPATION (3)

Developments which have influenced the history of the black population of the United States since the Civil War. Topics include the Great Migration, the Harlem Renaissance and the Civil Rights Movement.

Offered 1997-98 and alternate years

305f. MEDIEVAL CIVILIZATION (3)

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)

Civilization of Italy and of Northern Europe from the time of Dante to the time of Shakespeare.

Offered 1998-99 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 1997-98 and alternate years

309f. THE FRENCH REVOLUTION AND NAPOLEON (3)

Causes and events of the French Revolution and its impact upon Europe; the career of Napoleon Bonaparte.

311s. EUROPE IN THE VICTORIAN ERA (3)

Industrialization, nationalism, imperialism, international affairs, culture, gender and public and private life in nineteenth-century Europe.

Offered 1998-99 and alternate years

312s. RUSSIA AND THE SOVIET UNION IN THE TWENTIETH CENTURY (3)

Revolution, ethnicity, reform, stagnation and disintegration in Russian and Soviet politics, culture, economy and society from 1905 to the present.

Offered 1998-99 and alternate years

313f. EUROPE FROM 1914 TO 1945 (3)

World War I, Nazism, the interwar years, World War II

and the Holocaust, with emphasis on ideology, culture and diplomacy.

314s. (Political Science 314) EUROPE SINCE 1945 (3)

Society, economy, culture and foreign affairs in Western and Eastern Europe in the nuclear age.

314Ls. (German 314L) (Political Science 314L) EUROPE SINCE 1945, GERMAN COMPONENT (1)

See German 314L for description.

Not offered 1997-98

315Lf. (German 315L) EUROPE 1914-1945, GERMAN COMPONENT (1)

See German 315L for description.

Not offered 1997-98.

322f. (Women's Studies 322) WOMEN IN MODERN EUROPEAN HISTORY (3)

Changing roles of European women at home, at work, in public life and in the arts from the Renaissance to the present.

Offered 1997-98 and alternate years

325f. THE AMERICAN REVOLUTION AND THE EARLY REPUBLIC (3)

Relationship between economic, social, cultural and religious change and the great political events of the American Revolution and nation-building.

Offered 1998-99 and alternate years

326s. JACKSONIAN AMERICA AND THE CIVIL WAR ERA (3)

Economic, political and social change in the United States from the rise of Jacksonian America and the struggle over slavery through the Civil War.

Offered 1998-99 and alternate years

327s. HISTORY OF THE SOUTH (3)

Social, cultural, economic and political factors that have made the South a distinctive part of the U.S. from English settlement to the present.

330s. (Women's Studies 330) THE HISTORY OF WOMEN IN AMERICA (3)

Women's roles and contributions from the colonial period to the present with emphasis on the impact of industrialization, reform movements and differences across race, ethnicity, class and region.

331f. RACE, ETHNICITY AND IMMIGRATION IN THE U.S., 1600-1880 (3)

History of the "old immigration" which was dominated by groups from western Europe; the relationship between various ethnic groups; their acculturation; and how they

influenced American society.

Offered 1998-99 and alternate years

332s. RACE, ETHNICITY AND IMMIGRATION IN THE U.S. SINCE 1885 (3)

History of the "new immigration"; the changing sources and composition of immigrants; their social and economic adjustment; and their contributions to the increasingly multicultural character of contemporary America.

Offered 1998-99 and alternate years

334f. (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 1997-98 and alternate years

335f. (Religious Studies 340) BLACK PROTEST THOUGHT IN AMERICA FROM SLAVERY TO THE PRESENT (3)

Political, social and ideological currents which influenced and shaped the Black struggle for freedom, citizenship and equality. Ordinarily, students earn 3 hours of credit for this course. Those students fulfilling the research requirement for the minor in African Studies may elect to take this course for 4 hours.

Offered 1997-98 and alternate years

338s. (Political Science 340) THE UNITED STATES SINCE 1945 (3)

Domestic change and international involvements since World War II.

Offered 1997-98 and alternate years

340s. (Political Science 328) U.S.-LATIN AMERICAN RELATIONS (3)

See Political Science 328 for description.

350f. THE AFRICAN DIASPORA (3)

History of the dispersal of Africans from the continent to various regions of the world; the catalysts of dispersal; the distribution of Africans, especially in the Americas; and the communities which evolved out of the diaspora. Ordinarily, students earn 3 hours of credit for this course. Those students fulfilling the research requirement for the minor in African Studies may elect to take this course for 4 hours.

350Lf. (Spanish 350L) THE AFRICAN DIASPORA, SPANISH COMPONENT (1)

See Spanish 350L for description

Offered 1997-98

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 1997-98 and alternate years

354s. TOPICS IN AFRICAN AND ASIAN HISTORY (3)

Offered 1998-99 and alternate years

355f. TWENTIETH-CENTURY SOUTHEAST ASIA (3)

The cultural heritages of nations from Burma to the Philippines. Social, economic and political changes arising from western colonialism, the world wars, mass political movements and participation in a global economy.

Offered 1998-99 and alternate years

356f. THE UNITED STATES AND CHINA (3)

The cultural, political and economic interaction of Americans and Chinese in the last two centuries, with particular attention to the post-World War II period.

Offered 1997-98 and alternate years

361f. EMERGENCE OF JAPAN AS A WORLD POWER (3)

Political and economic transformation of Japan in the nineteenth and twentieth centuries; the troubled relationship with the United States.

363s. THE CHINESE REVOLUTION IN THE TWENTIETH CENTURY (3)

Development of Chinese communism, the establishment of the People's Republic and the revolutionary remodeling of Chinese society.

371s. ENGLAND UNDER THE TUDORS (3)

History of England from 1485 to 1603 with emphasis on the break from Rome under Henry VIII and the beginning of England's imperial role under Queen Elizabeth I.

Offered 1997-98 and alternate years

373s. ENGLAND UNDER THE STUARTS (3)

History of England in the seventeenth century, emphasizing the religious, social and political concepts carried to America by the early colonists.

Offered 1998-99 and alternate years

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

Supervised study in some field or period of history.

420f. SENIOR COLLOQUIUM (3)

Reading, writing and discussion on a single theme,

chosen annually, with the aim of integrating knowledge from various historical fields. Open only to senior history majors.

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

Independent research under the supervision of a member of the department.

Interdisciplinary Courses

HUM 280. SEMINAR IN THE HUMANITIES (3)

Weekly seminar focused on a topic that traverses multiple approaches, historical periods and/or cultures. Led by 2-3 faculty from different disciplines in the humanities. Topic designated each year. Open to sophomores, juniors and seniors.

INTD 200s. PERSPECTIVES ON DIVERSITY AND DIFFERENCE (3)

An interdisciplinary approach to learning about cultures and their interactions, struggles and conflicts. Exploration of issues that revolve around the intersections of race, ethnicity, sexual orientation, gender and religion and the bases of conflict, stratification and group identities.

International Relations

Director: Edmund J. Sheehy

International Relations is the study of the relations among both nations and non-governmental 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.

A prospective major should consult the director 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 strongly encouraged to participate in Global Awareness programs and other programs of study and work abroad.

A qualified International Relations major may pursue an independent study (490) under the direction of a faculty member who teaches in the International Relations program. A student enrolls in Economics 490, History 490 or Political Science 490, depending on the discipline of the project director.

■ Requirements for the Major

(Minimum of 33 hours, maximum of 60 hours)

Required Introductory Courses:

Political Science 103
Economics 104 and 105

Required Advanced Course:

Political Science 326

Theory Courses:

Three courses, at least one of which must be in economics:
Political Science 205, 282, 322; Economics 315, 334, 350, 351; Anthropology 307

Geographic Areas

A student will take three courses from no more than two different areas. Students are generally encouraged to concentrate in one area. No more than one area course may be at the 100-level.

Europe: History 102, 311, 312, 313, 314, 322
Asia: History 111, 353, 354 (Asian topics only), 355, 356, 361, 363
Africa: History 250, 251, 350, 354 (African topics only)
Latin America: Latin American Studies 107;
Political Science 211, 320, 328, 330, 342;
Economics 360; Anthropology 304
Global Awareness 201 may be counted toward the appropriate geographic requirement.
Students are encouraged to enroll in the

foreign language sections of area courses when possible. Hours from these courses will count toward the major.

Language

Three hours of coursework beyond the intermediate level in a modern foreign language. This does not count toward the major.

Additional course requirement:

In addition to satisfying the requirements listed above, each student will take at least one additional course from the lists of theory and area courses above. Other courses that may satisfy this requirement are: Spanish 207 or 208 and German 310.

15 additional hours from among the following (including the corresponding language across the curriculum component of any of these):

Interdisciplinary 200

Political Science: 211, 311, 320, 328, 342

Anthropology: 304

Economics: 360

Spanish: 208, 344, 354

LAS 107f. LATIN AMERICAN SOCIETIES (3)

Interdisciplinary overview of Latin American societies today, including the growing presence of Latinos in the U.S. Emphasizes both the continuity of the past and contemporary economic development, politics, cultures, social movements, music, art and literature.

Latin American Studies

Director: Rafael Ocasio

The program of Latin American Studies seeks to give students a broad, integrated knowledge of Latin American history, society, politics, economics and culture; to foster understanding of the richness and diversity of Latin American societies and peoples; and to encourage the achievement of proficiency in the Spanish language. By so doing, the program seeks to prepare students for graduate study, teaching and/or careers in the public and private sector wherever knowledge of Latin America is necessary.

The program recommends that minors participate in cross-cultural experiences, such as Global Awareness or study abroad and pursue fluency in Spanish. A number of courses in the program have a Spanish component, in which students further proficiency by studying the topic through original texts.

■ **Requirements for the Minor**

A minimum of 18 hours is required for the minor.
Required course: Latin American Studies 107

Mathematics

Professor: Myrtle H. Lewin

Associate Professors:

Robert A. Leslie

Lawrence H. Riddle

Assistant Professor: Olga Yiparaki

The curriculum in 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 mathematics and either physics or economics is invited to consider a mathematics-physics or mathematics-economics major.

■ **Requirements for the Major**

118, 119, 204, 206, 220, 321, 480

At least three additional 300-level courses selected from at least two of the following groups:

331, 352

304, 314, 315

309, 312, 325, 328

The minimum number of hours required to fulfill a major in Mathematics is 35.

■ Requirements for the Minor

The mathematics minor is designed for those students who wish to study mathematics significantly beyond the introductory level and focus on an area of special interest without accomplishing a major. A student planning a minor in mathematics is required to consult with the department to ensure the coherence and relevance of the program of study planned.

Mathematics 118, 119

At least one course from 204, 206 or 220

At least three additional courses at the 200 or 300 level, one of which must be at the 300 level

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.

104s. INTRODUCTION TO MATHEMATICAL THOUGHT (3)

Introduction to some of the major themes and ideas in mathematics, methods used in their applications and their historical context.

115s. 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.

Does not satisfy Distributional Standard in Mathematics

117f.s. FUNCTIONS AND MODELING (4)

Polynomials, rational, exponential, logarithm and trigonometric functions in the natural and social sciences, with emphasis on their numerical, graphical, and algebraic properties and their applications and use in modeling real-world situations.

118f.s. CALCULUS I (4)

Introduction to differentiation and integration of the standard functions of mathematics, with applications.

119f.s. CALCULUS II (4)

Continuation of 118, to include topics chosen from the integral and its applications, techniques of integration, improper integrals and indeterminate forms.

Prerequisite: 118

150f. INTRODUCTION TO COMPUTER PROGRAMMING (3)

An introduction to computers, principles of problem solving in a structured programming environment, programming techniques and applications.

Does not satisfy Distributional Standard in Mathematics

210f. TOPICS IN MATHEMATICS (3)

A semester study of a topic chosen from such areas as dynamical systems and chaos, fractal geometry, cytology, game theory, graph theory or combinations. Possibility for interdisciplinary topics. May be repeated for credit when topics change.

Prerequisite: 118 or permission of the instructor

204f. THE ART OF MATHEMATICAL THINKING (3)

Topics from areas such as puzzles, discrete mathematics, number theory, modular arithmetic and enumeration will be used to introduce students to a serious study of the role of proof, of mathematical writing and grammar, and abstraction and critical thinking.

Prerequisite: 119 or permission of the instructor

206s. LINEAR ALGEBRA (4)

Vector spaces, linear transformations, matrices and determinants, with applications to systems of linear equations, geometry and other selected topics.

Prerequisite: 119

220s. MULTIVARIABLE CALCULUS (4)

The geometry of curves and surfaces and the calculus of functions of two or more variables, including partial differentiation, multiple integrals and vector analysis.

Prerequisite: 119

250s. INTERMEDIATE COMPUTER PROGRAMMING (3)

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: 150 or permission of the instructor

304s. MATHEMATICAL LOGIC (3)

Addresses such issues as whether we can always prove that a precise mathematical statement, such as “ $1+1=2$ ” or “ $3-1=17$ ”, is true or false. Discusses the difference between truth, validity and provability and introduces Godel’s Incompleteness Theorem, one of the most important mathematical results of the 20th century.

Prerequisite: 204; one other 300-level course or permission of the instructor

Offered 1998-99 and alternate years

309f. DIFFERENTIAL EQUATIONS (4)

First and second order differential equations, higher order, linear ordinary differential equations, existence and uniqueness theorems and applications.

Prerequisite: 206 or 220

Offered 1997-98 and alternate years

312s. NUMERICAL ANALYSIS (4)

Numerical methods in mathematics including numerical solutions of equations, linear and nonlinear systems of equations, numerical differentiation and integration and curve fitting.

Prerequisite: 206 or 220

Offered 1997-98 and alternate years

314f. MODERN GEOMETRIES (4)

Affine, projective and Euclidean geometries and their postulational development.

Prerequisite: 220 or permission of the instructor

Offered 1997-98 and alternate years

315s. TOPOLOGY (4)

Topological and metric spaces, continuity, compactness and connectedness, with special emphasis on the topology of \mathbb{R}^n .

Prerequisite: 204 and 220

Offered 1997-98 and alternate years

321f. ABSTRACT ALGEBRA (4)

Important algebraic structures, including groups, rings, integral domains and fields.

Prerequisite: 204; 206 or permission of the instructor

325f. MATHEMATICAL MODELS AND APPLICATIONS (4)

Development of techniques of model building. Applications to illustrate the techniques are drawn principally from the natural and social sciences.

Prerequisite: 206 or 220

Offered 1998-99 and alternate years

328s. MATHEMATICAL STATISTICS AND PROBABILITY (4)

Basic statistical methods in the classical theory of inferential statistics, probability theory, estimation, hypothesis testing and applications.

Prerequisite: 206 or 220

Offered 1998-99 and alternate years

331s. REAL ANALYSIS (4)

The topology of the real number system and the axiom of completeness. Rigorous development of some central ideas in analysis, including limits, continuity of functions and convergence of sequences and series.

Prerequisite: 204

Offered 1997-98 and alternate years

352f. 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: 220

Offered 1998-99 and alternate years

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

Open to majors only

480f. MATHEMATICS SEMINAR (1)**490f.s. INDEPENDENT STUDY (4-8)**

Independent research arranged under the supervision of a member of the department.

Mathematics- Economics

■ Requirements for the Major

Economics 104, 105, 306, 307

Mathematics 118, 119, 206, 220, 309

Either Economics 338 or Mathematics 328

Either Economics 400 or Mathematics 480

An additional three elective courses in mathematics or economics are required with at least one in economics, excluding 200, 211, 212, 213 and 217. These courses must be at the 200-level or above and must be approved by the advisors to the major in the respective departments.

Mathematics-Physics

Provides an integrated study of mathematics and its application in theoretical physics. Students elect 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.

The minimum number of hours required to fulfill an interdisciplinary major in Mathematics-Physics is 50.

Basic Courses Required:

Mathematics 118, 119, 206, 220, 309 (at least 27 hours in mathematics)

Physics 110, 111 and 15 additional hours as approved by the Department of Physics and Astronomy

Modern Foreign Languages and Literatures

French

Assistant Professors:

Julia K. De Pree
Rosemary Eberiel

The program in 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, with very few exceptions, 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. French 202 also satisfies that Specific Standard.

French 235, the prerequisite for all literature courses, satisfies the distributional standard of literature in the language of its composition. A literature course on the 300 level also satisfies this standard.

Students, if qualified, may spend an academic year or a semester in France or in a Francophone country on an approved program. Additional study abroad possibilities include the Global Awareness or Global Connections programs. Internships in French in the United States and abroad may also be offered.

An assistant comes from France or a Francophone country each year to live on the French Hall with students interested in perfecting their French and in knowing more about today's France and Francophone cultures. She assists with French Club activities and joins students at all levels of French proficiency in the dining hall around a "table française."

Students also have an opportunity to use their language skills in courses designated as Language Across the Curriculum (LAC). This consists of completing a one-hour French component in a Language Across the Curriculum interdisciplinary course.

■ Requirements for the Major

A minimum of 24 hours beyond French 230. The recommended sequence is:

235, 280 and five courses at the 300 level and 480.

These courses should be representative of various centuries and genres.

With advanced placement or exemption, the minimum number of hours required to complete a French major is 25 hours.

Recommended Courses:

We recommend for the French major the following electives in other programs: History 101, 309; English 211; Art 103, 208; Philosophy 206, 209; another foreign language.

■ Requirements for the Minor

A minimum of 12 hours beyond French 230. The recommended sequence is 235, 280 and two courses at or beyond the 300 level.

Entering students who are placed into an advanced level of French may be given permission to complete the major with fewer than 30 hours. Permission is given by the department chair or a faculty member designated by the chair and the assistant dean of the college.

202 fulfills the intermediate-level language requirement. Students exempting French 202 will take French 207. Students may also register for Translation or Business French courses at an approved institution.

We strongly recommend a 4-week Intensive Summer Session at the Centre International de l'Université de l'Ouest in Angers whose courses will satisfy the required courses listed above, subject to approval by the chair of the department or a faculty member designated by the chair and the associate dean of the college.

101f. ELEMENTARY FRENCH (4)

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

102s. ELEMENTARY FRENCH (4)

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

201f. INTERMEDIATE (3)

Grammar review oral and written comprehension, reading, composition.

202s. INTERMEDIATE (3)

A continuation of 201 with emphasis on selected readings.

202Lf. (Art 202L) MEDIEVAL ART, FRENCH COMPONENT (1)

Reading and discussion of texts concerning the visual arts and their historical context during the Middle Ages. Conducted in French.

Prerequisite: French 202 or permission of the instructor

Corequisite: Art 202

Not offered 1997-98

203Ls. (Art 103L) HISTORY OF ART II, FRENCH COMPONENT (1)

Reading and discussion of texts on the major artistic periods from the Renaissance through the modern periods. Conducted in French.

Corequisite: Art 103

Prerequisite: French 202 or permission of the instructor

Offered 1997-98

207f,s. INTERMEDIATE FRENCH CONVERSATION (2)

Prerequisite: 202 with a grade of B minus or above or permission from the department

This course may be repeated once with permission from the department or faculty members designated by the department chair.

221Lf. (Music 221L) (Women's Studies 221L) WOMEN IN MUSIC: THE WESTERN MUSICAL TRADITIONS, FRENCH COMPONENT (1)

Reading and discussion of texts concerning French and other francophone women as composers, performers, teachers, and musical support personnel. Conducted in French.

Prerequisite: 202

Corequisite: Music 220 (Women's Studies 220)

Offered 1997-98

230f. FRENCH LANGUAGE AND CULTURE (3)

In addition to a thorough review of grammar, this course explores aspects of French culture and civilization in their historical context. (Tapes, films, and videos will be used.) This course is required of all minors.

Prerequisite: 202

235f. INTRODUCTION TO LITERARY GENRES (3)

Introduction to literary texts by genre from the Middle Ages to the present. This course is required of all majors and satisfies the Distributional Standard of literature in the language of its composition.

Prerequisite: 230

280s. WRITING IN FRENCH (3)

Intensive work in written expression to strengthen the student's ability to organize her ideas in French and to review fine points of grammar and style.

Prerequisite: 230 or equivalent by placement

301s. FROM THE KNIGHT TO THE KNAVE (3)

Literature of the Middle Ages in its socio-historical context. Medieval story-tellers and poets, epics, the romances, Tristan and Isolde, the Arthurian legend, men and women troubadours, religious and secular theatre.

Prerequisite: 230, 235 and 280

Offered 1997-98

311. THE AGE OF DISCOVERY FROM COLUMBUS TO MONTAIGNE (3)

Literature of the Renaissance and the Reformation in its socio-historical context. Men and women poets and prose-writers of the sixteenth century, satire, the theatre.

Transition from an oral to a book-oriented culture.

Prerequisite: 230, 235 and 280

Offered 1999-2000

321. THE AGE OF LOUIS XIV (3)

Literature of the seventeenth century in its socio-historical context. Development, triumph and transformation of literary genres such as poetry, letters, the novel, religious meditations, satire, with special emphasis on the theatre and women authors from the Baroque to the wane of Classicism.

Prerequisite: 230, 235 and 280

Offered 1998-99

331f. THE FRENCH ENLIGHTENMENT (3)

A selection of major eighteenth-century philosophic and literary writings from Rousseau to the Revolution.

Prerequisite: 230, 235, and 280

Offered 1997-98

341. LITERATURE FROM ROMANTICISM THROUGH THE FIN DE SIECLE (3)

Selected readings in nineteenth-century prose and poetry, from pre-Romanticism through Symbolism.

Prerequisite: 230, 235 and 280

Offered 1998-99

351. LITERATURE FROM THE AVANT-GARDE THROUGH THE PRESENT (3)

Selected readings in twentieth-century prose, poetry and the theatre from Apollinaire to Duras.

Prerequisite: 230, 235 and 280

Offered 1999-2000

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

Supervised to meet the needs of individual students.

480s. SPECIAL TOPICS (3)

Intensive study of a specific author, genre, school of thought or theme. May be repeated for credit when topic varies. Topic in 1997-98: French Cinema

Prerequisite: 230, 235 and 280

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

Independent research arranged under the supervision of a member of the program.

German-speaking world are in all classes at all levels. A wide selection of classical and contemporary literary works are read in intermediate and advanced courses.

Majors, minors and other interested students are encouraged to live on the College's German Hall where they can practice their German aided by a resident teaching assistant from Germany. They are also invited to join the German Club and the German lunch table. The opportunity to study abroad is offered to qualified students; they may participate in a one or two semester exchange program with the University of Mainz at Gernersheim.

Students also have an opportunity to use their language skills in courses designated as Language Across the Curriculum (LAC). This consists of completing a one-hour German component in a Language Across the Curriculum interdisciplinary course.

Students considering a double major should consult with the department chair or a faculty member designated by the department chair.

■ Requirements for the Major in German Studies

Courses required in the discipline:

210, 212, 222, 324, 480

Three or four of the following: 306, 310, 305 with language component, 308 with language component, 350

If only three of the above are taken, then one of the following courses outside the discipline must also be taken: History 313 with language component, History 314 with language component, Music 220 with language component

Minimum hours for the major: 28 beyond the intermediate level

Entering students who are placed in an advanced level of German may be given permission to complete the major with fewer than 30 hours. Permission is given by the department chair or a faculty member designated by the department chair and the assistant dean of the college.

Courses recommended for the major:

Students are strongly encouraged to acquire experience in a German-speaking country through our exchange program with the University of Mainz

German Studies

Professor: Ingrid E. Wieshofer

Each course offered emphasizes the communication skills of understanding, speaking and writing German. Cultural as well as linguistic aspects of the

open to them in their sophomore year or through an approved Junior Year Abroad program. We also highly recommend the Zertifikatsprüfung and Mittelstufenprüfung at the Goethe Institute.

■ Requirements for the Minor in German Studies

210, 212

Two or three of the following: 222, 306, 310, 324, 305 with language component, 308 with language component, History 313 with language component, Music 220 with language component

If only two of the above are taken, then one of the following must also be taken: History 307, Philosophy 210 or any other course with a strong German content area subject to the approval of the department.

Minimum hours: 14 beyond the intermediate level
Recommendations for the Minor:

Students are strongly encouraged to acquire experience in German through an internship with a German company and participation in the Zertifikatsprüfung at the Goethe Institute.

101f. ELEMENTARY GERMAN

Emphasis on speaking and understanding spoken German, with a sound basis of grammar. Reading and discussion of simple texts.

102s. ELEMENTARY GERMAN

Continuation of 101.

201f. INTERMEDIATE GERMAN

Practice in spoken German, accompanied by grammar review. Reading and discussion of literary texts.
Prerequisite: 102 or equivalent

202s. INTERMEDIATE GERMAN

Continuation of 201.

210f. COMPOSITION

Practical course designed to develop fluency in writing German.
Prerequisite: 202

211f. CONVERSATION

Theoretical and practical aspects of German pronunciation with intensive drills.
Prerequisite: 102 or permission of the department or faculty members designated by the chair

Does not fulfill the language requirement for the International Relations major

212s. ADVANCED CONVERSATION

Practical course designed to develop fluency in oral communication.
Prerequisite: 202 or equivalent

222f. INTRODUCTION TO LITERATURE

Emphasis on lyrical poetry of the nineteenth and twentieth centuries, a nineteenth-century Novelle and a contemporary novel.

Prerequisite to all 300-level literature courses
Prerequisite: 202 or equivalent

305f. CONTEMPORARY DRAMA

Emphasis on Brecht's epic theatre and contemporary Swiss playwrights. Offered in English, accompanied by a German language component.

Offered 1997-98 and alternate years

305Lf. CONTEMPORARY DRAMA, GERMAN LANGUAGE COMPONENT

German language component to accompany 305 for German majors and minors.

Prerequisite: 222
Corequisite: 305

Offered 1997-98 and alternate years

306s. FRANZ KAFKA

Discussion of major short stories and selections from the novels.

Offered 1998-99 and alternate years

308f. GERMAN LITERATURE IN TRANSLATION

Taught in English, accompanied by a German language component for German majors and minors.

Offered 1998-99 and alternate years

308Lf. GERMAN LITERATURE IN TRANSLATION, GERMAN LANGUAGE COMPONENT

German language component to accompany 308 for German majors and minors.

Prerequisite: 222
Corequisite: 308

Offered 1998-99 and alternate years

310s. GERMAN LIFE AND THOUGHT

Society and culture in the contemporary German-speaking world.

Offered 1997-98 and alternate years

314Ls. (History 314L) (Political Science 314L).

EUROPE SINCE 1945, GERMAN COMPONENT (1)

Reading and discussion of texts about post-World War II Germany, from division through unification. Conducted in German.

Corequisite: History 314 (Political Science 314)

Prerequisite: German 202 or equivalent

Not offered 1997-98

315Lf. (History 315L) EUROPE 1914-1945, GERMAN COMPONENT (1)

Study of Weimar and Nazi Germany based on selected primary sources in German.

Corequisite: History 313

Prerequisite: 202 or or equivalent

Not offered 1997-98

320Ls. (Music 220L) (Women's Studies 220L) WOMEN IN MUSIC: THE WESTERN MUSICAL TRADITIONS, GERMAN COMPONENT (1)

Reading and discussion of texts concerning German and Austrian women composers, performers, teachers and musical support personnel. Conducted in German.

Prerequisite: 202 or permission of the instructor

Corequisite: Music 220 (Women's Studies 220)

Not offered 1997-98

324s. ADVANCED GERMAN LANGUAGE STUDY (3)

Emphasis on stylistics, composition styles and vocabulary building working with contemporary text materials.

Prerequisite: 210 or permission of the department

350f,s. ADVANCED READING (2-3)

Subject matter chosen according to student interest and needs.

410. SPECIAL TOPICS (2-4)

Supervised to meet the needs of individual students.

480s. ADVANCED TOPICS IN GERMAN LITERATURE (3)

Intensive study of a single author, genre or period. May be repeated for credit when topic varies.

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

Independent research arranged under the supervision of a member of the program. Results are presented both orally and in writing. May be done in English with approval of program.

Japanese

Japanese Language Assistant:

Maya Kishida (1996-98)

The teaching assistants in Japanese, who are native speakers, have participated in a unique and intensive nine-week training program of the Exchange: Japan Foundation on teaching Japanese as a second language. They bring to the program knowledge of culture as well as systematic training in language pedagogy.

101f. ELEMENTARY JAPANESE I (4)

Fundamentals of spoken and written Japanese. Development of reading, writing, speaking and listening skills, with emphasis on the development of conversational fluency in socio-cultural contexts.

102s. ELEMENTARY JAPANESE II (4)

Continuation of Japanese 101.

201f. INTERMEDIATE JAPANESE I (4)

A continuation of elementary Japanese, focusing on the further development of oral proficiency, reading and writing skills.

Prerequisite: 102 or equivalent

202s. INTERMEDIATE JAPANESE II (3)

A continuation of Japanese 201.

301f. ADVANCED JAPANESE I (3)

A continuation of intermediate Japanese, focusing on the further development of oral proficiency, reading and writing skills.

Prerequisite: 202 or equivalent

302s. ADVANCED JAPANESE II (3)

A continuation of 301.

Prerequisite: 301

Spanish

Associate Professor: Rafael Ocasio

Assistant Professor: Gisela Norat

The major in Spanish is designed to develop proficiency in the four language skills and to present the cultural, literary and historical backgrounds of Spain and Latin America.

A minor in Spanish is offered to satisfy the needs

and interests of students who wish to combine the study of Spanish with other disciplines (International Relations and Latin American Studies, among others.)

All students of Spanish have the opportunity to improve fluency and cultural awareness by participating in special activities hosted by the Spanish faculty or by National Hispanic Awareness, the student Spanish club. Every year a Mexican teaching assistant is invited by the College to live in the Spanish Hall and interact with students, whether informally in daily living situations or through planned cultural activities or weekly get-togethers.

Students are strongly encouraged to take part in the College's Global Awareness Program or to acquire experience in a Spanish-speaking country through an approved study abroad program.

Students also have an opportunity to use their language skills in courses designated as Language Across the Curriculum (LAC). This consists of completing a one-hour Spanish component in a Language Across the Curriculum interdisciplinary course.

■ Requirements for the Major

Complete 30 hours from among the following courses, including 480: 203, 204, 207, 208, 223, 310, 321, 344, 354, 357, 480. Credits from the Spanish component of Language Across the Curriculum (LAC) courses also satisfy the requirements toward the major.

Entering students with advanced Spanish proficiency above the intermediate level (202) may be given permission to complete the major with fewer than 30 hours. Permission is given by the chair of the department or a faculty member designated by the chair and the assistant dean of the college.

■ Requirements for the Minor

A minor requires completion of 15 hours beyond Spanish 202 from among the courses offered by the department. Credits from the Spanish component of Language Across the Curriculum (LAC) courses also satisfy requirements toward the minor.

and reading. Emphasis on proficiency achievement and cultural awareness of the Hispanic world.

102s. ELEMENTARY (4)
Continuation of 101.
Prerequisite: 101

201f. INTERMEDIATE (4)
Grammar review. Conversation, comprehension, composition and reading.
Prerequisite: 102

202s. INTERMEDIATE (4)
Continuation of 201 including an introduction to the critical reading of literary texts.
Prerequisite: 201

203f. CONVERSATION (3)
Texts, music and films centered around topics of interest to college students. Emphasis on oral proficiency with a writing component.
Prerequisite: 202 or permission of the department chair or faculty members designated by the chair

204s. ADVANCED CONVERSATION AND COMPOSITION (3)
Continued emphasis on oral proficiency with special focus on grammar review and composition writing.
Prerequisite: 202 or 203 or permission of the department chair or faculty members designated by the chair

207f. SPANISH CIVILIZATION AND CULTURE (3)
Important historical events, trends and ideas of Spain from earliest times to the present.
Prerequisite: 203 or 204 or permission of the department chair or faculty members designated by the chair
Offered 1998-99 and alternate years

208f. LATIN AMERICAN AND CARIBBEAN CIVILIZATIONS AND CULTURES (3)
Important trends, ideas and historical events of Latin America and the Caribbean from pre-conquest and colonial periods to the present.
Prerequisite: 203 or 204 or permission of the department chair or faculty members designated by the chair
Offered 1997-98 and alternate years

223s. APPROACHES TO LITERATURE (3)
Presentation of representative Latin American and Peninsular texts to foster reading, writing and analytical skills.
Prerequisite: 203 or 204 or permission of the department chair or faculty members designated by the chair

101f. ELEMENTARY (4)
Fundamentals of Spanish for speaking, listening, writing

300Lf. (Anthropology 300L) INDIGENOUS PEOPLES OF LATIN AMERICA, SPANISH COMPONENT (1)

Reading and discussion of texts complementary and parallel to those used in Anthropology 304. Conducted in Spanish.

Prerequisite: Spanish 202 or permission of the instructor

Corequisite: Anthropology 304

Not offered 1997-98

301Ls. (Political Science 211L) (Sociology 214L) (Women's Studies 211L) WOMEN IN LATIN AMERICA, SPANISH COMPONENT (1)

See Political Science 211L for description.

Offered 1997-98

302Ls. (Political Science 342L) (Religious Studies 350L) RELIGION AND POLITICS IN LATIN AMERICA, SPANISH COMPONENT (1)

Reading and discussion of complementary and parallel texts to those used in Political Science 342. Conducted in Spanish.

Prerequisite: Spanish 202 or permission of the instructor

Corequisite: Political Science 342 (Religious Studies 350)

Offered 1998-99

310s. SPANISH LITERATURE THROUGH THE GOLDEN AGE (3)

Reading of early Spanish literature until the theatre of Lope de Vega and Calderon de la Barca (17th century).

Prerequisite: 223 or permission of the department chair

Offered 1998-99 and alternate years

321s. SPANISH AND LATIN AMERICAN CONTEMPORARY POETRY (3)

A study of poetry in modern times.

Prerequisite: 223 or permission of the department chair

Offered 1997-98 and alternate years

344f. CONTEMPORARY LATIN AMERICAN NARRATIVE (3)

An examination of major trends and literary movements in short stories and novels by major contemporary Latin American authors.

Prerequisite: 223 or permission of the department chair

Offered 1998-99 and alternate years

350Lf. (History 350L) THE AFRICAN DIASPORA, SPANISH COMPONENT (1)

Examination and discussion of selected documents on slavery and slave societies in North America, specifically Mexico, Central America, South America and the Caribbean. Conducted in Spanish.

Prerequisite: Spanish 202 or permission of the instructor

Corequisite: History 350

Offered 1997-98

354s. COLONIAL LATIN AMERICAN LITERATURE TO MODERNISM (3)

An analysis of literature from early Latin American writings to Rubén Darío (19th century).

Prerequisite: 223 or permission of the department chair or faculty members designated by the chair

Offered 1998-99 and alternate years

357f. NINETEENTH- AND TWENTIETH-CENTURY SPANISH LITERATURE (3)

Discussion of novels, essays, poetry and drama of major authors of those centuries.

Prerequisite: 223 or permission of the department chair or faculty members designated by the chair

Offered 1998-99 and alternate years

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

480s. TOPICS IN HISPANIC THEMES (3)

A detailed critical analysis of a specific topic, genre or period in Peninsular or Latin American literatures and other media.

For 1998-99:

Post-boom Latin American Literature. An analysis of the most recent narrative production after the so-called boom of the 1960s and 1970s. Critical approaches will include feminism, gay and lesbian and socialist activism, negrismo in Latin American and latino/a literature and other artistic media (films and art) as representative of post-modern intellectual trends.

Prerequisite: 223 or permission of the department chair or faculty members designated by the chair

Required of majors. This course may be taken more than once if subject content is different.

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

Independent research arranged under the supervision of a member of the program.

Music

Professors:

Ronald L. Byrnside
Calvert Johnson
Theodore K. Mathews

Music has been traditionally a central part of a true liberal education both as an avenue for creative expression and as a humanities discipline. In keeping with this tradition, the music curriculum provides its students with a breadth of knowledge and a depth of understanding in the traditions of Western music as well as various opportunities for performance. The program also incorporates the special musical contributions of women and of other cultures, as appropriate. The guiding philosophy behind the curriculum is that music is a humanistic art that enriches lives and amplifies history.

The program for music majors provides a balanced approach in the study of theory, history and performance. It concludes with a capstone Senior Seminar and either a Senior Recital or a project in some area within the discipline (for example, history, theory or music education). Graduating seniors should be adequately prepared to enter graduate programs or the professional world.

Music minors normally pursue a program of study that emphasizes one of the primary areas within the discipline. The department seeks to meet the needs and interests of nonmajors through its variety of courses in music appreciation, applied music lessons and performing ensembles, some of which have language-across-the-curriculum components or are cross-listed courses with other departments.

Presser Hall, which houses the Music Department, has ample space for classrooms, studios and offices, rehearsal and performance halls, listening and computer labs and practice rooms. The department also uses Woltz Reception Room (Rebekah) and Thatcher Chapel (Alston Center) as additional performance spaces. The department makes available to students a variety of musical instruments, including Steinway grand pianos, a German double harpsichord (Wolf

Instruments), organs (Austin, Brombaugh, and Schlicker), and some orchestral and percussion instruments. Students not only have many opportunities on-campus to attend performances and lectures by leading musicians, composers and scholars; but they also have access to the rich cultural offerings in metro Atlanta.

■ Requirements for the Major Courses:

106, 111, 211, 212, 213, 214, 305 and 480

Performance:

A minimum of 10 semester hours in one instrument or voice and a maximum of 18 semester hours in applied music. A minimum of eight semester hours in one applied area is permitted if the student elects to do a project in lieu of a senior recital. Students concentrating in voice will pass a piano proficiency examination prior to graduation or prior to student teaching.

A senior recital or project 410 or 490 (in lieu of recital)

Ensemble Experience:

A minimum of two years in an approved College ensemble. Normally this required participation is fulfilled in the major ensemble related to the student's applied music area during the last four semesters in which enrolled for classwork on campus. Students begin this four-semester sequence in their sophomore year if anticipating student teaching during the spring semester of their senior year or studying abroad during their junior year.

The minimum number of hours required for a music major at Agnes Scott College is 37. For those who do a project in lieu of a senior recital, the minimum is 38 hours.

■ Requirements for the Minor

A minimum of twenty hours in the department including Music 106 and 111. A minor program may have an emphasis in performance, theory or history, but its specific design must be created with the guidance and approval of the department chair.

Music Appreciation

106f.s. INTRODUCTION TO THE ART OF MUSIC I (3)

Basic concepts and terminology appropriate to various kinds of music. The relationship of music to society and the other arts.

204s. HISTORY OF JAZZ (3)

Trends, developments and personalities in American jazz.

205f. AMERICAN POPULAR MUSIC (3)

A chronological study of American popular music in the eighteenth, nineteenth and twentieth centuries. Works examined in terms of musical and textual content and in the light of their sociological contexts.

206s. MUSICAL THEATRE AND FILM MUSIC (3)

The structure, content and music/lyrics of the musical comedy and musical play genres. Conventions, stock characters and formulas of the musical theatre are examined. A portion of the course deals with the use of music in non-musical films. A rudimentary knowledge of musical terminology is desired but not required.

Theory and History of Music

108f. FOUNDATIONS OF MUSIC (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.

Not open to students who have had 111

111s. MUSIC THEORY I (4)

Functional tonality and part-writing. Assumes prior knowledge of triads and key signatures.

Prerequisite: 106; 108 or permission as determined by examination

208s. (Religious Studies 208) HISTORY OF SACRED MUSIC (3)

Development of liturgy and worship practices and especially of the role of music in Jewish and Christian worship.

Offered 1997-98 and alternate years

211f. MUSIC THEORY II (4)

Continuation of 111 with emphasis on functional tonality and chromatic harmony.

3 LEC, 1 LAB

Prerequisite: 111

212s. MUSIC THEORY III (4)

A continuation of 211 with emphasis on functional

tonality and classical forms.

3 LEC, 1 LAB

Prerequisite: 211

213f. MUSIC BEFORE 1750 (3)

A chronological study of Western art music from the Greek civilization through the Baroque era.

Prerequisite: 111

214s. MUSIC OF THE CLASSICAL AND ROMANTIC PERIODS (3)

A chronological study of Western art music from the late eighteenth, nineteenth and early twentieth centuries.

Prerequisite: 111 or permission of the instructor

217f. SYNTHESIZER I (1)

Synthesizer keyboards, including their principles of operation, their methods of performance, the programming of sounds and the composing and editing of scores using computer software.

Prerequisite: permission of instructor

219f. (Women's Studies 219) WOMEN IN WORLD MUSIC (3)

An historical and sociological overview of the various roles women have played in music in cultures around the world as composers, performers, teachers, entertainers and patrons, etc., from antiquity to the present day, with emphasis on non-Western traditions.

Offered 1998-99 and alternate years

220f. (Women's Studies 220) WOMEN IN MUSIC: THE WESTERN MUSICAL TRADITIONS (3)

A historical survey of women composers, performers, teachers and support personnel from Hildegard von Bingen to such contemporaries as Laurie Anderson, Sofia Gubaidulina, Betsy Jolas, Joan La Barbara, Tania Leon, Thea Musgrave, Paulina Oliveros, Joan Tower, and Ellen Zwilich, including a study of the forces that shaped their lives and styles of composition.

220Ls. (Women's Studies 220L) (German 320L) WOMEN IN MUSIC: THE WESTERN MUSICAL TRADITIONS, GERMAN COMPONENT (1)

See German 320L for description.

Not offered 1997-98

221Lf. (French 221L) (Women's Studies 221L) WOMEN IN MUSIC: THE WESTERN MUSICAL TRADITIONS, FRENCH COMPONENT (1)

See French 221L for description.

Offered 1997-98

305f. TWENTIETH-CENTURY MUSIC (3)

The characteristics and tendencies of music since 1900.

Music

Outstanding composers and significant works are studied.
Prerequisite: 111 or permission of the instructor

311s. ORCHESTRATION (3)

A course to develop skills in the writing, reading and analysis of orchestral scores. Emphasis is placed on writing.

Prerequisite: 212 or 111 and permission of the instructor

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)

Independent research arranged under the supervision of a member of the department.

Music Education

Students who may be interested in pursuing a certification program are referred to the Education Department description of our state-approved program.

Applied Music

For the 1997-98 academic year, the applied music fee for full-time students is \$29 per contact hour of instruction; the Music 150 fee is \$15 per hour of instruction (the same fee is charged in Music 170, 180, 190, provided there are at least two students studying together with the same professor). There is no fee for music majors or minors or for students who are taking or have taken Music 111. Part-time students are billed the hourly tuition rate for applied music.

Credit is awarded for applied music offered by the College as follows:

One credit hour for each semester at the 100 and 200

level; two credit hours for each semester above the 200 level

Applied music lessons do not satisfy the Distributional Standard in fine arts.

No students are permitted organ instruction without a background on keyboard. Beginning level instruction on piano and voice is offered in the following courses:

150Af,s. CLASS PIANO I (1)

Class instruction on piano for students who are beginners on the instrument. Students are taught in a piano laboratory and those who complete 150A will normally proceed into 150B unless the instructor believes the student's skills are developed sufficiently to warrant her being placed in 151 for individual lessons.

150Bf,s. CLASS PIANO II (1)

Class instruction for students who may have had some training on the instrument but whose skills are undeveloped and in need of review. Laboratory instruction for them begins at this level. Students from 150A also elect 150B unless exempted by the instructor. Students with adequate training begin individual lessons in 151.

181L. VOCAL LAB I (0)

Italian, Latin and English diction for singers.
Corequisite: MUS 181

182L. VOCAL LAB II (0)

French and German diction for singers.
Corequisite: MUS 182

Beginning level instruction also is offered in strings (170A, 170B), voice (180A, 180B) and winds (190A, 190B), and students here also are given group instruction when registration justifies it. One hour of instruction and six hours of practice weekly are required of all students who take applied music for credit. A performance exam is conducted at the end of each semester. The music major may register for two additional credit hours for her senior recital.

Nonmajors may earn a maximum of fourteen credit hours. After four semesters, nonmajors 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 are required to pay a fee.

Courses in applied music are numbered as follows:

Accompanying: 153, 154, 253, 254, 353, 354, 453, 454
Harpichord: 141, 142; 241, 242; 341, 342; 441, 442; 449 (Senior Recital)
Improvisation: 156, 157, 256, 257, 356, 357, 456, 457
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)
Percussion: 193, 194; 293, 294; 393, 394; 493, 494; 498 (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

Many opportunities are available to Agnes Scott students, staff and faculty to participate in musical ensembles. Those requiring an audition for membership are Glee Club (chorus), London Fog (jazz vocal group) and Agnes Scott College Community Orchestra. Those not requiring an audition are Joyful Noise (gospel vocal choir), jazz ensemble and chamber ensemble (winds, strings, keyboard, voice and percussion). Participation may be possible through cross-registration in Marching or Symphonic Band at Georgia Tech or early music at Clayton State College.

Students may receive a maximum of 4 semester hours of credit for participation in an ensemble.

The following ensemble courses are offered and carry .5 hours of credit:

Vocal ensemble: 131, 132, 231, 232, 331, 332, 431, 432
Instrumental ensemble: 133, 134, 233, 234, 333, 334, 433, 434
Jazz ensemble: 133, 134, 233, 234, 333, 334, 433, 434

Prerequisite: written permission of the ensemble director

Philosophy

Professors:

David P. Behan
Richard D. Parry

There are two different but complementary approaches to philosophy. The systematic approach is through courses which deal with specific problems (e.g., 104, 115, 130). 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.

■ Requirements for the Major

Students considering a major in philosophy should try to complete 103, 206 and 209 before the end of the sophomore year.

Logic: 103 or 220

History of Philosophy: 206, 209, 210

Value Theory: 104 or 130

Metaphysics and Epistemology: three courses from the following: 320, 324, 326, 339, 340, 341
333 may satisfy any one requirement group as indicated in the topic description.

Religious Studies 345 counts toward the major.

The minimum number of hours required for a Philosophy major is 30.

■ Requirements for the Minor

Logic: 103 or 220

History of Philosophy: 206, 209, 210

Value Theory: 104 or 130

Metaphysics and Epistemology: two courses from the following: 320, 324, 326, 339, 340, 341

333 may satisfy any one requirement group as

indicated in the topic description. Religious Studies

345 counts toward the minor.

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)

Consideration of some contemporary moral issues, such as euthanasia, abortion, war and world hunger and their relation to ethical theories from Plato to the present.

115f. MIND, SELF AND PERSONAL IDENTITY (3)

An introduction to philosophical theories of the nature of the mind, bundle and substance theories of the self and the philosophical basis of personal identity.

Offered 1997-98 and alternate years

130f. LAW, MORALITY AND THE STATE (3)

The major figures in political and legal philosophy from Plato to Marx.

Offered 1998-99 and alternate years

206f. HISTORY OF ANCIENT PHILOSOPHY (3)

The thought of major figures in Western philosophy from the pre-Socratic era to the Hellenistic age.

209s. SEVENTEENTH- AND EIGHTEENTH-CENTURY PHILOSOPHY (3)

The historical development of philosophic thought in the seventeenth and eighteenth centuries. Readings in Descartes, Locke, Berkeley and Hume.

210f. KANT'S CRITICAL PHILOSOPHY (3)

Kant's *Critique of Pure Reason*.

Prerequisite: 209

Offered 1997-98 and alternate years

215s. 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 permission of the instructor

Offered 1998-99 and alternate years

220f. SYMBOLIC LOGIC (3)

The language and rules of derivation for sentential and predicate logic.

Prerequisite: permission of the instructor

Offered 1997-98 and alternate years

225s. FAITH AND REASON IN THE MIDDLE AGES (3)

Major themes from medieval philosophy considered from several religious traditions.

230f. PHILOSOPHY OF SCIENCE (3)

An introduction to basic issues in the philosophy of science: induction, lawlikeness, realism and instrumentalism, confirmation and explanation.

Offered 1998-99 and alternate years

320s. PLATO (3)

Intensive study of selected dialogues.

Prerequisite: 206 or 104

Offered 1997-98 and alternate years

324s. ARISTOTLE (3)

Intensive study of topics selected from the logical, epistemological and metaphysical works.

Prerequisite: 206

Offered 1998-99 and alternate years

326f. DESCARTES (3)

Descartes' major philosophic works in the context of his natural science.

Prerequisite: 209

Offered 1998-99 and alternate years

333f. TOPICS IN PHILOSOPHY (3)

Prerequisite: Any two courses in philosophy and permission of the instructor

339s. THEORY OF KNOWLEDGE (3)

A critical study of major issues in contemporary epistemology.

Prerequisite: 209 and 220 or permission of the instructor
Offered 1997-98 and alternate years

340s. CONTEMPORARY PHILOSOPHICAL THEORIES OF THE SELF (3)

Parfit's reductionism, Madell's non-reductionism and the recent literature.

Prerequisite: permission of the instructor

Offered 1997-98 and alternate years

341f. CONTEMPORARY ISSUES IN LANGUAGE PHILOSOPHY (3)

Consideration of issues such as realism and the autonomy

of language, raised by contemporary thinkers, including Wittgenstein, Kripke, Rorty and Putnam.

Prerequisite: 209

Offered 1998-99 and alternate years

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

Supervised intensive study in fields or periods of philosophy.

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

Independent research arranged under the supervision of a member of the department.

Physical Education and Athletics

Instructors:

Paige Cardel
Kim Frndak
Tracy St. John

Agnes Scott College has a tradition of recognizing that physical activity is an essential component of the total growth and education of women. Physical education is required of all students in the academic program, not only for physical well-being, but to develop lifetime activities for fitness and recreation. Four semester courses 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 level will take one course in Fitness and Health Assessment. Other courses taken to fulfill the four semesters requirement may be taken from any area; however, it is strongly recommended that students take at least one course from Lifetime Activities. 100-level dance courses may count toward the requirement in physical education.

The Robert W. Woodruff Physical Activities Building with its basketball courts, eight-lane 25-meter swimming pool and weight room with Nautilus equipment; the track and field; the tennis courts; and

the dance studios and racquetball courts in the Alston Campus Center provide quality facilities for classes, recreational opportunities and club and intercollegiate sports.

Information about athletic activities may be found on page 21.

Fitness and Health Assessment

102. BODY FITNESS (1)

Fitness through use of weight training.

103. FITNESS SWIMMING (1)

Fitness through lap swimming and interval workouts.

Prerequisite: Intermediate level swimming strokes

105. HYDROBICS (1)

Fitness through vigorous water exercises.

106. JOGGING FOR FITNESS (1)

Fitness through individualized running programs.

107. POWER WALKING (1)

Fitness through power walking. Emphasis on techniques and aerobic endurance, flexibility, strength, speed, agility and nutrition.

109. STEP AEROBICS (1)

Fitness achieved through continuous movement using levels to vary intensity, resistance and speed.

Lifetime Activities

110. BADMINTON (1)

To learn and develop basic fundamental skills, rules and offensive and defensive strategies in association with badminton.

111. RACQUETBALL (1)

Skills, etiquette, safety and injury prevention of racquetball.

112. FENCING (1)

Foil fencing for the individual with little or no experience. Skills, techniques and boutng covered.

115. GOLF (1)

Basic skills covered. Rules and golf etiquette are included. Several trips made to the driving range and golf course.
(Fee required)

Physical Education and Athletics

- 117. RIDING I** (1)
Beginning riding; dressage seat geared toward combined training. Taught off-campus. (*Fee required*)
- 118. RIDING II** (1)
Intermediate riding. Continuation of Riding I. Taught off-campus. (*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 off-campus. (*Fee required*)
Prerequisite: Riding II or permission of the instructor
- 120. SWIMMING** (1)
Swimming for the beginner and intermediate. Five basic strokes covered.
- 123. TENNIS** (1)
Tennis for the individual with little or no prior experience. Forehand, backhand drives and the serve with game procedures and rules covered.
- 124. SOCCER** (1)
Basic skills, rules and strategies of soccer.
- 125. VOLLEYBALL** (1)
Basic skills, rules and offensive and defensive strategies associated with volleyball.
- 210. INTERMEDIATE RACQUETBALL** (1)
Emphasis on advanced shot techniques and offensive and defensive strategies, while demonstrating a thorough knowledge of rules and terminology of racquetball.
Prerequisite: 111
- 211. INTERMEDIATE GOLF** (1)
Continuation of beginning golf with emphasis on advanced stroke techniques. Fee required. See instructor for more information.
Prerequisite: 115
- 213. INTERMEDIATE TENNIS** (1)
Building on beginning skills while developing advanced shot techniques and strategy of both singles and doubles.
Prerequisite: 123

Team Sports

- 132. SOFTBALL** (1)
Basic skills covered. Team play and rules incorporated.

Specialized Activities

- 142. LIFEGUARD TRAINING** (1)
Red Cross certified lifeguard training course.
Prerequisite: Advanced level swimming; ability to swim 500 yards; current first aid and CPR certificates required no later than ten days after the completion of the course to receive certification. (*Fee required*)
Offered 1998-99 and alternate years
- 143. RESPONDING TO EMERGENCIES** (1)
Enables students to recognize when an emergency has occurred, follow an emergency action plan for any emergency and provide care for injuries or sudden illness until professional medical help arrives. (*Fee required*)
- 145. SELF DEFENSE** (1)
Emphasis on awareness or warnings signs which may prevent an assault from taking place. Basic attacks and counter-attacks will also be addressed.
- 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 swimming skills, learn techniques of teaching all levels of swimming.
Prerequisite: 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*)
Offered 1997-98 and alternate years

Club Activities and Inter-collegiate Sports

Varsity athletes and members of Aquatic Scotties Club and Studio Dance Theatre may receive a maximum of two physical education credits for participation on two or more varsity athletic teams or club activities providing that credit will not be given for the required fitness course each student is expected to complete, with the exception of Cross Country.

- 200. BASKETBALL TEAM** (1)
Prerequisite: permission of the instructor

- 202. CROSS COUNTRY** (1)
Prerequisite: permission of the instructor
- 203. AQUATIC SCOTTIES CLUB** (1)
Prerequisite: selection by tryout and permission of the instructor
- 205. SOCCER TEAM** (1)
Prerequisite: permission of the instructor
- 207. TENNIS TEAM** (1)
Prerequisite: team selection by tryout and permission of the instructor
- 209. VOLLEYBALL TEAM** (1)
Prerequisite: permission of the instructor

Physics and Astronomy

Associate Professors:

Arthur L. Bowling, Jr.
Alberto C. Sadun

Assistant Professor and Research Associate (Part-time):

Christopher De Pree

Physics and astronomy are attempts to understand and to predict as many natural phenomena as possible, using a few conceptual models tested by experiment and observation. The preparation acquired through concentration in physics or astrophysics provides a general, flexible foundation for graduate study or for professional work in physics, astronomy or engineering. Students have found that the problem solving and critical thinking skills developed in the curriculum are valuable in a wide range of fields, from architecture to law.

A student interested in both physics and mathematics is invited to consider a mathematics-physics or astrophysics major.

Astronomy courses incorporate use of modern observing and image processing equipment in the College's Bradley Observatory, located on the campus.

■ **Requirements for the Major** **PHYSICS**

Courses required in the discipline:

Physics 110, 111 and Astronomy 120; 22 additional hours as approved by the department.

Courses required outside the discipline:

Mathematics 150 or 250, 220

Courses recommended for the major:

Mathematics 206 and 309

ASTROPHYSICS

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. *Astrophysics majors should take Astronomy 120-121 during the first year.*

Courses required outside the discipline:

Mathematics 150 or 250, 220.

The minimum number of hours required for the Astrophysics major is 36 hours in the discipline plus 7 hours of mathematics.

■ **Requirements for the Minor** **PHYSICS**

Physics 110, 111; at least 14 additional hours in physics (for a total of 22 physics hours) as approved by the department

ASTROPHYSICS

Physics 110, 111; Astronomy 120, 121; a minimum of 12 hours of astronomy courses beyond Astronomy 121

The recommended sequence:

Physics 110, 111, Astronomy 120, 121, 200, 212, 300. The program must have the approval of the chair of the department.

Physics

102f. ELEMENTS OF PHYSICS I (4)

Quantitative discussion of physical phenomena, illustrated by laboratory experiments. Knowledge of algebra and trigonometry is essential. *This course does not count toward a major or minor in physics or astrophysics. Students planning to major or minor in physics or astrophysics should take Physics 110-111. Physics 102 will fulfill the*

laboratory science distributional standard.

103s. ELEMENTS OF PHYSICS II (4)

Continuation of Physics 102.

3 LEC, 1 LAB

Prerequisite: 102

110f. INTRODUCTION TO MECHANICS AND ELECTRICITY (4)

Motion, gravitation and electrical phenomena. Calculus is used.

3 LEC, 1 LAB

Prerequisite: Mathematics 119 or permission of the instructor

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

242f. ANALOG ELECTRONICS (2)

DC and AC circuits, semiconductor devices and applications, operational amplifiers, power supplies.

1 LAB

Prerequisite: 110

243s. DIGITAL ELECTRONICS (2)

Number systems, Boolean algebra, logic gates, memories, introduction to microprocessors.

1 LAB

Prerequisite: 242

320f. CLASSICAL MECHANICS I (3)

Newton's system for describing and predicting motion, special relativity, oscillations, motion under the influence of central forces.

Prerequisite: 111

Offered 1998-99 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 1998-99 and alternate years

330f. THERMAL PHYSICS (3)

Equilibrium thermodynamics, presented from phenomenological and from statistical points of view.

Prerequisite: 111

Offered 1998-99 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 1998-99 and alternate years

340f. ELECTROMAGNETISM (3)

Static electric and magnetic fields, introduction to boundary value problems, Maxwell's equations.

Prerequisite: 111

Offered 1997-98 and alternate years

341s. ELECTRODYNAMICS, RADIATION AND OPTICS (3)

Time-dependent electromagnetic fields, relativistic invariance of the theory, emission and propagation of electromagnetic waves, introduction to plasma phenomena, optics and lasers.

Prerequisite: 340

Offered 1997-98 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, matrix mechanics, multiparticle systems.

Prerequisite: 111

Offered 1997-98 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 1997-98 and alternate years

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

Supervised study in specific areas of physics.

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

Independent research arranged under the supervision of a member of the department.

Astronomy

120f,s. INTRODUCTORY ASTRONOMY I (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 strongly recommended.

3 LEC, 1 LAB evening session at Bradley Observatory

121s. INTRODUCTORY ASTRONOMY II (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

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

Offered 1998-99 and alternate years

212f. MODERN ASTRONOMICAL TECHNIQUES (3)

Finding and acquiring objects at the telescope through use of digital encoders and setting circles. The reduction and analysis of astronomical data taken from CCD (electronic) images. Extensive use of computers to enhance and measure images, including those taken at remote observatories.

Requires evening of observation at Bradley Observatory

Prerequisite: 121

300s. ASTROPHYSICS II (3)

Dynamics of gravitationally bound systems, interstellar medium, stellar and planetary atmospheres, high energy phenomena.

Prerequisite: 200; Physics 111

Offered 1998-99 and alternate years

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

Offered 1997-98 and alternate years

361s. EXTRAGALACTIC ASTRONOMY (3)

The origin and evolution of the universe is discussed, together with the origin of the elements. The future course the universe will take and the inflationary theory will be discussed as well.

Prerequisite: 200; Physics 111

Offered 1997-98 and alternate years

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

Supervised study in various specific areas of astronomy.

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

Independent research is arranged under the supervision of a member of the department.

Political Science, Sociology and Anthropology

Professor: Augustus B. Cochran, III

Associate Professors:

Martha Woodson Rees

Catherine V. Scott

Assistant Professors:

Juan A. Allende

Brenda A. Hoke

Political Science

Politics 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 the environment, 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 program offers courses in the subfields of political science: world politics, political theory and comparative politics, including U.S. and Latin American politics. Students may study these fields in courses offered in a variety of formats: introductory level, 200-level, and upper division. Course work in the major culminates in a year-long senior research seminar that allows each student to design and carry out a research project on a topic of interest to her. Classes are generally small and rely on a combination of discussion and lecture.

Because political knowledge is so closely related to other disciplines, we recommend that majors choose electives from many areas, but especially from history, philosophy and the social sciences.

We also encourage majors to participate in internships with local, state or national governments or private institutions such as the Carter Center, in off-campus study programs such as the Washington

Semester Program and the Public Leadership Education Network (PLEN) program in Washington and in the Global Awareness Program and Atlanta Semester Program, both offered at Agnes Scott.

■ **Requirements for the Major**

102, 400 and 401

A minimum of 18 hours on the 300 level or above.

Students must choose at least one course from each of the following four groups:

U.S. Institutions and Politics: 203, 301, 308, 311, 317

Political Theory: 313, 351, 354

World Politics: 103, 282, 326, 328

Comparative Politics: 205, 211, 320, 322, 342

Additional course that counts toward the major: LAS 107

A maximum of two from the following courses may count toward the major:

Economics: 315, 334, 360

History: 314, 334, 338

Philosophy: 130, 215

A minimum of 30 hours is required for the major.

■ **Requirements for the Minor**

To minor in political science, a student must earn at least 18 hours, 15 of which must be chosen from the 300 level or above. Cross-listed courses do not satisfy the minimum requirements for the minor. A student may select courses to reflect her interests, but the minor program must be approved by the chair of the department or faculty members designated by the chair.

102f. INTRODUCTION TO AMERICAN GOVERNMENT (3)

American political institutions and issues, including the Supreme Court, Congress, the Presidency, parties, elections, interest groups and contemporary political ideologies.

103f. INTRODUCTION TO WORLD POLITICS (3)

Major developments in world politics since 1945: the Cold War, international political economy, challenges to state sovereignty and environmental issues.

203s. CONSTITUTIONAL LAW (3)

Examination of constitutional decisions interpreting the powers of government and the rights of individuals to

due process and equal protection of the laws. Includes issues of civil liberties and the civil rights of women and minorities.

205s. COMPARATIVE POLITICS (3)

Examines representative political institutions, ideologies, major public policies and social movements' influence in democratic, post-communist and Third World political systems.

211s. (Sociology 214) (Women's Studies 211) WOMEN IN LATIN AMERICA (3)

Women in Latin American history, especially in the twentieth century. Focuses on women's social, political, economic and cultural struggles and contributions. Includes discussions of Latin American feminism, Indian women and women in revolutions, regime transitions and social movements.

Offered 1997-98 and alternate years

211Ls. (Sociology 214) (Women's Studies 211L) (Spanish 301L) WOMEN IN LATIN AMERICA, SPANISH COMPONENT (1)

Reading and discussion of texts complementary and parallel to those used in Political Science 211. Conducted in Spanish.

Corequisite: Political Science 211 (Sociology 214) (Women's Studies 211)

Prerequisite: Spanish 202 or permission of the instructor
Offered 1997-98

282f. U.S. FOREIGN POLICY SINCE 1945 (3)

Critical interpretation and analysis of U.S. foreign policy since the end of World War II, with a special focus on the Vietnam War as a pivotal case study in understanding the Cold War. Comparisons between Cold War and post-Cold War foreign policy, changing relationships between the U.S. and its allies, former enemies and the third world and the development of new paradigms of foreign policy making.

301f. UNITED STATES LEGAL SYSTEM (3)

Institutions, processes, basic concepts and personnel of the United States judicial system.

Prerequisite: 102 or permission of the instructor

302s. CONFLICT RESOLUTION (3)

Theory and practice of conflict resolution. Includes practicum at the Neighborhood Justice Center of Atlanta.

Prerequisite: 102 or permission of the instructor

308s. SOUTHERN POLITICS AND THE CIVIL RIGHTS MOVEMENT (3)

Examination of Southern politics with emphasis on the

interaction of race and class issues since World War II and analysis of the impact of the civil rights movement on changing national as well as regional politics and public policies.

Offered 1998-99 and alternate years

311f. LATINO POLITICS (3)

History, community, profile and overview of the experience of Latinos/as in the United States. Examines the cultural background, values and political behavior of this fast growing population. Includes a review of main issues for Latinos/as (for example, immigration, health, economic opportunities, bilingualism) and looks at public policies affecting them.

Offered 1997-98 and alternate years

313f. (Women's Studies 313) GENDER POLITICS (3)

Analysis of various feminist perspectives on gender, race and class; feminist analysis of political issues; and the feminist encounter with postmodernism.

Offered 1998-99 and alternate years

314s. (History 314) EUROPE SINCE 1945 (3)

See History 314 for description.

314Ls. (History 314L) (German 314L) EUROPE SINCE 1945, GERMAN COMPONENT (1)

See German 314L for description.

Not offered 1997-98

315f. (Economics 315) COMPARATIVE PUBLIC POLICY (3)

See Economics 315 for description.

317s. POLITICS OF THE MASS MEDIA (3)

The role of mass media in political life, including the structure and decision-making processes of the media, the interaction of the media with government and other institutions, the impact of mass media in elections and public policies toward the media.

Offered 1997-98 and alternate years

319s. PUBLIC POLICY (3)

Analysis of the policy-making process and selected issues of public policy such as poverty, education, affirmative action, comparable worth, child care and worker ownership of businesses.

Prerequisite: 102 or 205 or permission of the instructor

Offered 1998-99 and alternate years

320s. LATIN AMERICAN POLITICS (3)

Politics in contemporary Latin America, with special emphasis on types of regimes (populist, authoritarian, democratic and revolutionary) and political change.

Examines elite and popular responses to socioeconomic crises and to global transformations.

Offered 1998-99 and alternate years

322f. POLITICS OF DEVELOPMENT (3)

Exploration of contending theories of development and underdevelopment including modernization and dependency theory, with case studies of development politics in a variety of post-colonial states.

Prerequisite: 103 or 205 or permission of the instructor

Offered 1997-98 and alternate years

326s. APPROACHES TO INTERNATIONAL RELATIONS (3)

Analysis of current theoretical approaches to international relations, including realism, international regimes and world order theory; particular focus on their utility in understanding issues such as violence, the environment, politics and North-South divisions.

Prerequisite: 103 or permission of the instructor

327f. POLITICS OF THE GLOBAL ENVIRONMENT (3)

Analysis of major ecological issues in global politics, such as environmental regulations in industrial countries, the flight of transnational corporations to lesser developed nations, the export of hazardous substances, safety standards for workers and the interaction of poverty, ethnicity and environmental issues.

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 social, political and economic developments and to U.S. guiding rationales to interact with the region. Looks also at current events and problems such as drugs, military intervention, economic integration, immigration, etc.

332f. (History 334) THE UNITED STATES FROM 1914 TO 1945 (3)

See History 334 for description.

334s. (Economics 334) ECONOMIC DEVELOPMENT (3)

See Economics 334 for description.

340s. (History 338) THE UNITED STATES SINCE 1945 (3)

See History 338 for description.

342s. (Religious Studies 350) RELIGION AND POLITICS IN LATIN AMERICA (3)

Surveys the role religion plays in politics and political discourses. Emphasis on Roman Catholicism, but looks at the increasing presence of Protestantism as well.

Special attention given to liberation theologies, popular churches, the role of the Bible and church-state relations.
Offered 1998-99 and alternate years

**342Ls. (Religious Studies 350L) (Spanish 302L)
RELIGION AND POLITICS IN LATIN AMERICA,
SPANISH COMPONENT (1)**

See Spanish 302L for description.
Offered 1998-99

**351f. DEMOCRATIC THEORY AND
PRACTICE (3)**

Examination of debates among divergent models of democracy and of the problems of democratic institutions and practices in modern nation-states.
Offered 1997-98 and alternate years

354f. MARX AND RETHINKING MARXISM (3)

The thought of Karl Marx and subsequent developments in socialist theory and practice. Includes topics in Neo-Marxism in the twentieth century, the reassessment of Marxism in the post-1989 period and the Marxist dialogue with contemporary radical thought.
Offered 1998-99 and alternate years

390f. TOPICS IN POLITICAL SCIENCE (3)

**400f. RESEARCH METHODS AND DESIGN
SEMINAR (3)**

Philosophy of social science, overview of social science research methods and student design of a research project to be completed in the spring semester. Open to senior majors in political science and sociology-anthropology or by permission of the department chair.

**401s. (Sociology 401) (Anthropology 401) SENIOR
RESEARCH SEMINAR (4)**

Faculty supervised research project in either political science or sociology-anthropology.
Prerequisite: Political Science 400

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

Supervised study in a selected field of political science.

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

Independent research arranged under the supervision of a member of the program.

tude of settings. Sociologists investigate the interconnections of race, class, gender in the lives of members of our society.

Anthropologists compare societies and cultures, both the unity of humankind and the diverse and unique ways different peoples meet basic human needs. Much of the information anthropologists have gathered comes from small-scale non-Western societies. This represents an opportunity to step outside familiar experience and broaden our understanding of what it means to be a human being.

Students are encouraged to cross-register with other institutions in Atlanta. Students are also encouraged to participate in Global Awareness or other programs that give them diverse experiences. We recommend that majors organize an internship or cross-cultural research or living experience and pursue fluency in a foreign language.

**■ Requirements for the Major in Sociology
and Anthropology**

Courses required in the discipline:

Anthropology 101
Sociology 101
Sociology 351
Political Science 400
Sociology or Anthropology 401
Six additional courses: three in anthropology and three in sociology

**Recommended course for majors planning
graduate study:**

Psychology 206

**Recommended course for majors planning to do
social work:**

Sociology 219

Additional course that counts toward the major:

Africana Studies 170
A minimum of 34 hours is required for the major.

**■ Requirements for the Minor in Sociology
and Anthropology**

Anthropology 101 or Sociology 101
Anthropology 102
Sociology 121, 351
6 additional hours in anthropology or sociology

Sociology and Anthropology

The discipline of sociology focuses on the study of human society, including social action and social organizations. Sociologists use theories and scientific research methods to examine social life in its multi-

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 or Anthropology 101 is the prerequisite for all other courses in Sociology.

121f. SOCIAL PROBLEMS (3)

Examination of alternative ways of defining, measuring and intervening in social problems.

206f. (Psychology 206) RESEARCH STATISTICS (4)

See Psychology 206 for description.

211s. (Women's Studies 212) MARRIAGE AND 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.

214s. (Political Science 211) (Women's Studies 211) WOMEN IN LATIN AMERICA (3)

See Political Science 211 for description.

214Ls. (Political Science 214L) (Women's Studies 211L) (Spanish 301L) WOMEN IN LATIN AMERICA, SPANISH COMPONENT (1)

See Political Science 211L for description.
Offered 1997-98

217f. (Education 217) SCHOOLS AND SOCIETY (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.

219f. PRACTICUM IN SOCIAL WELFARE (4)

Social welfare as a social institution and social work as a profession. A critical component of the course is to place the student in a supervised social work/welfare setting such as a hospital, battered women's shelter or youth rehabilitation service.
Limited to eight students

Prerequisite: 101 or Anthropology 101 or permission of the instructor

Offered 1998-99 and alternate years

230s. (Women's Studies 231) RACE, CLASS AND GENDER (3)

Survey of the history, basic theories and recent research integrating these key concepts for modern society. Systematic examination of the effects of these variables on different groups in society.
Offered 1998-99 and alternate years

301s. COLLECTIVE BEHAVIOR AND SOCIAL MOVEMENTS (3)

Examination of organized efforts at social change through discussion of traditional and contemporary perspective relative to collective action and American social movements, such as, but not limited to, civil rights and feminist movements.

325s. URBAN SOCIOLOGY (3)

An exploration of social change, particularly the ways societal processes and social structures influence human behavior in urban settings. Issues such as urban poverty, crime, environmental pollution, deindustrialization and inequality in the distribution of city services will be discussed.

341s. (Classics 341) (Women's Studies 341) WIVES, WARRIORS, SLAVES AND CITIZENS (3)

See Classics 341 for description.

341Ls. (Classics 341L) (Women's Studies 341L) (Greek 241L/341L) (Latin 241L/341L) WIVES, WARRIORS, SLAVES AND CITIZENS, GREEK AND LATIN COMPONENT (1)

See Classics 341L for description.

350s. (Women's Studies 350) BLACK FEMINIST THOUGHT: CHANGING IDEAS AND REALITIES (3)

Interdisciplinary analysis and critique of the history of ideas which make up African/African-American thought and feminist consciousness.

Prerequisite: 351 or permission of the instructor

351f. SOCIAL THEORY (3)

Introduction to theory in social science, review of the major theoretical constructs of the 19th century, application in modern social science.

370s. AFRICAN AMERICAN IMAGES IN POPULAR CULTURE (3)

Emphasis given to the impact of race on U.S. culture and the interplay of race and culture with politics. Ordinarily, students earn 3 hours of credit for this course. Those students fulfilling the research requirement for the minor in Africana Studies may elect to take this course for 4 hours.

380s. EMANCIPATORY NARRATIVES (3)

An investigation of the sociological impact of slavery on society and the literary protest used by African-Americans in the struggle for emancipation.

Ordinarily, students earn 3 hours of credit for this course. Those students fulfilling the research requirement for the minor in Africana Studies may elect to take this course for 4 hours.

Offered 1997-98 and alternate years

401s. (Political Science 401) (Anthropology 401) SENIOR RESEARCH SEMINAR (4)

See Political Science 401 for description.

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

Supervised intensive study in a special field of sociology.

482f,s. SOCIOLOGY SEMINAR (3)

A exploration of important sociological research topics. Topics include issues related to the intersection of race, class and gender. Open only to junior and senior sociology-anthropology majors or by permission of the instructor.

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

Independent research arranged under the supervision of a member of the program.

Anthropology

101s. CULTURAL ANTHROPOLOGY (3)

Overview of cultural universals and cultural diversity, using comparative analysis of African, American, Asian and other cultures. Examination of the impact of contact between cultures and the contemporary condition of indigenous peoples, using case studies (ethnographies), ethnographic film and class activities.

102f. HUMAN ORIGINS AND DIVERSITY (3)

Overview of evidence of the biological, social and ecological bases of human behavior, from East African fossils to the present; modern biological variation and its effect on society. Examination of fossil material, artifacts and contemporary skeletal material. Theoretical explanations for physical and cultural development of humans and other primates, including evolution and ecology, with specific attention to the origins of race and gender and implications for contemporary society.

203s. INDIGENOUS PEOPLES OF NORTH AMERICA (3)

Overview of the archeology, ethnohistory, history and contemporary conditions of indigenous peoples in North America. Topics include indigenous and European

versions of historic and contemporary events; the effect of contact, resistance and cultural change. The focus of the course is ethnicity: its origin, content and role.

Prerequisite: 101

Offered 1998-99 and alternate years

270f. (Women's Studies 270) WOMEN, HEALTH AND SOCIETY (3)

Cross-cultural concepts of women's bodies and health, including reproduction and child care, health practitioners and disease. Focus on gender, ethnic and class differences in health, health concepts and health practices.

Prerequisite: 101 and 102 or permission of the instructor

Offered 1998-99 and alternate years

300lf. (Spanish 300L) INDIGENOUS PEOPLES OF LATIN AMERICA, SPANISH COMPONENT (1)

See Spanish 300L for description.

Not Offered 1997-98

304f. INDIGENOUS PEOPLES OF LATIN AMERICA (3)

Overview of the archeology, ethnohistory, history and contemporary condition of indigenous peoples in Latin America. Topics include indigenous and European versions of historic and contemporary events; the effect of contact, resistance and culture change. The theoretical focus of the course is ethnicity: its origins, content and role.

Prerequisite: 101 or Sociology 101 or permission of the instructor

Offered 1997-98 and alternate years

307s. HOUSEHOLD AND WORLD SYSTEMS (3)

An examination of feminist, political economic, household strategy and other theories explaining the relation between individuals, households, communities, and the world. Narrative and quantitative life histories test these theories through the analysis of people's lives. Covers classical works, recent ethnographic studies and interviewing, data analysis, and constructing life histories.

Prerequisite: 101 or permission of the instructor

Offered 1998-99 and alternate years

331s. (Classics 331) MYTHOLOGICAL PATTERNS AND THEMES (3)

See Classics 331 for description.

331Ls. (Classics 331L) (Greek 231/331L) (Latin 231L/331L) MYTHOLOGICAL PATTERNS AND THEMES, GREEK AND LATIN COMPONENT (1)

See Classics 331L for description.

390s. SEMINAR IN ANTHROPOLOGY (3)

Current research trends that may include such topics as environmental, urban, development, feminist, postmodern and indigenous anthropology, as well as life histories and testimonials. Designed in collaboration with students each semester. Includes recent works in anthropology and current anthropological methods. Open to majors and minors in sociology and anthropology and to others with the permission of the instructor. Offered 1997-98 and alternate years

401s. (Political Science 401) (Sociology 401) SENIOR RESEARCH SEMINAR (4)

See Political Science 401 for description.

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

Supervised intensive study in a special field of anthropology.

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

Independent research arranged under the supervision of a member of the program.

(preferably taken before the end of the sophomore year):

Biology 101 or 120 or 121

One course in mathematics excluding Mathematics 104 and 150, taken prior to or with 206

Courses recommended for the major within the discipline:

At least one course in each of the following areas of psychology:

Social: 130, 240, 305

Developmental/Personality: 200, 316

Disorders/Assessment: 310, 312

Cognitive/Physiological: 315, 320

Research/Field Experience: 324, 406, 410, 490

The minimum number of hours required for the major is 30.

■ Requirements for the Minor

A minor in psychology must contain at least 22 hours of work in psychology. The minor program may be designed by the student to reflect her unique objectives; however, it is subject to the approval of the chair in order to ensure disciplinary coherence and relevance to the student's objectives.

Required courses:

121, 206, 207, 208L

Psychology

Professor: Ayse Ilgaz Carden

Associate Professors:

Eileen L. Cooley

Barbara J. Blatchley

Visiting Assistant Professor: Douglas E. Webb, Jr.

Psychology 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 firsthand laboratory experiences and field experiences.

Students who are planning to major in psychology should consult with a faculty member in the program as early in their college careers as possible.

■ Requirements for the Major

Courses required in the discipline:

121, 206, 207, 208L, 304, 405

Courses required outside of the discipline

121f,s. GENERAL PSYCHOLOGY (4)

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 psychology courses.

130f,s. (Women's Studies 130) PSYCHOLOGY OF WOMEN (3)

Critical review of psychological theory and research toward an understanding of the cognitive, social and emotional behavior of women.

200f,s. (Education 200) HUMAN LIFE SPAN DEVELOPMENTAL PSYCHOLOGY (3)

Development of the individual from conception through adulthood and old age.

206f. (Sociology 206) RESEARCH STATISTICS (4)

Basic theory, principles and applications of statistics in behavioral science research.

Prerequisite or Corequisite: one course in mathematics excluding Mathematics 104 and 150

207s. RESEARCH DESIGN AND METHODS (3)

Fundamentals of research methodology in psychology. Topics include experimental, quasi-experimental and descriptive research designs, internal and external validity and research ethics.
Prerequisite: 206

208Ls. LABORATORY IN RESEARCH DESIGN AND METHODS (1)

Applied experience with research methods in psychology. Research methods include experimental, quasi-experimental and descriptive research designs.
Prerequisite or corequisite: 207

240s. PSYCHOLOGY OF CROSS-CULTURAL CONTACT (3)

Theories and research on how individuals confront and interact with members of other cultures, with special emphasis on factors that promote cross-cultural effectiveness.

304s. HISTORY OF THEORY AND RESEARCH IN PSYCHOLOGY (3)

Historical background for current theories and research issues in psychology.

305f. SOCIAL PSYCHOLOGY (3)

Behavior of the individual as influenced by the behavior and characteristics of other individuals.
Offered 1997-98 and alternate years

310s. PSYCHOLOGICAL ASSESSMENT (3)

Principles and issues of psychological assessment with an emphasis on tests of personality and cognitive abilities.
Prerequisite: 206 or Mathematics 115

312f. ABNORMAL PSYCHOLOGY (3)

Coverage of the diagnostic characteristics, theoretical perspectives and treatments of the major psychological disorders.

315f. COGNITIVE PSYCHOLOGY (3)

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.

316f. PERSONALITY (3)

Theory and research in the field of personality.
Offered 1998-99 and alternate years

320f. PHYSIOLOGICAL PSYCHOLOGY (3)

Neurophysiological basis of various mental and behavioral processes such as sensory-motor mechanisms,

perception, emotion, motivation, thinking, memory, language, sleep and consciousness.

324f,s. SPECIAL AREAS OF PSYCHOLOGY

A seminar focusing on a topic of contemporary interest in psychology. Each year the department will announce the topic(s) to be offered during the next academic year. Prerequisites beyond 121 and credit hours vary according to topic. The nature of the topic determines the inclusion of a laboratory component.

Clinical Psychology and Psychological Adjustment (3)
Individual and small group research project(s) in clinical psychology and/or psychological adjustment will be conducted. Students may register for one or two semesters.

Prerequisite: 206 and permission of the instructor

Industrial/Organizational Psychology (2)

Explores how people think and behave at work from industrial/organizational perspectives. The industrial perspective examines the theory and practice of selection, training and evaluation of workers. The organizational perspective investigates employee satisfaction, leadership and cooperative processes. A segment of the class is devoted to the study of forensic psychology as well as other related topics of interest to students.

Cognition and Brain Processes (3)

Examination of relationships between cognition and brain processes through original psychological experiments carried out in an area or areas selected from sensation, perception, attention, memory, language and thinking.

Prerequisite: Permission of the instructor

Advanced General Psychology (3)

Summary, review and integration of major areas of psychology beyond the introductory level.

Biopsychology Research (3)

An examination of the effects of the characteristics of the early rearing environment on central nervous system structure and function. Students will conduct an original collaborative experiment from design through data collection and analysis. Prerequisite permission of the instructor

Research in Social and Intercultural Psychology (3)
Students will examine selected research and issues in the areas of social and intercultural psychology and will conduct a collaborative research project involving data collection and analysis.

Prerequisite: permission of the instructor

405f. CONTEMPORARY RESEARCH IN PSYCHOLOGY (3)

Contemporary research and problems in psychology with an emphasis on the in-depth study of selected topics.
Prerequisite: 206, 207, 208L, 304 or permission of the instructor

406s. PRACTICUM (3)

Supervised field placement focusing on psychopathology, counseling, industrial/organizational psychology or related areas. Placement activities are supplemented by a weekly seminar and research literature reviews.
Prerequisite: permission of the instructor (Priority will be given to senior psychology majors.)

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 a self-designed 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 research is arranged under the supervision of a member of the department.

■ 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, including 463

Other required courses are:

100, 101, 130, 131

Six hours must be taken in each of the following:

Area II (Biblical Studies), Area III (Religious Thought and Social Context). Three hours must be taken in area IV (World Religions).

No more than two of the following cross-listed courses may be applied toward the minimum major in religious studies:

Art 202; History 335; Political Science 342; Music 208.

A minimum of 30 hours in religious studies is required for the major.

■ Requirements for the Minor

One course at the 100 level and 15 additional hours, including at least one upper-division religious studies course. One cross-listed course may be applied to the minor.

I. Introductory Studies

100f. HEBREW SCRIPTURES (3)

Religious history and society of the people of Ancient Israel as contained in their sacred Scriptures.

101s. NEW TESTAMENT (3)

Literature of the New Testament and its origins and development in the early Jesus movement and early Christianity.

130f. RELIGIONS OF INDIA AND ASIA (3)

A consideration of the origins and belief systems of Hinduism, Jainism, Sikhism, Zoroastrianism, Buddhism, Taoism, Confucianism and Shinto.

131s. JUDAISM, CHRISTIANITY AND ISLAM (3)

A consideration of the origins, divisions and beliefs of the three major religions of the middle east.

Religious Studies

Professor: John J. Carey

Associate Professor: Tina Pippin

The academic study of religion offers students opportunity to explore some of the most creative expressions of the human spirit in its responses to "The Holy," "The Ultimate" or "God."

Courses are designed to cover 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.

II. Biblical Studies

304f. WORLD OF EARLY AND MEDIEVAL CHRISTIANITY (3)

Contribution of late Jewish, Hellenistic and Roman civilizations to the cultural matrix in which Christianity was born.

Prerequisite: 101

Offered 1998-99 and alternate years

325f. TOPICS IN BIBLICAL STUDIES (3)

Topic in 1997-98: Apocalypse and Revolution

327s. LIFE AND LETTERS OF PAUL (3)

The apostle Paul and his writings. Special attention given to the social context of his letters and the major theological and ethical themes, along with studies of his literary style (rhetoric).

Offered 1997-98 and alternate years

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

The quest for the historical Jesus, with an analysis of sources and the form that this inquiry took in the nineteenth and twentieth centuries. Contemporary film depictions of Jesus are also considered.

Prerequisite: 101

Offered 1997-98 and alternate years

III. Religious Thought and Social Context

202f. (Art 202) MEDIEVAL ART (3)

See Art 202 for description.

207f. RELIGION IN AMERICA (3)

Consideration of historical and theological issues of diverse religious groups. Discussion of selected issues, such as immigration patterns, church and state relations, social responsibility, ecumenism, revivalism and fundamentalism.

Offered 1997-98 and alternate years

210f. SCIENCE AND RELIGION (3)

A consideration of various topics of mutual interest to science and religion, such as creation, origins of life, medical ethics and environmental concerns.

224f. (Women's Studies 224) WOMEN AND RELIGION (3)

The role of women in shaping religious history from the ancient to the modern period. Primary historical writings and theological statements, as well as contemporary

expressions in ritual, fiction and non-fiction, film, art, music, dance and poetry.

331s. (Women's Studies 331) FEMINIST AND WOMANIST ETHICS AND SPIRITUALITY (3)

Exploration into the ethical and theological bases of women's ways of knowing and the broader religious conversation of white feminists and women of color.

340f. (History 335) BLACK PROTEST THOUGHT IN AMERICA FROM SLAVERY TO THE PRESENT (3)

See History 335s. for description.

345s. PHILOSOPHY OF RELIGION (3)

Examination from a Western philosophical perspective of such questions as the meaning of God, evil, suffering, religious experience, religious knowledge and immortality.

Prerequisite: Any 100-level course in Religious Studies or one course in Philosophy

Offered 1998-99 and alternate years

350f. (Political Science 342) RELIGION AND POLITICS IN LATIN AMERICA (3)

See Political Science 342 for description.

350Ls. (Political Science 342L) (Spanish 302L) RELIGION AND POLITICS IN LATIN AMERICA, SPANISH COMPONENT (1)

See Spanish 302L for description.

Offered 1998-99

355s. PROTESTANT FAITH AND PRACTICE (3)

Origins of Protestantism in the Reformation and in subsequent reform movements. Leading thinkers considered are Luther, Calvin, Wesley, Kierkegaard, Schleiermacher and Harnack. Attention given to the leadership of women in the various streams of Protestantism.

Offered 1997-98 and alternate years

360s. CONTEMPORARY RELIGIOUS THOUGHT (3)

Leading thinkers and issues of the 20th century. The impact of World War I, World War II, Vatican II and liberation movements on religious thought is assessed.

Prerequisite: One course in Religious Studies

Offered 1997-98 and alternate years

365f. RELIGIOUS ETHICS (3)

The nature, methods and basic issues of religious ethics, considering both matters of personal conduct and social concern. Special attention is given to feminist critiques of traditional Western approaches to ethics.

Prerequisite: 100, 101, '31 or permission of the instructor

Offered 1998-99 and alternate years

IV. World Religions

230s. (Women's Studies 230) FEMINISM, CULTURAL CRITICISM AND WORLD RELIGIONS (3)

Examines the cross-cultural dialogue of feminists in a variety of religious expressions (Islam, Buddhism, Sikhism, Judaism, Christianity, African Religions, Native American Religions) and includes issues of gender, race, ethnicity, class and ideology in religion.

330f. TOPICS IN WORLD RELIGIONS (3)

Seminar focusing on a special problem within one of the world's historic religions or on new developments in the field of comparative literature.

Prerequisite: 130 or 131 or permission of the instructor
May be taken more than once if topic varies

Topic for 1997-98: Religions of Native Americans

Topic for 1998-99: Religions of Africa

V. Special Studies in Religion

208s. (Music 208) HISTORY OF SACRED MUSIC (3)

See Music 208 for description.

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

Directed reading course supervised by a member of the department.

Prerequisite: Permission of the instructor

463s. JUNIOR-SENIOR SEMINAR IN RELIGION

Examination of a variety of topics of current interest in the study of religion. The seminar attempts to yoke the theory and practice of religion.

Topic for fall 1997: Sociology of Religion—Covers some of the classic readings in the theory of the sociology of religion, including readings from Max Weber, Emile Durkheim, Karl Marx and B. Malinowski. More contemporary readings will be done in the work of Robert Bellah, Peter Berger, Liston Pope, Will Herberg, Ernst Troeltsch and J. Gordon Melton. The class explores the classic distinctions of the terms "church," "sect," and "cult" and examines several new religious movements. May be repeated if topic varies. Required for all majors.

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

Independent research arranged under supervision of a member of the department.

Theatre and Dance

Professor: Marilyn B. Darling, *Director of Dance*

Associate Professor: Dudley W. Sanders

Theatre

The Theatre program investigates the richness of theatre as a cultural product central to an understanding of human social systems. The program emphasizes the development of personal creativity through produced plays and other performance projects. It also provides an interdisciplinary study of the breadth and application of theatrical techniques both on-stage and in other realms of human activity. The department actively engages in a season of student and faculty productions on the Winter Theatre stage, supported by a foundational training program in acting, directing, playwriting and theatre production.

Students who are considering a major in theatre should consult with faculty in the program early in their college careers as some courses are offered only in alternate years.

■ Requirements for the Major

Courses required in the discipline:

100, 131, 203, 250, 308, 310, 312, 313, 326

One of the following resulting in a public performance: 327, 329, 410, 415 or 490

Courses required outside the discipline:

Two of the following: English 313, 314, 315, 323, 329; German 305

Theatre majors must be active Blackfriars during their junior and senior years. They also must assume active leadership roles in significant aspects of Blackfriars productions.

This major requires a minimum of 32 credit hours in the discipline and 6 hours outside the discipline.

■ Requirements for the Minor

A minor in theatre must contain at least 18 hours. The student may design her own program to reflect a particular interest or emphasis, such as a focus on an

aspect of production or area of study. The program is devised with the guidance and approval of the chair of the department. A student electing a theatre minor must be an active member of Blackfriars for at least one full year of her time at Agnes Scott. She must take an active leadership role in the creative effort of theatre production for at least one Blackfriars show.

100f. INTRODUCTION TO THE THEATRE (4)

Study and practice of the theatre as a performing art within its historical context. Explorations of and experiences in dramatic literature, acting, directing and design.

3 LEC, 1 LAB

117f,s. 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 process and oral presentation.

Does not satisfy Distributional Standard in Fine Arts

131f. ACTING I: IMPROVISATION AND CHARACTER DEVELOPMENT (3)

As a foundation in acting technique, exercises and presentations explore the creative process 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.

203f. (English 203) DRAMATIC WRITING I (3)

Principles of the craft of the playwright with an emphasis on dramatic structure and the resources of the theatre through the reading of playscripts and the writing of a one-act play.

Prerequisite: permission of the instructor

235s. ACTING II: CHARACTER DEVELOPMENT AND TEXT ANALYSIS (3)

Text analysis, scene study and acting theory with major emphasis on factors of character, environment and approach. Concentration on practice in the preparation and presentation of performance assignments.

Prerequisite: 131 or permission of the instructor

250s. DESIGN FOR THE STAGE I (3)

Principles of costume and scenic design for theatre and dance. Emphasis on script analysis, basic composition, period research, rendering techniques and execution of designs in a color medium.

280f,s. THEATRE AND DANCE PRODUCTION (1-2)

Arranged credit for creative work in design, technical theatre or acting for a given Blackfriars production or for all aspects of technical assistance in dance productions over the course of a semester. Students may earn up to four hours of practicum credit toward the major in theatre and the minor in dance and up to two hours for the minor in theatre. The number of hours to be awarded is by arrangement with the supervising professor and the department chair.

Does not satisfy the distributional standard in fine arts

Prerequisite: permission of the supervising professor and the department chair.

308f. HISTORY OF THEATRE AND DANCE I (3)

Examination of the role of theatre and dance in Western society from their early origins up to 1800. Emphasis on political and religious context and on the style and practice of theatre and dance as a reflection of a culture's value system and social structure. Includes discussion of Western thinkers who have contributed to the understanding of theatre and dance and their social/intellectual context.

Offered 1998-99 and alternate years

310s. HISTORY OF THEATRE AND DANCE II (3)

Continuation of Theatre 308. 1800 to the present.

Prerequisite: 308 or permission of instructor

Offered 1998-99 and alternate years

312f. (Women's Studies 312) FEMALE IDENTITY AND THE MAKING OF THEATRE (3)

A study of how theatre reflects the status and role of women in various cultures through examination of the portrayal of women in drama and film, of women as critics/theorists and of women as participants in the making of theatre.

Offered 1997-98 and alternate years

313s. SPECIAL TOPICS IN THEATRE AND DANCE (3)

Study in contemporary and critical issues affecting the theatre as a social and aesthetic institution. Emphasis on the potential of theatre as an instrument for change. May be repeated if subject matter varies.

Prerequisite: 131 or permission of the instructor

Offered 1997-98 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 directed scenes.

Prerequisite: 100 and 131 or permission of the instructor

327s. DIRECTING II (4)
 Practical and creative application of directing theories and techniques through the analysis, audition, rehearsal and public performance of a one-act play.
Prerequisite: 326

329s. ACTING III: TEXT ANALYSIS AND ACTING STYLES (3)
 Study and practice in the presentation of scenes for women in various theatrical styles from diverse cultures and time periods.
Prerequisite: 235 or permission of the instructor
Offered 1997-98 and alternate years

344s. (English 344) DRAMATIC WRITING II (3)
 Principles of the craft of the screenwriter with an emphasis on film structure and format through the reading of screenplays and the writing of a feature-length scenario.
Prerequisite: 203 or permission of the instructor

350f. DESIGN FOR THE STAGE II (3)
 Advanced principles of scenic design, stagecraft and lighting. Emphasis on theatrical drafting, mechanical perspective methods, construction techniques for two- and three-dimensional scenery and lighting equipment and design. Practical application of techniques through participation in production.
 2 LEC, 1 LAB
Prerequisite: Theatre 250 or permission of the instructor
Not open to students who have taken Theatre 200 or 301 without 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 dance.

415f.s. (English 415) ADVANCED CREATIVE WRITING (3)
 Individual conferences with emphasis on sustained creative writing projects in poetry, fiction or drama.
Prerequisite: English 341,342, 344 or permission of the instructor

490f.s. INDEPENDENT STUDY (4-8)
 Exploration of an area of intellectual or artistic interest which results in the creation of a major work of the dance or theatre arts or a significant research project.

Dance

The student who minors in dance learns from the masters of the profession and experiences dance as a cultural endeavor in the liberal arts tradition. This program prepares the student to dance and perform in a variety of settings and combines the discipline of dance with other areas or majors.

All dance minors must audition for the minor. These students are adjudicated by a panel of qualified dance professionals and experts. Placement is determined after auditions are completed and adjudicated.

■ Requirements for the Minor

A minimum of 22 hours is required for the minor. All students must reach and/or maintain an advanced level of competency in one major area (ballet, modern or jazz) and an intermediate level of competency in at least two other dance areas (ballet, modern, jazz, tap or other stylistic forms).

Dance minors must be active participants in Studio Dance Theatre their junior and senior years. They must assume active leadership roles in Studio Dance Theatre.

A minimum of 3 hours must be taken from the core curriculum below. Any level of dance technique may be repeated once for credit with the permission of the instructor. These courses are open to students by permission of the director. Each course has an adjudication prerequisite: 211, 212, 213, 222, 311, 312, 313, 322, 411, 412, 413, 422.

Students are required to take all of the following:

Practical: 314, 315, THE 280

Theoretical: 317; THE 308, THE 310

Students may elect courses from diverse areas. All elective courses must have the approval of the director of dance and the chair of the appropriate program.

Credit received in satisfying physical education course requirements cannot apply to courses for the dance minor. Credit received in courses satisfying the dance minor cannot apply to the physical education requirements.

- 111. INTRODUCTION TO BALLET** (1) **314. DANCE PERFORMANCE** (1)
Introduction to ballet technique, terminology and history as well as the Cecchetti positions. Dance performance includes actual time in Studio Dance Theatre productions.
- 112. INTRODUCTION TO MODERN DANCE** (1) **315. CHOREOGRAPHY** (1)
Introduction to modern dance technique, improvisation and elements of contemporary dance are emphasized. Includes actual choreographic work presented in Studio Dance Theatre performances.
- 113. JAZZ** (1) **317. DANCE COMPOSITION AND MOVEMENT** (3)
Introduction to elements of jazz dance explored along with jazz technique, terminology and history. This course will consist of exploration of all ranges of dance composition using the elements of levels, space, time, rhythm, dynamics, textures and styles.
- 114. FOLK, SQUARE AND SOCIAL DANCE** (1) **322. INTERMEDIATE TAP AND CLOG** (1)
International folk dances, American square dances and social dance from 1930 to the present taught. Intermediate tap and clog technique is taught. At least one dance is required at the end of the semester.
Offered 1998-99 and alternate years.
- 122. TAP** (1) **411. ADVANCED BALLET** (1)
Introduction to basic elements of tap. Advanced ballet technique and pointe work emphasized.
Offered 1997-98 and alternate years
- 211. BEGINNING BALLET** (1) **412. ADVANCED MODERN** (1)
Beginning ballet technique, terminology and history. Advanced modern dance technique emphasized.
The Cecchetti body positions, port a bras, and technique are emphasized.
- 212. BEGINNING MODERN** (1) **413. ADVANCED JAZZ** (1)
Beginning modern dance technique, improvisation and elements of contemporary are emphasized. Advanced jazz technique taught in a range of styles, including but not limited to Giordano, Fosse, Genero, Luigi and Ailey.
- 213. BEGINNING JAZZ** (1) **415. ADVANCED CHOREOGRAPHY** (1)
Beginning elements of jazz dance are explored along with jazz technique, terminology and history. Continuation of 315. Deals with more advanced aspects of the choreographic process. The culmination of the course will be a presentation of the choreography in performance.
Prerequisite: Dance 315
- 222. BEGINNING TAP** (1) **417. ADVANCED DANCE COMPOSITION AND MOVEMENT** (3)
Beginning elements of tap technique are taught. A beginning dance or center floor routine is taught each session. Explores the elements of dance composition in greater detail and at a more advanced level. The course explores all ranges of dance composition using the elements of levels, space, time, rhythm, dynamics, textures and styles on an advanced level.
Prerequisite: Dance 317
- 230. STUDIO DANCE THEATRE** (1)
Prerequisite: selection by audition and permission of the instructor
- 311. INTERMEDIATE BALLET** (1)
Intermediate ballet technique and terminology as well as Cecchetti instruction.
- 312. INTERMEDIATE MODERN** (1)
Intermediate modern dance technique, improvisation and intermediate levels of contemporary are emphasized.
- 313. INTERMEDIATE JAZZ** (1)
Intermediate elements of jazz dance are explored and intermediate jazz technique is emphasized.

Women's Studies

Director: Gail Cabisius

The Program in Women's Studies integrates liberal arts education at Agnes Scott by offering students opportunities to focus on women through introductory and specialized courses, research and internships. Working closely with the academic departments and with several campus organizations, Women's Studies seeks to promote understanding and analysis of women's experience in multicultural perspective through scholarship and community activities.

Women's Studies courses, which may be interdisciplinary or disciplinary, explore gender as well as race, ethnicity, culture and class as categories of analysis and encourage students to develop their skills in critical thinking and oral and written expression. Courses in the program emphasize women's past and present roles in culture, politics, economy, family, society, the arts and sciences or areas of study such as gender roles, feminist theory, lesbian studies, contemporary legal and political questions, women and work, women's education or women and global issues.

Students may choose to minor in Women's Studies or to complement their majors and minors with a selection of Women's Studies courses. A major in Women's Studies may be arranged through the student-designed major option in consultation with the director.

■ Requirements for the Minor

Students may minor in Women's Studies by selecting a program of at least 6 courses chosen in consultation with the Women's Studies director.

Required courses: 100, 340

450 may count as one course.

100s. WOMEN, CULTURE AND SOCIETY (3)

An introduction to Women's Studies. Using feminist perspectives and scholarship, this interdisciplinary course examines the experiences of women in the United States, analyzes institutions and practices that affect

women and develops connections to women in other cultures.

130f,s. (Psychology 130) PSYCHOLOGY OF WOMEN (3)
See Psychology 130 for description.

**211s. (Political Science 211) (Sociology 214)
WOMEN IN LATIN AMERICA (3)**
See Political Science 211 for description.

**211Ls. (Political Science 211L) (Sociology 214L)
(Spanish 301L) WOMEN IN LATIN AMERICA,
SPANISH COMPONENT (1)**
See Political Science 211L for description.
Offered 1997-98

212s. (Sociology 211) MARRIAGE AND THE FAMILY (3)
See Sociology 211 for description.

**216s. (English 216) TOPICS ON WOMEN AND
LITERATURE (3)**
See English 216 for description.

219f. (Music 219) WOMEN IN WORLD MUSIC (3)
See Music 219 for description.

**220f. (Music 220) WOMEN IN MUSIC: THE WESTERN
MUSICAL TRADITIONS (3)**
See Music 220 for description.

**220Ls. (German 320L) (Music 220L) WOMEN IN
MUSIC: THE WESTERN MUSICAL TRADITIONS,
GERMAN COMPONENT (1)**
See German 320L for description.
Not offered 1997-98

**221Lf. (French 221L) (Music 221L). WOMEN IN
MUSIC: THE WESTERN MUSICAL
TRADITIONS, FRENCH COMPONENT (1)**
See French 221L for description.
Offered 1997-98

**224f. (Religious Studies 224) WOMEN AND
RELIGION (3)**
See Religious Studies 224 for description.

**230s. (Religious Studies 230) FEMINISM, CULTURAL
CRITICISM AND WORLD RELIGIONS (3)**
See Religious Studies 230 for description.

231s. (Sociology 230) RACE, CLASS AND GENDER (3)
See Sociology 230 for description.

263s. TOPICS IN WOMEN'S STUDIES (3)
An interdisciplinary course focusing on an aspect of

- women's history, feminist theory, women's creative works, women in cross-cultural perspectives, depictions of women and theories about women. Some understanding of basic issues in women's studies is recommended. Course may be repeated for credit when subject matter varies. *A Topics in Women's Studies course may be credited toward a major or a minor in another department with the approval of the chair of that department.*
- 270f. (Anthropology 270) WOMEN, HEALTH AND SOCIETY** (3)
See Anthropology 270 for description.
- 311s. (Art 311) THE RISE OF THE WOMAN ARTIST** (3)
See Art 311 for description.
- 312f. (Theatre 312) FEMALE IDENTITY AND THE MAKING OF THEATRE** (3)
See Theatre 312 for description.
- 313f. (Political Science 313) GENDER POLITICS** (3)
See Political Science 313 for description.
- 322f. (History 322) WOMEN IN MODERN EUROPEAN HISTORY** (3)
See History 322 for description.
- 330s. (History 330) THE HISTORY OF WOMEN IN AMERICA** (3)
See History 330 for description.
- 331s. (Religious Studies 331) FEMINIST AND WOMANIST ETHICS AND SPIRITUALITY** (3)
See Religious Studies 331 for description.
- 340f. CONTEMPORARY FEMINIST THEORY** (3)
A cross-disciplinary study of feminist theorists representing a variety of approaches.
- 341s. (Classics 341) (Sociology 341) WIVES, WARRIORS, SLAVES AND CITIZENS** (3)
See Classics 341 for description.
- 341Ls. (Classics 341L) (Sociology 341L) (Greek 241L/341L) (Latin 241L/341L) WIVES, WARRIORS, SLAVES AND CITIZENS, GREEK AND LATIN COMPONENT** (1)
See Classics 341L for description.
- 350s. (Sociology 350) BLACK FEMINIST THOUGHT: CHANGING IDEAS AND REALITIES** (3)
See Sociology 350 for description.
- 410f,s. SPECIAL STUDY** (2-4)
Supervised intensive study of selected texts or a particular field within women's studies.
- 450f,s. INTERNSHIP** (1-10)
- 480f. COLLOQUIUM ON WOMEN IN CROSS-CULTURAL PERSPECTIVE** (3)
A non-hierarchical, collective learning experience open to students and faculty and focusing on some aspect of women in crosscultural perspective. Emphasis, content and methodology are determined by the group.
Prerequisite: permission of the director of Women's Studies
- 490f,s. INDEPENDENT STUDY** (4-8)
Independent research arranged under the supervision of a faculty member.

Organization of the College

Agnes Scott College Faculty

(Date after name indicates year of appointment)

Juan Allende (1993)

B.S. Iowa State University, M.A., Ph.D. University of North Carolina;
M.Div. Emory University
Assistant Professor of Political Science

Christopher Ames (1986)

B.A. University of Texas at Austin; Ph.D. Stanford University
Associate Professor of English

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

Anne E. Beidler (1992)

B.A. Earlham College; B.F.A. University of Connecticut; M. F.A. University of Massachusetts
Assistant Professor of Art

Ruth Bettendorff (1992)

B.A. California State University; M.A., Ph.D. University of Mississippi
Associate Dean of the College and Director of Graduate Studies; Assistant Professor of Education

Sarah R. Blanshei (1990)

B.A. Bates College; M.A., Ph.D. Bryn Mawr College
Dean of the College; Professor of History

Barbara J. Blatchley (1990)

B.A. Indiana University; Ph.D. University of South Carolina
Associate Professor of Psychology

Sandra T. Bowden (1968)

B.S. Georgia Southern College; M.A., Ph.D. University of North Carolina at Chapel Hill
Charles A. Dana 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

Gail M. Buccino (1995)

B.S. University of Bridgeport; M.A.L.S. Albertus Magnus College
Assistant Dean of the College and Director of Academic Advising

Mary Brown Bullock (1995)

B.A. Agnes Scott College; M.A., Ph.D. Stanford University
President of the College; Professor of History

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 Cabisius (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

Paige S. Cardel (1995)

B.S., M.Ed. Radford University
Head Coach of Soccer and Basketball; Instructor in Physical Education

Ayse Ilgaz Carden (1978)

B.A. Agnes Scott College; M.A., Ph.D. Emory University
Professor of Psychology

- John J. Carey (1989)
A.B., *Ph.D. Duke University*;
B.D., *S.T.M. Yale University*
Wallace M. Alston Professor of Bible and Religion
- Augustus B. Cochran, III (1973)
B.A. *Davidson College*; M.A. *Indiana University*; Ph.D.
University of North Carolina at Chapel Hill;
J.D. *Georgia State University*
Professor of Political Science
- Eileen L. Cooley (1988)
B.A. *University of Colorado*; M.S. *University of Oregon*; M.A., Ph.D. *Emory University*
Associate Professor of Psychology
- Christine S. Cozzens (1987)
B.A., M.A. *Stanford University*; Ph.D. *University of California, Berkeley*
Associate Professor of English
- Rosemary T. Cunningham (1985)
B.A., M.A., Ph.D. *Fordham University*
Professor of Economics
- Marilyn Barfield Darling (1971)
B.S., M.M. *Florida State University*; Ph.D. *Georgia State University*
Professor of Dance
- Christopher G. De Pree (1996)
B.S. *Duke University*; M.S., Ph.D. *University of North Carolina at Chapel Hill*
Assistant Professor of Physics and Research Associate
- Julia K. De Pree (1996)
B.A. *Duke University*; M.A., Ph.D. *University of North Carolina at Chapel Hill*
Assistant Professor of French
- Rosemary Eberiel (1985)
B.A. *University of Wisconsin*; *Faculte des Lettres, University of Aix-Marseille*;
Ph.D. *Harvard University*
Assistant Professor of French
- J. Phil Gibson (1995)
B.A. *Oklahoma State University*; M.A. *University of Georgia*; Ph.D. *University of Colorado*
Assistant Professor of Biology
- Michele K. Gillespie (1990)
B.A. *Rice University*; M.A., Ph.D. *Princeton University*
Associate Professor of History
- Steven R. Guthrie (1985)
B.A. *Antioch College*; Ph.D. *Brown University*
Associate Professor of English
- Lilia Cuesta Harvey (1994)
B.S. *Florida International University*; Ph.D. *Georgia Institute of Technology*
Assistant Professor of Chemistry
- Linda C. Hodges (1992)
B.S. *Centre College of Kentucky*;
Ph.D. *University of Kentucky*
William Rand Kenan Professor of Chemistry
- Brenda A. Hoke (1993)
B.A. *North Carolina Central University*; M.A. *Atlanta University*; M.A. *State University of New York, Stonybrook*; Ph.D. *State University of New York, Stonybrook*
Assistant Professor of Sociology
- 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; Instructor in Education
- Mary Kathryn Owen Jarboe (1974)
B.A. *Agnes Scott College*
Registrar
- Calvert Johnson (1986)
B.A. *Kalamazoo College*; M.M., D.M. *Northwestern University*
Professor of Music; College Organist
- Violet M. Johnson (1992)
B.A. *University of Sierra Leone*; M.A. *University of New Brunswick*; Ph.D. *Boston College*
Assistant Professor of History
- Katharine D. Kennedy (1981)
B.A. *Duke University*; M.A., Ph.D. *Stanford University*
Associate Professor of History
- Robert A. Leslie (1970)
B.S. *Davidson College*; M.A., Ph.D. *University of Georgia*
Associate Professor of Mathematics

Organization of the College

- Myrtle H. Lewin (1983)
B.Sc. Witwatersrand University, Johannesburg, South Africa; M.A.,
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Professor of Mathematics
- Sally A. MacEwen (1982)
B.A. Mount Holyoke College; M.A., Ph.D. University of Pennsylvania
Associate Professor of Classical Languages and Literatures
- Thomas L. Maier (1990)
B.A. Franklin and Marshall College; Ph.D. University of South Carolina
Director of Information Technology Services; Associate Professor of Chemistry
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Assistant Professor of Economics
- Theodore K. Mathews (1967)
B.A. Brown University; M.A.T. Harvard University; Ph.D. University of Michigan
Professor of Music
- Terry S. McGehee (1976)
B.A. Queens College; M.F.A. Washington University
Professor of Art
- Mollie Merrick (1959)
B.A. Agnes Scott College; M.A. Teachers' College of Columbia University
Associate Dean of Students
- Virginia Moreland (1993)
B.A. University of Rhode Island; M.A. Boston College; M.L.I.S. University of California-Berkeley
College Librarian
- Gisela Norat (1993)
B.S. St. Peter's College; B.A. Montclair State College; M.A. New York University; Ph.D. Washington University
Assistant Professor of Spanish
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B.A. University of Puerto Rico, Rio Piedras; M.A. Eastern New Mexico University;
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B.A. Georgetown University; M.A. Yale University; Ph.D. University of North Carolina at Chapel Hill
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- John F. Pilger (1979)
B.S., Ph.D. University of Southern California
Professor of Biology
- Patrica G. Pinka (1969)
B.A. University of Pittsburgh; M.A. San Francisco State College; Ph.D. University of Pittsburgh
Professor of English
- Tina Pippin (1989)
B.A. Mars Hill College; M.Div. Candler School of Theology; Th.M., Ph.D. Southern Baptist Theological Seminary
Associate Professor of Religious Studies
- Martha Woodson Rees (1990)
B.A., M.A., Ph.D. University of Colorado
Associate Professor of Anthropology
- Lawrence H. Riddle (1989)
B.S. Carnegie-Mellon University; Mathematical Tripos, Part III, Cambridge University; M.S., Ph.D. University of Illinois
Associate Professor of Mathematics
- Donna L. Sadler (1986)
B.A. Boston University; M.A., Ph.D. Indiana University
Associate Professor of Art
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B.S., Ph.D. Massachusetts Institute of Technology
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A.B. Kenyon College; M.F.A. Northwestern University
Associate Professor of Theatre
- Catherine V. Scott (1984)
B.A. University of Florida; M.A., Ph.D. Emory University
Associate Professor of Political Science
- Edmund J. Sheehy (1987)
B.A., M.A. Fordham University; Ph.L., M.Div. Woodstock College; Ph.D. Michigan State University
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Assistant Professor of English

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B.S. Davidson College; Ph.D. University of Virginia
Associate Professor of Chemistry

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B.A., M.A. Virginia Polytechnic Institute and State
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Visiting Assistant Professor of Psychology

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B.S. Tufts University; M.Ed. Emory University; Ph.D.
University of North Carolina at Chapel Hill
Assistant Professor of Education

Jane B. West (1994)
B.S. Mississippi College; M.A. Louisiana State
University; Ed.D. University of Georgia
Assistant Professor of Education

Ingrid E. Wieshofer (1970)
Teacher's Diploma, Ph.D. University of Vienna
Professor of German

Isa D. Williams (1995)
B.A. Spelman College; M.A. Georgia State University;
Ph.D. Emory University
Director, Women, Leadership and Social Change;
Assistant Professor of Women's Studies

Harry E. Wistrand (1974)
B.A. Austin College; M.A. North Texas State University;
Ph.D. Arizona State University
Professor of Biology

Olga Yiparaki (1994)
B.A. The College of Wooster; Ph.D. University of
Michigan, Ann Arbor
Assistant Professor of Mathematics

Emeritae/i Staff

Mary Alverta Bond, B.A. (1960-1994)
Administrative Assistant to the President

Emeritae/i Faculty

(Dates in parentheses indicate the beginning and ending of service
at Agnes Scott College.)

Mary Virginia Allen, Ph.D. (1948-1951; 1954-1979)
Professor of French

Margaret Perry Ammons, Ph.D. (1969-1989)
Professor of Education

Gunther Bicknese, Dr. Phil. (1976-1991)
Professor of German

Christabel P. Braunrot, Ph.D. (1976-1995)
Associate Professor of French

Jack T. Brooking, Ph.D. (1974-1985)
Professor of Theatre

Michael J. Brown (1960-62; 1965-1997)
Professor of History

Frances Clark Calder, Ph.D. (1953-1969; 1974-1986)
Professor of French

William A. Calder, Ph.D. (1947-1971)
Professor of Physics and Astronomy

Kwai Sing Chang, Ph.D. (1956-1986)
Professor of Bible and Religion

Huguette D. Chatagnier, Ph.D. (1969-1993)
Associate Professor of French

Alice J. Cunningham, Ph.D. (1966-67; 1968-1992)
Professor of Chemistry

Miriam Koontz Drucker, Ph.D. (1955-1990)
Professor of Psychology

- Mary Walker Fox, B.A. (1937-1944; 1952-1979)
Instructor in Chemistry
- Julie T. Gary, Ph.D. (1957-1984)
Dean of the College, Professor of Chemistry
- John Lewis Gignilliat, Ph.D. (1969-1989)
Associate Professor of History
- Nancy Pence Groseclose, Ph.D. (1947-1979)
Professor of Biology
- Mary Eloise Herbert, M.A. (1954-1991)
Associate Professor of Spanish
- Judith B. Jensen, M.L.S. (1977-1993)
Librarian
- Edward C. Johnson, Ph.D. (1965-1995)
Associate Professor of Economics
- Kathryn A. Manuel, P.E.D. (1958-1992)
Professor of Physical Education
- Raymond Jones Martin, S.M.D. (1950-1986)
Professor of Music; College Organist
- Michael McDowell, M.A. (1950-1975)
Professor of Music
- Kate McKemie, Ed.D. (1956-1988)
Professor of Physical Education
- Jack L. Nelson, Ph.D. (1962-1995)
Professor of English
- Lillian Newman, M.Ln. (1948-91)
Associate Librarian
- Marie Sophie Huper Pepe, Ph.D. (1951-1986)
Professor of Art
- Margaret W. Pepperdene, Ph.D. (1956-1985)
Professor of English
- Regine P. Reynolds-Cornell (1986-1997)
Professor of French
- Sara L. Ripy, Ph.D. (1958-1989)
Professor of Mathematics
- Ruth Schmidt, Ph.D. (1982-1994)
President of the College
- Mary Boney Sheats, Ph.D., L.H.D., LL.D. (1949-1983)
Professor of Bible and Religion
- Chloe Steel, Ph.D. (1955-1976)
Professor of French
- John A. Tumblin Jr., Ph.D. (1961-1990)
Professor of Sociology and Anthropology
- Ronald B. Wilde, M.A.T. (1965-1978)
Assistant Professor of Mathematics
- Myrna Goode Young, Ph.D. (1957-1979)
Professor of Classical Languages and Literatures

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Organization of the College

- Virginia F. Moreland, B.A., M.A., M.L.I.S.
College Librarian
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Director, Women, Leadership and Social Change
- To be appointed
Director of International Education
- Gué Pardue Hudson, B.A., M.A.T.
Dean of Students
- Mollie Merrick, B.A., M.A.
Associate Dean of Students
- Karen B. Green, B.A.
Assistant Dean of Students
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Director of Admission
- To be appointed
Director of Financial Aid
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Chaplain
- To be appointed
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Instructor in Physical Education
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Director of Career Planning and Counseling
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Associate Vice President for Finance
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- To be appointed
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- To be appointed
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Directions to Agnes Scott College

All routes described are the most convenient and easiest to follow.

From the Airport

Exit airport via Riverdale Road. Follow signs to I-285. Take I-285 east; exit Covington Highway (exit 33); head west (left) toward Decatur. Covington becomes East College Avenue once you pass through the community of Avondale Estates. Agnes Scott is on the left, roughly one mile from Avondale Estates.

From I-85

Take I-85 to Clairmont Road (exit 32), which is in the northeast quadrant of the metropolitan area, inside the I-285 perimeter. Exit onto Clairmont (signs point to Decatur, as a guide, note the next major intersection is Briarcliff Road) Proceed on Clairmont (5.8 miles) which dead ends at the historic Old Courthouse in Decatur Square. Turn right onto W. Ponce de Leon Ave.; turn left at Commerce; turn left at Trinity; turn right at McDonough. Cross train tracks and turn left onto East College Avenue. Agnes Scott is on the right.

From I-285

Take I-285 east to Covington Highway (exit 33); head west toward Decatur. Covington Highway becomes East College Avenue once you pass through the community of Avondale Estates. Agnes Scott is on the left, roughly one mile from Avondale Estates.

From I-20

Take I-20 to Candler Road (exit 33), which is in the southeast quadrant of the metropolitan area, inside the I-285 perimeter. Take Candler Road north 4.2 miles to East College Avenue. Turn left on East College. Agnes Scott is on the left.

From Downtown/Midtown

Take Ponce de Leon Avenue east. After exiting the Atlanta city limits, look for St. Elias Antiochian Orthodox Church and the Episcopal Church of the Epiphany (both are on the right). About a quarter mile past these two churches and after you pass beneath an arched railroad trestle, the road will fork and you will veer to the right onto West Ponce de Leon Avenue. Follow to Trinity Place; take a right onto Trinity. Follow Trinity past Decatur Police Station and DeKalb County Courthouse Annex, then turn right onto McDonough. Cross train tracks and turn left onto East College Avenue. Agnes Scott is on your right.

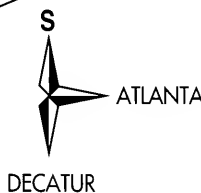
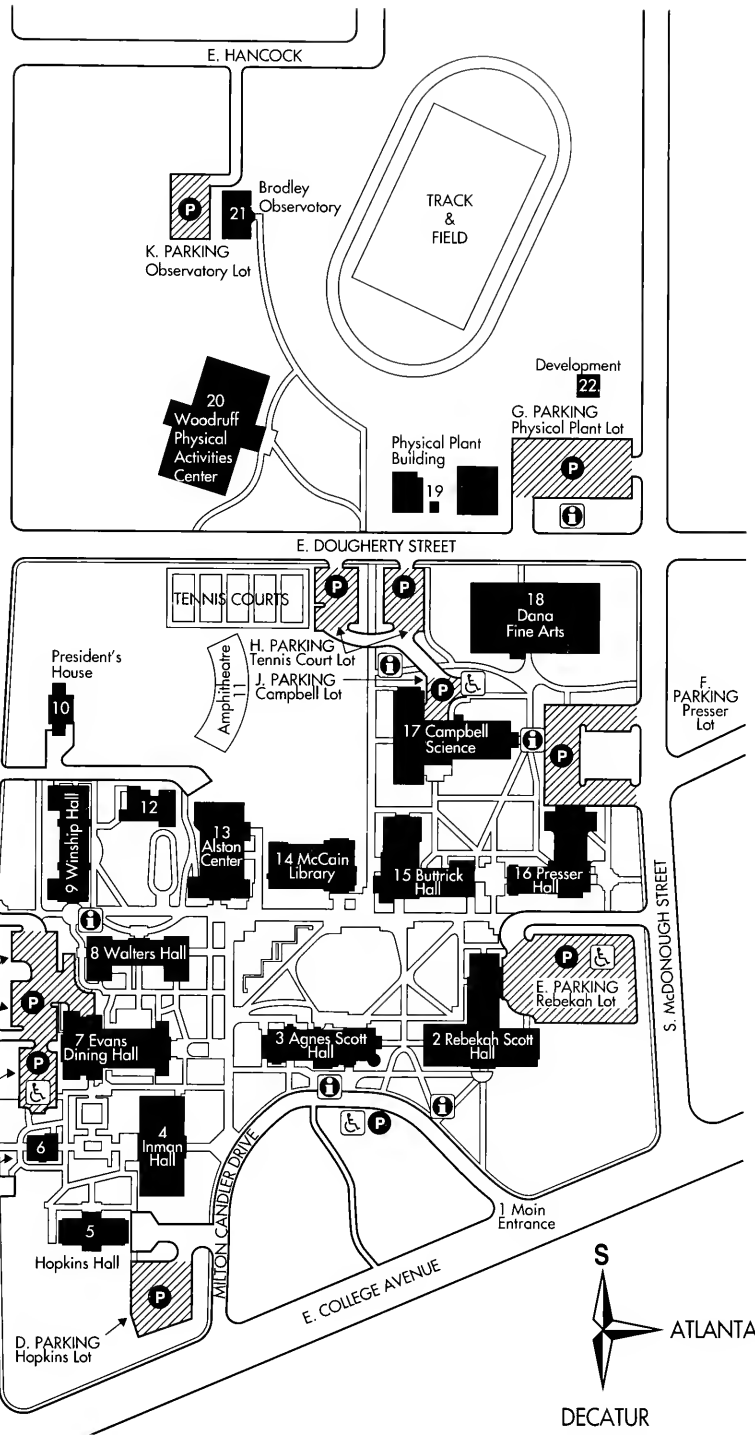
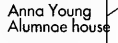
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Decatur, Georgia 30030
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