



AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

# The Catalog 1999-2001



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# The Catalog of Agnes Scott College

1999-2001



AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

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 ensure 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

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# LEGEND

## College Buildings

### PRIMARY VISITOR VENUES

1. Agnes Scott Hall ("Main")
2. Rebekah Scott Hall
3. Presser Hall
4. Buttrick Hall
5. Letitia Pate Evans Dining Hall
6. Post Office/Campus Store
7. Library services
8. Anna Young Alumnae House
9. Campbell Hall
10. Dana Fine Arts Building
11. Snodgrass Amphitheatre
12. Dance Center
13. Woodruff Physical Activities Building
14. Bradley Observatory
15. Public Safety

### RESIDENCE HALLS/APARTMENTS

1. Agnes Scott Hall ("Main")
2. Rebekah Scott Hall
16. Hopkins Hall
17. Inman Hall
18. Walters Hall
19. Winship Hall
20. Avery Glen Apartments

### OTHER BUILDINGS

21. Central Receiving/  
Office of Facilities
22. President's Home

## Parking (including the Loop)

## Construction Areas

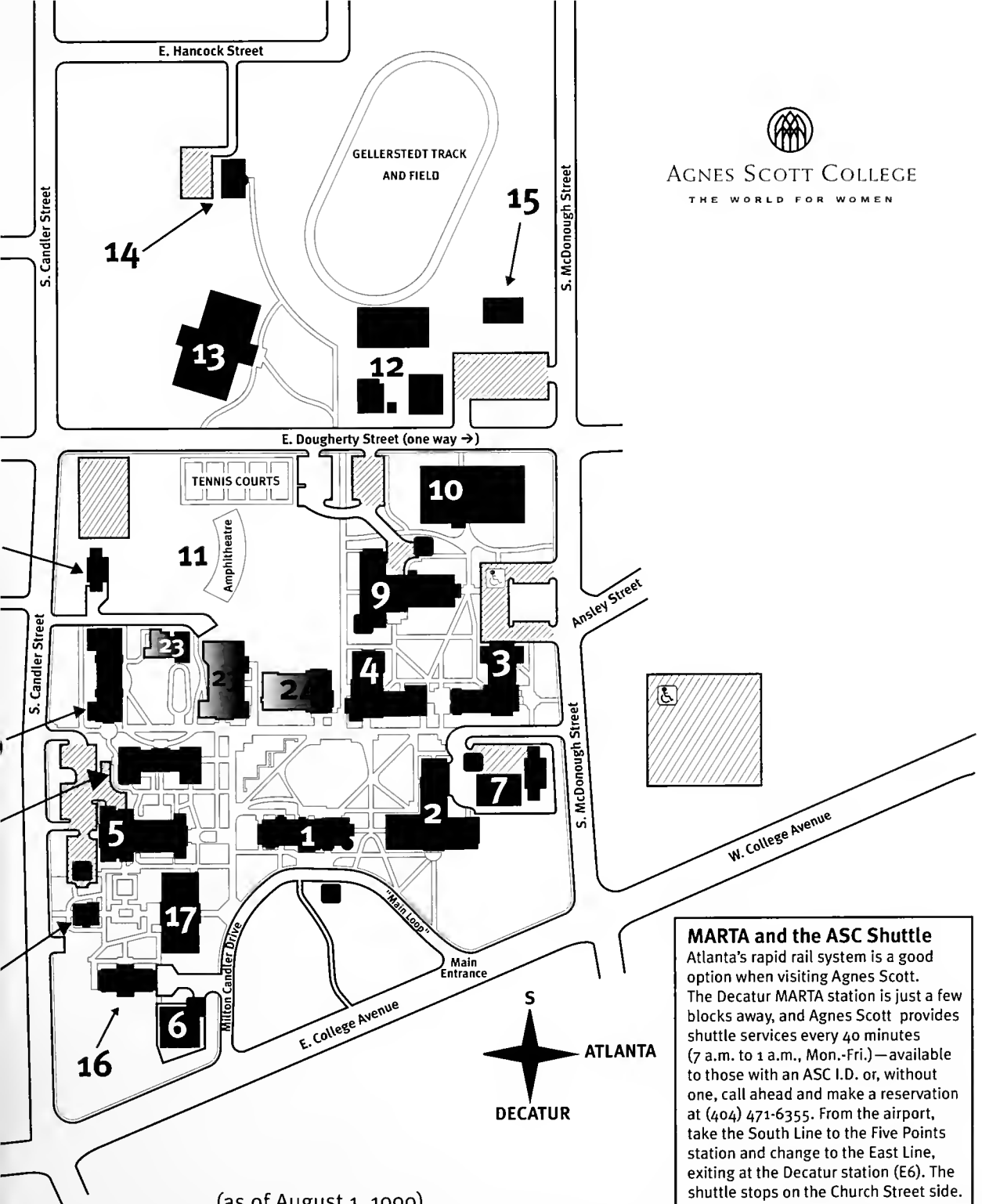
23. Alston Campus Center
24. McCain Library



College A



AGNES SCOTT COLLEGE  
THE WORLD FOR WOMEN



(as of August 1, 1999)

**MARTA and the ASC Shuttle**  
Atlanta's rapid rail system is a good option when visiting Agnes Scott. The Decatur MARTA station is just a few blocks away, and Agnes Scott provides shuttle services every 40 minutes (7 a.m. to 1 a.m., Mon.-Fri.)—available to those with an ASC I.D. or, without one, call ahead and make a reservation at (404) 471-6355. From the airport, take the South Line to the Five Points station and change to the East Line, exiting at the Decatur station (E6). The shuttle stops on the Church Street side.

# Directions to Agnes Scott College

## *From the East or West on I-285*

Take exit 30-A (the Stone Mountain Freeway, Highway 78). On the Stone Mountain Freeway, travel west toward Decatur approximately three miles (street name will change to Scott Boulevard). Turn left onto Clairmont Road and travel one mile until Clairmont ends at the Decatur Court House Square. Follow "From Clairmont Road" directions below.

## *From the East on I-20*

Take I-20 to I-285 north. Take I-285 to exit 30-A (the Stone Mountain Freeway, Highway 78) On the Stone Mountain Freeway, travel west toward Decatur approximately three miles (street name will change to Scott Boulevard). Turn left onto Clairmont Road and travel one mile until Clairmont ends at the Decatur Court House Square. Follow "From Clairmont Road" directions below.

## *From the North on I-85*

Take I-85 South past I-285, to the Clairmont Road Exit, turn left onto Clairmont. Follow "From Clairmont Road" directions below.

## *From the South on I-85*

Take I-85 North, through Atlanta, to the Clairmont Road Exit, turn right onto Clairmont. Follow "From Clairmont Road" directions below.

## *From the North on I-75*

Take I-75 South past I-285, take I-85 North to the Clairmont Road Exit, turn right onto Clairmont. Follow "From Clairmont Road" directions below.

## *From the West on I-20*

Take I-20 East into Atlanta, take I-75/85 north, remain on I-85 North to the Clairmont Road Exit, and turn right onto Clairmont. Follow "From Clairmont Road" directions below.



## *From Atlanta's Hartsfield Airport*

Take I-75/85 north, through Atlanta, then I-85 north to the Clairmont Road Exit; turn right onto Clairmont. Follow "From Clairmont Road" directions below.

## *From Clairmont Road*

On Clairmont, travel approximately 6 miles until Clairmont ends at the Decatur Courthouse Square.

From Clairmont Road, turn left onto Ponce de Leon Avenue, and turn right at the first light onto Church Street. Then turn left at the second light onto Trinity. Follow Trinity across the railroad tracks and turn right onto East College Avenue. Agnes Scott will be on the left. Enter the second drive on the left (one-way). Visitor parking is available on the Main Loop and in the Rebekah parking lot.

# Mission and Purpose

**A**gnes 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 lib-

eral arts curriculum seeks to enable women to better 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 arts 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, their 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 on May 13, 1988; amended October 29, 1993.*

# 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 experience needed to become effective contributors to one's family, profession and to society and world citizenship.

*Endorsed by the faculty, April 1995.*

# An Overview

Agnes Scott College is committed to educating women who achieve in their professions, contribute to their communities, engage the social, technological and global issues of their times and live personally and spiritually purposeful lives. The liberal arts curriculum emphasizes academic excellence, interdisciplinary learning initiatives and experiential learning that includes local internships, collaborative research and study abroad. Students at Agnes Scott thrive in an atmosphere of academic and intellectual challenge, often creating their own challenges through independent studies and self-designed majors.

Agnes Scott alumnae include Rhodes, Fulbright, Truman and Goldwater scholars, a chief justice of the South Carolina supreme court, a Tony Award-winning playwright, a Pulitzer Prize-winning writer, internationally acclaimed scientists and women who work in the CIA, CDC, EPA, CNN and the Peace Corps.

These distinguished graduates came to Agnes Scott with a strong academic record in high school and a desire to achieve higher goals. They left with the knowledge and insight to achieve those goals and to make a lasting contribution to their community, their generation and the world.

## *Challenges and Choices*

The Agnes Scott core curriculum is flexible and creative and places few authoritative restrictions on what courses a student must take. In many courses, learning crosses the boundary lines of fields and departments, countries and cultures to become not just study but experience.

For example, students may discuss Nietzsche and Wagner in German through our Language Across the Curriculum program. Or collaborate on cultural festivals with peers from Bangladesh, Ghana, Pakistan and the Ukraine. Or conduct experiments in atmospheric physics using the 30-inch Beck telescope in our Bradley Observatory.

Many learning opportunities are offered beyond the campus. Students can cross-register for courses at Emory University, Spelman College, Georgia Institute

of Technology and 15 other colleges and universities in metro Atlanta; join students and civic leaders from around the country to learn more about women, leadership and social change through Agnes Scott's unique Atlanta Semester program; intern at such local sites as CNN, The Carter Center, Fortune 100 companies or The Centers for Disease Control and Prevention; and volunteer with such organizations as Best Buddies, Habitat for Humanity, Hands On Atlanta or the DeKalb Rape Crisis Center.

Agnes Scott students can lobby for policy changes on Capitol Hill through the Washington Semester at American University, participate in dual degree programs with Washington University and Georgia Tech and study in Japan through an exchange program with Kinjo Gakuin University in Nagoya, Japan.

## *International Education*

International education is an integral part of the Agnes Scott experience. The curriculum, study abroad programs, the presence of international students and scholars on campus and collaborations with partner institutions and organizations around the world contribute to the education of globally competent citizens.

Agnes Scott students can develop a better understanding of themselves and the world in which they live through study abroad. To encourage students to study abroad, the College sponsors two faculty-led study tours (Global Awareness and Global Connections) as well as exchange and affiliate programs with more than 140 institutions in more than 40 countries.

Agnes Scott's goal is to provide a 21st century education that allows for at least half of its students to study abroad. To make sure this happens, the College provides various forms of financial support to eligible students.

## *Distinguished Faculty*

Agnes Scott's full-time faculty hold the highest degrees in their fields. They have earned Ph.Ds from institutions such as Cal-Berkeley, Harvard, Stanford and Bryn Mawr and stay current in their disciplines by



researching and publishing in academic journals.

Agnes Scott professors are available for special assistance when needed and often work closely with students on research projects. The student-faculty ratio at Agnes Scott is 9:1.

### *Notable Guests*

The enthusiasm and special interests of the faculty are largely responsible for the wide variety of distinguished writers and other notable guests who have visited the campus over the years. They include Pulitzer Prize-winner Gwendolyn Brooks, Pearl Cleage, Margaret Atwood, Alfred Uhry, Carolyn Forché, Robert Frost, Eudora Welty, Isabel Allende and Reynolds Price, to name a few.

### *An Ideal Location*

The Agnes Scott campus is located in metropolitan Atlanta, in the city of Decatur. Nationally known as a center for research and higher education, metropolitan Atlanta provides resources and learning opportunities that greatly enhance the Agnes Scott curriculum.

Theaters, museums and other educational and cultural attractions are easily reached by car and MARTA (Metropolitan Atlanta Rapid Transit Authority) rail.

While benefiting from Atlanta's extensive resources, Agnes Scott students also enjoy the small-town charm of Decatur (population 20,000) with its cozy restaurants, intriguing shops and interesting historical sites.

The College itself is the centerpiece of a beautiful national historic district consisting primarily of homes built in the late 19th and early 20th centuries. The campus, with its Collegiate Gothic and Victorian architecture, brick walkways and century-old trees, is a pleasant place to stroll, meditate, meet with friends and experience a bit of history.

### *Rich in Tradition*

Integrity is an important traditional value at Agnes Scott. Over the years, students have preserved this value with an Honor Code that supports one of the oldest and most respected student-run honor systems in the country. Under the Honor System, students have a high level of autonomy that includes self-scheduled exams and unproctored tests.

Fun, with its accompanying laughter, is also a tra-

dition. Each school year begins with Black Cat, a week of class competition, madness and mayhem that concludes with a formal dance. More serious traditions are the sophomore ring ceremony and senior investiture, in which seniors receive their mortar boards.

### *Plans for the Future*

With all its history and tradition, the College does not dwell in the past. It continues to move forward with solid plans to increase enrollment, to expand and update campus facilities and to enhance the curriculum. Today approximately 900 students attend classes at Agnes Scott and enjoy the many extracurricular opportunities that supplement the traditional liberal arts academic program. Early in the new century, enrollment is expected to increase to 1,000 students. At the same time, the College will maintain a low student-faculty ratio.

The Agnes Scott campus consists of 24 buildings and an apartment complex on 100 acres. As part of the comprehensive Master Plan, a new campus center is being built and McCain Library, Bradley Observatory and Campbell Hall are being renovated. Evans Dining Hall already has been renovated. These improvements are carefully designed to complement and preserve the architectural features that define the character of the Agnes Scott College campus.

### *A Leader Among Liberal Arts Colleges*

Agnes Scott ranks second among national liberal arts colleges in endowment per student and eighth among all colleges and universities nationally.

The College has been recognized as one of the International 50 and ranked among the top 10 national liberal arts colleges for "best value-discount price" by *U.S. News & World Report* (1998). *Peterson's Guide* praises its "outstanding undergraduate program in the sciences and mathematics," while the Princeton Review (1998) ranked it among the nation's top 10 in quality of teaching and accessibility of faculty.

The College's achievements and reputation are built on foundations laid by its progressive Presbyterian founders in 1889. At a time when educating women was considered a frivolous pursuit, they ignored the prevailing wisdom and established a new standard. More important, they challenged women to challenge themselves. The College is honored to continue that same tradition today.

# 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, Agnes Irvine Scott.

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

## The Agnes Scott Legacy

Agnes Irvine Scott's values unite our past and future.

The story of Agnes Irvine Scott, and indeed, the College that bears her name, is one of faith, courage and independence. The College's late-19th century beginnings, rooted in the generosity, faith and progressive thinking of a small group of Presbyterians, very much reflect the values and ideals of the founder's mother, Agnes Irvine, who was born to an impoverished family in Ballykeel, Ireland, in 1799.

Agnes departed her homeland in 1816 at age 17 with her twice-widowed mother, leaving behind a beau and a home in Newry. Buoyed by the works of

Burns, Shakespeare and the Bible, and hoping for a better life with family members, she journeyed to Alexandria, Pennsylvania. There she married John Scott, a widower with five children. Together they had seven more children.

Agnes Irvine Scott lived long enough to see her family divided by the Civil War. One son, John Scott, became a U.S. senator from Pennsylvania.

Another, George Washington Scott, became a successful businessman in Florida and Georgia. He, along with the Rev. Frank Henry Gaines and a group of progressive-thinking Presby-

terians, founded an institution of higher learning for women in Decatur, Georgia, in 1889.

By helping begin the institution that eventually bore his mother's name, George Washington Scott created a dynamic memorial to a woman who valued family as well as faith and learning, first in her native Ireland and then as an immigrant mother in America.

Agnes Irvine Scott's courageous life and independent spirit spanned two centuries and two cultures; they continue to serve as an inspiration for Agnes Scott College today.

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

\$429.1 million (June 30, 1999). From a single house on a small lot, Agnes Scott has expanded to 24 buildings and an apartment complex on 100 acres. The campus is included in the South Candler Street-Agnes Scott College 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).

- 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 Sayrs '69 and Christine S. Cozzens.

## Life on Campus

### *Orientation*

At Agnes Scott College, the entire community works together to help incoming students successfully begin their college careers. Orientation begins during the summer before a new student arrives on campus with contact from an upper-class student assigned to be her "big sister." The big sister guides the new student through the orientation process and maintains a supportive relationship throughout the first year.

Orientation includes meetings with a faculty advisor, help with course selection and placement tests and formal introductions to campus student organizations. Students also get to know Agnes Scott through personal, less formal programs. Social involvement is encouraged through activities such as weekend events in the Atlanta area, on-campus parties with students from other colleges and participation in events on other Atlanta campuses.

International students, members of under-represented populations, 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.

### *Honor System*

Ethics and values are central to the purpose, curriculum and social life of Agnes Scott College. The Honor System, rarely found on campuses today, is governed by students. Each student is expected to uphold the high standards of the system and take personal responsibility for her own integrity and behavior.

### *Student Government*

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

## *Student Housing*

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

The residence halls are almost entirely self-governing. A senior resident and a resident director are assigned to each hall. These residential staff members are supervised by the associate dean of students. The *Student Handbook* explains all campus regulations. Apartment-style living is also available at the College's Avery Glen apartments located on the east side of the campus. An option for upper-class women, Avery Glen affords a greater sense of independent living. All students, except nontraditional-age Return to College students, are required to live in campus housing. Any student who wishes to change her residency status must have the permission of the dean of students.

If a student's conduct should indicate 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 her resident status.

## *Multicultural Affairs*

As part of its mission, Agnes Scott promotes understanding and appreciation for diverse cultures and heritages in the campus community. The movement from tolerance to awareness and understanding, and ultimately, to celebration of differences is achieved through training, leadership development and programming. The advisor for multicultural affairs is responsible for assisting students from under-represented cultures as they strive to achieve their educational goals.

## *Student Activities*

Outside of the classroom, a host of student activities adds an important dimension to life at Agnes Scott. Dances, social mixers, musical performances, as well as

lectures on classical and contemporary issues, are among the many offerings presented through the office of student activities. A new campus center, which will house many of these activities, as well as a snack bar and post office, will open in fall 2000.

## *Sports Activities*

Students enjoy a wide range of sports activities on campus, including weight training, tennis and swimming. They can also participate in intercollegiate basketball, softball, soccer, cross country, tennis, volleyball and swimming through Agnes Scott's Division III membership in the National Collegiate Athletic Association (NCAA).

## *Health Services*

Resident students are eligible for the health services provided on campus at the Warren Student Health Center. The center's director is a nationally certified nurse practitioner who works with physician consultants in internal medicine, gynecology and psychiatry. Services include evaluation and treatment of health problems, counseling and special health education and screening programs, which are conducted throughout the year.

The residence fee entitles boarding students to evaluation and treatment 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 Student Health Center.

The College reserves the right, if parents or guardians cannot be reached, to make decisions concerning emergency health problems for any student who is a minor. Students with specific health problems, serious illnesses or injuries will be referred to the appropriate specialist or medical facility. Off-campus psychiatric counseling services are available upon request. The center's health education program stresses prevention of illness, promotes self-care and encourages positive health practices. Reference materials on health issues are available at the Student Health Center.

## *Personal Counseling*

Confidential short-term personal counseling ser-

vices are available for Agnes Scott students from a counseling staff whose primary responsibility is to promote healthy functioning and alleviate distress. These services include individual, group, couples and workshop sessions for personal issues, stress and anxiety reduction, study skills, time management, growth/support, self-esteem and crisis intervention. In general, therapy sessions last 50 minutes and are limited to the equivalent of one semester, or 12-15 sessions.

All counseling staff members are licensed professionals. Psychiatric consultation is available on campus for evaluation of students who may need medical intervention; each student is entitled to one consultation per year at no cost. Year Five students are also eligible for a consultation and referral session with a member of the counseling staff at no cost.

### *Spiritual Life*

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

On-campus worship includes Sunday evening vespers and 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 Decatur and Atlanta.

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 Office 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 helps students make well-informed decisions about career 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 observing local sponsors in careers of interest to the students. The Extern program enables students to perform some on-the-job activities during an entire work week spent with sponsors and their colleagues. The Intern program provides summer and semester placement, which gives students on-the-job experience in many fields such as business, social service, journalism and the arts. Internships may be paid or unpaid and for credit or non-credit.

The career planning 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 page, students and alumnae may access current national career opportunities. The career library contains books and magazines related to career choices and company information, as well as part-time and full-time job listings. Mock interviews are conducted to help students develop interviewing skills. A career forum with representatives from a variety of companies and institutions is held annually with a consortium of Georgia colleges.

During the spring semester, employers visit the campus and conduct interviews. Some employers also participate in our Resume Recruitment program by accepting resumes of upcoming graduates.

# Extracurricular Activities

Through a wide choice of extracurricular activities, students can exercise their talents, explore old interests, develop new ones and enjoy the special chemistry of shared enthusiasms.

- African-West Indian Student Association
- Agnes Scott Outdoors
- Agnes Scott College Community Orchestra
- Amnesty International
- Asian Cultural Awareness Student Association
- Atlanta YAD: Young Jewish Adult Agency
- *The Aurora* — annual literary magazine
- Best Buddies
- Blackfrairs — drama group
- Canterbury Club — Episcopal organization
- Career Advisory Board
- Century Club — physical fitness
- Chimo — organization for international students
- Circle K
- College Young Democrats
- Collegiate Chorale
- Colonnade Club
- Conservative Forum
- Cross Seekers — Baptist Student Union
- Day Student Organization
- Faust Club — German studies, culture and language
- French Club
- Green Earth Organization (GEO)
- Habitat for Humanity
- Honor Court
- Joyful Noise — gospel singing group
- Lesbians Bisexuals and Allies
- London Fog — jazz vocal group
- Mortar Board
- National Hispanic Awareness
- New Life — nondenominational Christian fellowship
- Newman Club — Roman Catholic organization
- New Westminster Fellowship — Presbyterian organization
- Orientation Council
- *The Profile* — campus newspaper
- Publius — pre-law club
- Racism Free Zone
- Religious Life Council
- Residence Hall Association
- Returning Student Organization
- SAFE Women
- Showtime Programs Board
- *Silhouette* — student yearbook
- Social Council
- Spanish Club
- Student Affiliates of the American Chemical Society
- Student Government Association
- Student Senate
- Studio Dance Theatre
- Sub-continental Student Association
- Tower Council
- Volunteer Board
- WAVE (Women of Action, Voice and Education)
- Wesley Foundation — United Methodist organization
- Witkaze — organization for African-American students

## Sports

- Intercollegiate Basketball
- Intercollegiate Cross Country
- Intercollegiate Soccer
- Intercollegiate Softball
- Intercollegiate Tennis
- Intercollegiate Swimming
- Intercollegiate Volleyball
- Rugby Club

# The Campus

## *Library*

The architecturally distinguished McCain Library, built in 1936, houses library collections, academic support services and study spaces. Major renovations are being made to the library, including an addition to the building that will double the usable space. The expanded library will provide a new language lab and an up-to-date environment for individual study and collaborative learning, with exceptional facilities for the use of electronic and multimedia resources.

Librarians offer one-on-one assistance, workshops and other learning opportunities designed to foster information-literacy skills for academic success and career development. The library's strong liberal arts core collection contains 208,283 volumes, 30,917 microforms and 9,800 materials in other media. Current subscriptions support more than 800 periodical titles and others are available electronically.

The library provides extensive electronic resources, including more than 100 databases containing periodical indexing, full-text journals and reference works supporting the full range of curricular programs. Many of these are made available through the statewide GALILEO (Georgia Library Learning Online) project of the University System of Georgia.

Through Agnes Scott's membership in the Atlanta Regional Consortium for Higher Education (ARCHE), students also enjoy access to the library holdings (12 million volumes) of 19 local colleges and universities.

## *Computer Facilities*

The College provides electronic resources that enhance teaching and learning and keeps pace with rapid changes in technology. Students have free access to the Internet and other on-line resources through the campus computer network. All classrooms, labs, faculty offices and residence hall rooms have network connections.

All student facilities, including the Academic Computing Center, the seven satellite centers, the Writing Workshop, the Science Resource Center and the Mac Lab, have current and similar equipment.

Other specialized facilities include the Science Workstation Lab (Bradley Observatory), the Interactive Learning Center, the Instructional Technology Center, the Modern Language Lab, the Multimedia Production Facility and the Multimedia Enhanced Classroom.

## *Center for Writing and Speaking*

At the Center for Writing and Speaking trained student tutors and center directors (faculty members) assist students with their papers or other writing assignments and oral presentations.

Students may come to the center at any stage of their projects. Tutoring is free and is available Sunday through Friday during the hours posted.

In tutorial sessions for writing, students are encouraged to develop their own ideas and to evaluate how well their writing communicates those ideas. In 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.

Computers and audio and video equipment are available at the center for students to use in tutoring sessions or on their own.

## *Collaborative Learning Centers*

Comfortable Collaborative Learning Centers provide places on campus where students can work together on projects for their classes, study for tests, meet with tutors from various academic departments or assist each other with assignments. The centers are equipped with study areas, resource materials and high-end workstations with access to on-line resources, including the library.

## *Office of International Education*

As the center for Agnes Scott's international activities, the Office of International Education provides learning opportunities and services that foster cross-cultural awareness, facilitate intercultural communication and enhance knowledge about world cultures and societies.

The office of International Education carries out its mission by:

- ◆ Administering international education programs and services;
- ◆ Planning and developing new international programs;
- ◆ Developing and maintaining links with colleges and universities abroad;
- ◆ Providing opportunities abroad for students, faculty and staff;
- ◆ Supporting the internationalization of the curriculum;
- ◆ Assisting the faculty in their internationalization efforts;
- ◆ Maintaining study-abroad resource materials;
- ◆ Welcoming international visitors;
- ◆ Counseling international students and scholars on visa and employment matters;
- ◆ Organizing or assisting with the organization of events with an international focus; and
- ◆ Enhancing the College's international image.

The Office of International Education is located on the first floor of Buttrick Hall.

### *Athletic Facilities*

The Robert W. Woodruff Physical Activities Building provides facilities for a variety of athletic pur-

suits. These include a basketball court, tennis courts, a 25-meter swimming pool, weight room and training room, and the Lawrence L. Gellerstedt, Jr., and Mary Duckworth Gellerstedt '46 Track and Field.

### *Campus Safety*

Agnes Scott has a good safety record and the campus and surrounding neighborhoods are considered comfortable places to live. However, all members of the campus community are encouraged to be cognizant of the often-threatening world in which we live. Everyone should be alert and aware at all times and join together in a campus-wide effort to maintain safety.

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

Agnes Scott enjoys the dual protection of a fully staffed, highly trained Public Safety department on campus as well as the Decatur Police department, headquartered within a mile of the campus. Call boxes for emergency assistance are located throughout the campus.

## **Mission of the Athletic Department**

**A**gnes Scott College offers women a liberal arts education with a broad curriculum designed to develop all aspects of a student's mind and body. The College recognizes that such an education is fostered not only by an academic component, but also by the challenging experiences of extra-curricular activities such as varsity and

recreational athletics.

Agnes Scott College views physical activity as an essential component of the total growth and education of women and believes there should be no distinction between the treatment of student-athletes and other members of the student body with regard to financial aid, academics and/or admission.

In support of this mission, Agnes Scott sponsors seven varsity and various club intercollegiate teams while offering a wide range of intramural activities for its campus community. By offering a variety of athletic opportunities, the College attempts to serve the needs of the entire student population.



# Admission

**A**gnes 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.

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.

Students are admitted on the basis of their academic and personal records and promise without regard to financial need.

## General Information

### *The Application*

Applications for undergraduate admission are distributed by the Office of Admission and are also available on the Agnes Scott Web site, [www.agnesscott.edu](http://www.agnesscott.edu).

An application must be accompanied by a nonrefundable \$35 application fee, which can be charged to a major credit card or submitted in the form of a check or money order to Agnes Scott College. The application can be submitted electronically or mailed to:

Office of Admission  
Agnes Scott College  
141 E. College Ave.  
Atlanta/Decatur, GA 30030

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 potential success in college. 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. The recommended high school academic program is four years of English, two years of one foreign language, three years of mathematics (algebra I and II, geometry), one year or more of laboratory science (biology, chemistry, physics) and one year or more 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.

■ For information on SAT I, write or call:  
College Entrance Examination Board  
Box 592  
Princeton, NJ 08541  
(609) 771-7435  
*Agnes Scott's CEEB number is 5002.*

■ For information on ACT, write or call:  
American College Testing Program  
P.O. Box 414  
Iowa City, IO 52243-0414  
(319) 337-1270  
*Agnes Scott's ACT code number is 0780.*

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

### *Advanced Placement Credit*

Credit toward an 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

**Computer science**

**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** – Virgil, Latin lyric

**Mathematics** – calculus AB or BC; three credits granted if student receives a score of three and completes MAT 119 with a grade of C or better

**Music theory**

**Physics** – B, C mechanics, electricity and magnetism

**Psychology**

**Spanish** – language, literature

**Statistics**

## Other Credit

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 assistant dean of the College.

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

## Interviews and Overnight Visits

An on-campus interview is strongly recommended but not required for all candidates. Students become better acquainted with the College, and a visit is very useful to students in making the final college choice. An interview is also helpful to the Office of Admission in evaluating an application, as it allows admittance representatives to gain a better understanding of the applicant's academic and extracurricular interests. Student-led tours, class visits and overnight stays in residence halls can be scheduled as part of the campus visit. To schedule an interview, write or call the Office of Admission at least one week in advance.

Agnes Scott alumnae are available in many areas of the country to talk to prospective students about Agnes Scott by telephone or through an informal interview. Candidates for admission can find the name and address of a local alumnae representative by contacting the Agnes Scott Office of Admission.

For information call or write:  
Office of Admission  
Agnes Scott College  
141 E. College Avenue  
Atlanta/Decatur, GA 30030  
(404) 471-6285  
1-800-868-8602  
Fax (404) 471-6414  
E-mail: [admission@agnesscott.edu](mailto: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-rays. Entrance health record forms are mailed to enrolling students and must be received by the director of the Student Health Center by August 1.

## Secondary School Students

### Applying as a Senior

Seniors should apply for admission before the deadline (March 1) of the senior year. They should submit 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 admis-

sion and financial aid from Agnes Scott.)

**Application deadline:** November 15

**Notification date:** December 15

**2. Scholarship Decision**

**Application deadline:** January 15

**Notification date:** January 25

**3. Regular Decision**

**Application deadline:** March 1

**Notification:** beginning March 1

### *Part-time Students*

Entering first-year students may elect to enroll 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 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 completing the degree:

- a. eight years after enrollment if initially classified as a first-year student;
- b. six years after enrollment if classified as a sophomore; and
- 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 courses at Agnes Scott. These students must be approved for admission by the associate vice president for admission and financial aid. 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.

### *Early Admission*

A student judged to be ready for college after her junior year of high school may be admitted to Agnes Scott College under early admission. The student must be mature, academically prepared and strongly recom-

mended 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 Schooled Students*

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

### *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. Information Service (USIS) or by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, NJ 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 a completed application form, each applicant must submit standardized test score results (SAT I or ACT), an essay, an official transcript of all 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 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.

### *Students with Disabilities*

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

Academic accommodations may include adjusting examination times and allowing the use of taped textbooks for study and word processing for examinations. Under certain circumstances, a student may request an exemption to a specific or distributional requirement by consulting with the assistant dean of the College. Approval by the dean of the College is required for this exception.

Residence hall accommodations may include a room assignment that meets special requirements or an alarm system for a hearing problem. To determine appropriate accommodations, the student meets with the assistant dean of the College or the associate dean of students. Faculty and staff are informed of the arrangements only at the request of the student.

Students may also receive assistance in planning traffic routes on campus.

Agnes Scott complies with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

# Return to College

**A**gnes Scott College welcomes women beyond traditional college age who wish to pursue their educational objectives in a program suited to their individual needs. Students in the Return to College program enroll in regular college courses and meet the same degree requirements as the other undergraduates.

Most women who enroll in Agnes Scott through the Return to College program plan to earn the Bachelor of Arts degree. Others pursue programs of study for personal enrichment, to learn more in a particular field or to prepare for graduate study in fields such as medicine, law or theology. Each student's program of study is carefully planned and reviewed on an individual basis.

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

## *Admission*

The College accepts applications for fall or spring semester. 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 contacts the applicant to arrange a campus interview. Neither the Scholastic Assessment Test (SAT I) nor the American College Testing Program (ACT) is 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.

## *Financial Aid*

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

## *Health Record*

The College requires a completed entrance health record to be on file at the Student Health Center before a student attends classes. Health record forms are sent to students after admission.

## *Students with Previous Academic Experience*

The Return to College program accepts both full- and part-time students who have credits earned at other institutions. They are 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 colleges 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 and meeting Agnes Scott College standards is applied toward the Agnes Scott degree upon classification. No more than 62 semester hours (60 plus two for physical education) of transfer credit will be counted toward the 122 semester hours required for the Agnes Scott degree. A student must earn a minimum of 60 hours in Agnes Scott academic courses toward the 122 hours required for the Agnes Scott degree.

### *Time Limits for Completing a Degree*

Return to College students must complete their degrees:

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

### *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.

### *Return to College Applicants Seeking Audit Status*

Applicants 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.

# Tuition and Fees

Student fees at Agnes Scott meet less than half of the annual operating costs of the College. General endowment income and gifts and grants to the College make up the difference between student payments and College operating expenses. Fees for full-time students for the 1999-2000 academic year are:

Tuition	\$ 15,880
Room and board fee	\$ 6,660
Student activity fee	\$ 125
College events fee	\$ 20
Health insurance fee	\$ 193
<b>Total</b>	<b>\$22,878</b>

The room and board fee covers routine medical treatment in the Student Health Center for resident students.

Payment due dates for tuition and fees for 1999-2000 are indicated below.

## Tuition and Fees Payment Schedule

### *Resident Students*

March 15	\$ 150	Re-registration deposit
August 1	\$ 100	Room deposit
August 1	\$10,513	Balance-fall semester tuition, fees, room and board
August 1	\$ 193	Health insurance (unless waived)
January 5	\$10,527	Spring semester tuition, fees, room and board

### *Non-Resident Students*

March 15	\$ 150	Re-registration deposit
August 1	\$ 7,398	Balance-fall semester tuition and fees
August 1	\$ 193	Health insurance (unless waived)
January 5	\$ 7,412	Spring semester tuition and fees

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 August 1. The deposit is refundable at the end of the academic year if 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 \$150 enrollment fee by May 1. This enrollment fee is nonrefundable after May 1. New students who receive financial assistance from the College are expected to pay the full amount of the deposit by May 1, unless otherwise instructed by the director of financial aid.

Returning students pay a nonrefundable \$150 deposit by mid-March. This deposit entitles the student to re-register for the upcoming academic year and to select a residence hall room for the next year. A nonrefundable \$150 continuation fee is also required of students who are on an approved leave of absence. Students who take less than a full academic load (12 semester hours) pay tuition on a semester basis. The 1999-2000 rate is \$660 for each hour up to five hours; \$4,620 for six to eight hours; and \$6,600 for nine to 11 hours. Any additional monies due the College as a result of course changes during the 10-day drop/add period are due at the time of the change. No adjustment will be made to billing after the 10-day drop-add period. 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 six 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 premedical and teacher certification students pay per semester \$330 per credit hour up to five hours; \$2,310 for six to eight hours; \$3,300 for nine to 11 hours; and \$3,970 for full-time work in 1999-2000. The student activity fee and the college events fee are not included in these charges. The stu-

dent activity fee is due at the beginning of the first semester, other than summer, in which the student is enrolled for at least six 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 August 1 when tuition, fees and room and board charges for the fall semester are paid.

### *Payment Policy*

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*

Refunds are College payments that are returned to the student and/or to the financial aid sources from which the payment originated. Refunds are made within 30 days of a student's withdrawal from the College. Students who withdraw 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 insurance fee is nonrefundable.

Agnes Scott's institutional refund policy for tuition, room and board and the student activity and college events fees is as follows:

- 90 percent refund when withdrawal is after the first class day and before the end of the first 10 percent of the semester.
- 50 percent refund when withdrawal is after the first 10 percent and before the end of the first 25 percent of the semester.
- 25 percent refund when withdrawal is after the first 25 percent and before the end of the first 50 percent of the semester.

The date of withdrawal is (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, whichever is earlier. 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 and withdraw on or before the 60 percent 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, Student Health Center charges, parking fines and library fines. Statements are due and payable upon receipt, unless otherwise stated.

### *Delinquent Accounts*

The College will turn over past due accounts to an outside collection agency and 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 of \$193. The fee is assessed and payable when fall 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 are required to be continuously enrolled in a comprehensive health insurance plan subscribed to by Agnes Scott College. Fees for the plan are included in the statement of charges each term.

### *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 from AT&T or through the Agnes Scott telecommunications office. Students receive monthly bills from AT&T and send payments directly to the company. 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 the withholding of official grades and transcripts.

### *Vehicle Registration*

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

# Scholarships and Financial Aid

**A**gnes Scott strives to attract and maintain an economically diverse student body. The financial aid program supports this goal by striving to make an Agnes Scott education affordable for every student who is admitted. Currently, more than 60 percent of Agnes Scott students qualify for and receive financial aid based on their family's financial circumstances.

## *Need-Based Assistance*

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

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

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

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

## *Awards Based on Other Factors*

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

- Academic achievement
- Community service
- Leadership
- Extracurricular involvement
- State residence.

Scholarships are available for students with varying backgrounds and levels of achievement. The schol-

arships are based on a variety of criteria and are renewable for a maximum of three additional years. They include:

- **Honor Scholarships** ranging in value from \$13,000 to \$22,685. Recipients are selected on the basis of outstanding academic achievement and promise.  
*Students must submit the applications for admission and scholarship/awards by January 15.*
- **HOPE Matching Awards** in the amount of \$3,000 are awarded to Georgia HOPE scholars upon their acceptance to the College. The \$3,000 Agnes Scott award together with the \$3,000 HOPE scholarship and the \$1,000 Georgia Tuition Equalization Grant (CTEG) totals \$7,000 toward the cost of attendance. If a student is awarded a larger scholarship from the College, the larger award will replace the matching award.  
*Students must be HOPE scholars to qualify for the matching award.*
- **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** of \$7,000 are presented on the basis of academic achievement and demonstrated involvement in school or community activities.
- **Community Service Awards** of \$6,000 are given to students who show demonstrated involvement in service activities through school, the religious community, or an agency or foundation.  
*Applicants are required to submit an expanded resume of their activities.*
- **Middle Income Assistance** grants ranging in value from \$3,000 to \$5,000 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.*

- **National Presbyterian College** scholarships of up to \$1,400 are awarded to entering first-year students who are members of the Presbyterian Church USA. Selection is based on scholastic ability and family financial circumstances. *Applications are available from the National Presbyterian Church.*
- **Marie L. Rose Scholarship** 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. *Applications are available in the financial aid office and must be submitted no later than April 15.*
- **Scholarships for Georgia Perimeter College** graduates are valued at \$8,500 per year. *Recipients must have graduated from Georgia Perimeter College within the 12 months prior to beginning at Agnes Scott.*
- **Transfer Scholarships** are available to transfer students who apply by the transfer priority deadline of May 1. *Contact the Office of Admission for additional information.*

## **Government Sources of Financial Assistance**

### *State of Georgia Grants*

Qualified Georgia residents are automatically eligible for the Georgia Tuition Equalization Grant (in the amount of \$1,000 in 1999-2000). 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 annually, can be obtained from the Agnes Scott financial aid office.

In addition, HOPE scholars are eligible to receive a HOPE scholarship in the amount of \$3,000 from the State of Georgia as well as a \$3,000 HOPE Matching Award from Agnes Scott.

### *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 \$3,000 for 1998-99.

**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 at least half-time enrollment.

The federal Stafford Loan program limits the amount 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 interest while the student 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 applicants for need-based financial aid to complete the Free Application for Federal Student Aid. In addition, all 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 that should be available to the student for college expenses. Among the factors used in the analysis are: family and student income and assets, taxes, the number of people in the household, the age of the older parent and the number of children in college.

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 that might result in 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, the College considers 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 that may be available to them. Students are encouraged

to investigate the possibility of aid through community agencies, local foundations, corporations, unions and religious and civic groups.

Students are responsible for knowing and complying with all instructions and regulations of 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 satisfactory 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*

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

Students are eligible to receive Title IV federal financial aid for no more than 12 full-time equivalent semesters of study. Eligibility will be prorated for transfer and part-time students. For example, a 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 10 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). A student's enrollment status at the end of the 10-day period will be used in the computation of the student's duration of financial aid eligibility.

## *Satisfactory Academic Progress*

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

The standards of progress and criteria for academic probation 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, 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 of termination of aid. Students will receive written notification of the decision to grant or not grant the appeal.

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

If a student is dismissed or withdraws from the College while ineligible for financial aid 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, the financial aid eligibility may be reinstated. Students will receive written notification of this decision.

Students who wish to appeal the termination of their merit-based scholarship must appeal in writing to the director of financial aid. Students will receive a written response regarding the 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 that 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).** This federal loan program enables parents of enrolled students to obtain federally insured loans at a low interest rate through banks, credit unions and savings and loans. Parents may borrow a maximum of the cost of education less other financial assistance.

**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 15 years).

**Agnes Scott College 10-Month Payment Plan.** The Agnes Scott Payment Plan divides college costs into 10 interest-free monthly payments. 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. Applicants must demonstrate financial need or eligibility for the Middle Income Assistance grant or the scholarships for Georgia Perimeter 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.*)

### *Post-baccalaureate Students*

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 or professional school.

### *International Students*

A limited amount of financial assistance based on merit or 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.

International students planning to stay in the United States during the summer vacation must bring with them an additional \$2,400 for summer living expenses because on-campus and off-campus employment during the summer cannot be guaranteed. Only those who meet special eligibility criteria and who can submit pertinent documentation may obtain authorization for off-campus employment during the academic year and summer.

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

# The Academic Program

The academic program at Agnes Scott emphasizes intellectual independence, academic excellence and informed choice. Each student is responsible for choosing her own course of study, within the parameters of academic excellence set by the College's specific, distributional and depth standards.

## *Academic Advising*

A key resource for new students is the academic advisor. Each incoming student is assigned an advisor, who is a faculty member, by the assistant dean of the College. The advisor assists the student in making informed choices about her academic career and serves in this role until the student 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 the advisor about her decision; however, the student is responsible for her own choices and her own academic program.

## *Degree Requirements*

Agnes Scott College confers the degree of Bachelor of Arts. To qualify for the degree, each student must complete successfully 122 semester hours of credit, including no more than two semester hours of physical education and no more than 10 semester hours of internship credit, with a cumulative grade point average of 2.0 (C average); satisfy the specific, distributional, social and cultural analysis (effective fall 2000) and depth standards, and satisfy the residence requirement. Students entering fall 1997 or later must have a cumulative grade point average of 2.00 in the major in order to receive the degree.

## *Specific, Distributional and Social and Cultural Analysis Standards*

The academic program 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. The social and cultural analysis standard (effective fall 2000) ensures that all students include in their academic programs a course that reflects, in an appropriate academic context, the College's appreciation of diverse cultures and commitment to justice. A student satisfies these standards by completing designated courses in the respective areas.

## *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:** two 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.  
Effective fall 2000: one semester course that includes a laboratory section and one additional semester course: either a second science course or a course that relates science to another discipline or disciplines.
3. **Social Sciences**  
One semester course.

## Social and Cultural Analysis Standard

(Effective fall 2000)

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

### Restrictions

Several restrictions apply to specific and/or distributional standards.

- The term one semester course means a course of at least three semester hours.
- Credit received in satisfying specific standards cannot apply to distributional standards.
- Credit received in satisfying distributional standards cannot apply to specific standards.
- Credit received in satisfying distributional standards may be applied to the social and cultural analysis standard.
- Courses taken to satisfy 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 enrolled.
- 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 two required represent credit beyond the 122 semester hours required for the degree.

### Satisfying Specific, Distributional and Social and Cultural Analysis 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.
- Two semester hours in physical education. Any courses in the physical education program. 100-level dance courses and DAN 230 will also fulfill the requirement.

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 and 323.  
French: 240, 241, 242 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, 162 or 163.  
Creative writing: English 200, 201, 202, 203



(Theatre 203), 205, 340, 341, 342, 344  
(Theatre 344).

Music: any course except applied music.

Theatre: any course except 117.

## 2. Natural Science and Mathematics

a. Mathematics: one semester 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 student qualifies.

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

Effective fall 2000: an additional semester course selected from one of the following: any additional science course for which the student has completed prerequisites; an approved list of science-related courses to be issued by the registrar.

## 3. Social Sciences

One semester course.

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

Economics: 100 or any course for which the student qualifies except 210, 211, 212, 213, 217, 220.

Political science: any course.

Psychology: 121 or any course for which the student qualifies.

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

## *Social and Cultural Analysis Standard*

(Effective fall 2000): One semester course. (List of courses to be determined by faculty in 1999-2000.)

Courses taken under the Atlanta Regional Consortium for Higher Education (ARCHE) cross-reg-

istration program may be used to satisfy one specific or distributional standard or the social and cultural analysis standard. 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 in the Admission section. Inquiries about exemption should be made to the 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 interdisciplinary student-designed majors. A major is:

- a. a minimum of 30 semester hours within one discipline, exclusive of required courses outside the discipline and exclusive of internships. In interdisciplinary programs, the minimum hours are specified in the programs' descriptions. 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 122 semester hours required for the degree.

Students entering 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 con-

sidering 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.
- 6 Cross-registration courses at member institutions of the Atlanta Regional Consortium for Higher Education (ARCHE) 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.

### *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 122 hours required for the degree.

Under special circumstances, a student who has completed three years at Agnes Scott or two years including a year at the upper-division level, may take her senior year at another institution. A request for exception to the residence requirement must be filed

with the 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.

### *Transfer Credit*

Transfer credit is given for grades of C or better in courses taken prior to enrollment at accredited colleges and universities. Transfer credit must be 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 that 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 enrolled, 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 enrollment, 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 of absence. These hourly restrictions do not apply to students in approved study abroad, Washington Semester, cross-registration or exchange programs. Grades for credit earned at another institution are not factored into a student's grade point average.

A student must earn a minimum of 60 hours in Agnes Scott College academic courses toward the 122 hours required for the Agnes Scott degree. A minimum of 12 hours toward a major must be completed in Agnes Scott College upper level academic courses. A minimum of nine hours toward a minor must be completed in Agnes Scott academic courses. Exceptions to this policy may be made by the dean of the College.

Academic courses do not include courses in physical education. Grades for transfer credit are not factored into a student's grade point average.

## *Evaluation of Transfer Credit*

Evaluation of transfer credit may require course descriptions from catalogs from all colleges previously attended to be submitted 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 applied to the requirements for the Agnes Scott degree. After a student has enrolled at 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 chair or director. 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. Such courses must be 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 122 semester hours required for the Agnes Scott degree. The dean of the College may make exceptions. Hours in Agnes Scott summer programs are not included in these limits.

## *Leave of Absence*

The purpose of a leave of absence is to allow a student a break in her studies without having to withdraw from the College and apply for readmission. A leave of absence form should be submitted to the 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 cir-

cumstances, 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 a student's 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 whose leave of absence is approved must pay a nonrefundable \$150 continuation fee for the leave period. When she returns to Agnes Scott College, the fee will be applied toward her fees.

Students studying abroad through Agnes Scott's exchange and affiliate programs are not considered to be on leave. Students enrolled in study abroad programs sponsored by other institutions and organizations will pay the leave-of-absence fee but will not be restricted by the leave-of-absence policies.

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 10 hours during a two-semester 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.

## *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 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 the Academic Program section of this catalog under Grades and Completion of Semester Courses.

For the financial aspects of withdrawal from the College, see the Tuition and Fees section.

### *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 recommendation of an instructor under whom the work was done.

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.

### *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 a half semester hour to five semester hours credit. Usually one credit hour is granted for each contact hour. Laboratories are usually three contact hours and carry one credit hour. Semester courses in physical education carry one semester hour credit.

All courses are semester courses; i.e., courses that 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. Traditional students who were admitted as part-time students, 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 overall 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 The Pass/Fail Option, below).

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. A grade of F in a pass/fail course is included in grade point average calculation. 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 not select. Juniors and seniors may choose a total of two courses on a pass/fail basis.

Forms for this request are available in the registrar's office. They must be completed no later than 10 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, distributional and social and cultural analysis standards; all courses taken in the major, including required courses outside the discipline; all courses taken for a minor; and certain courses in the teacher education program.

If a student receives a grade of A or F 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 the 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. All physical education courses are graded on a pass/fail basis. For physical education courses the P or F is not calculated in the grade point average.

## Registering for Courses

All students must register for classes on the dates announced in the College calendar. There is a \$10 fee for late registration. No student is allowed to register after the 10th calendar day of the semester. If a student is not properly registered for a course, she will not receive credit for the course.

## Adding Courses

No new course may be added after the 10th calendar day of the semester.

## 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 10 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. The student is responsible for ensuring that written documentation is provided no later than one month after the last day of final exams. Students in Independent Study (490 courses) are covered by the withdrawal procedures of the Independent Study program.

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

## 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 10th 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

A student 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.

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 the 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 already completed. Incomplete work must be completed for the course no later than March 15 (for fall semester Incompletes) or September 15 (for spring semester Incompletes). An earlier deadline may be given by the assistant dean of the College or the dean of students. If work is not completed by the deadline given, 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 self-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 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.
- c. Confidential letters and confidential statements of recommendation placed in the student's education records after January 1, 1975, if:
    - i) The student has voluntarily signed a waiver of right to inspect and review those letters and statements; and
    - ii) Those letters and statements are related to the student's:
      - A) Admission to an educational institution;
      - B) Application for employment; or
      - C) Receipt of an honor or honorary recognition.

### *Confidentiality of Student Records*

In compliance with the Family Educational Rights and Privacy Act (FERPA), the following Agnes Scott policies were approved by the President's Council, fall 1998.

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

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

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

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

  - a. Financial records, including any information those records contain, of his or her parents;
  - b. Confidential letters and confidential statements of recommendation placed in the education records of the student before January 1, 1975, as long as the statements
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
 

Students may ask Agnes Scott to amend a record that they believe is inaccurate or misleading. They should write the Agnes Scott official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If Agnes Scott decides not to amend the record as requested by the student, Agnes Scott will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent.
 

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

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

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

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

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

- ◆ name
- ◆ local address
- ◆ home address
- ◆ local telephone number
- ◆ home telephone number
- ◆ date and place of birth
- ◆ major field of study
- ◆ enrollment status
- ◆ dates of attendance
- ◆ degrees and awards received (including honor rolls)
- ◆ participation in officially recognized activities and sports
- ◆ most recent previous educational agency or institution attended.

6. A student may withhold disclosure of any category of information designated as public or directory information. Written notification to withhold disclosure must be filed with the registrar by September 30 and is effective for the entire academic year. Failure on the part of a student to specifically request the withholding of information indicates approval for disclosure.



# Academic Policies

**A**gnes Scott maintains high standards of excellence with an established set of policies governing students' academic status, performance and personal conduct. First among them is student 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.

## *Classification*

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.

Unclassified students are not candidates for the degree. An unclassified student may not be working toward a degree (special student) but 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.

## *Good Standing*

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

## *Academic Probation and Academic Warning*

Academic probation may be 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 nine 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; or passes less than two-thirds of the academic work for which she registered; 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.

An unclassified student usually is placed on aca-

demarc 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.

### *Academic Dismissal*

Academic dismissal requires a 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 any one of the following reasons:

- Failure to earn 18 semester hours of credit in academic courses in any academic session.
- Failure to achieve appropriate class standing for two consecutive years.
- Extremely poor academic performance during the first semester on academic probation.
- 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. The committee may waive the guidelines for academic dismissal if a classified student has been forced to reduce her load because of extenuating circumstances.

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.

### *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*

The College strives to promote the health and safety of all members of its community by providing student healthcare, counseling services 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 either the student or 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 that poses a significant risk to the health or safety of self or others, or
- b. Engages, or threatens to engage, in behavior that 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 48 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 the College's 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 along 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 48 hours after the evaluation is completed, 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 48 hours of the conclusion of the committee's formal proceedings, and shall contain a statement of the reasons for any decision of withdrawal, suspension or dismissal. In addition, the student may be encouraged to seek professional care.

## 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*

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

1. Reviewing and acting on recommendations of the Student Senate that affect the powers and philosophy of student government or that pertain to major regulations concerning student welfare;
2. Acting on 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 on the recommendation of the Honor Court that a student be placed on disciplinary probation for violation of academic regulations;
4. Acting on the recommendation of the Honor Court that a student receive disciplinary suspension or dismissal for violation of social or academic regulations;
5. Acting as the court of final appeal for Honor Court decisions and/or penalties; or, when a stu-

dent appeals an Honor Court decision and/or penalty to the student body, as is her right, acting as the court of final review of the case, its appeal and the student body's judgment;

6. Requiring the withdrawal of any student whose presence is thought to be injurious to the interest of the College community; or imposing the penalty of administrative probation, suspension or dismissal in situations involving a student's failure to meet the standards or expectations of the College community;
7. 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 Student Senate  
President of the Honor Court  
President of the RHA

# Academic Honors

## Graduation Honors

Requirements for graduation honors are listed below:

### *With Honor (effective through the class of 2002)*

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 not received a grade below C 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.

### *Cum Laude*

1. Attains a cumulative grade point average of at least 3.50 for all work completed at Agnes Scott.
2. Attains a cumulative grade point average of at least 3.50 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 not received a final grade below a C 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.

### *Magna Cum Laude*

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 not received a final grade below a C 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.

### *Summa Cum Laude*

1. Attains a cumulative grade point average of at least 3.90 for all work completed at Agnes Scott.
2. Attains a cumulative grade point average of at least 3.90 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 not received a final grade below a C 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.

### *Honor List and Dean's Honor List*

Students are eligible for the Honor List at the end of a semester if they have 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.

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

### *Other Academic Honors*

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 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 are criteria for this honor.
- The Beta of Georgia Chapter of Phi Beta Kappa was established at Agnes Scott in 1926. The chapter holds annual elections according to criteria and procedures prescribed by the United Chapters.
- 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 top 35 percent 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 this 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.
- The National German Honorary Society, Delta Phi Alpha, Kappa Kappa chapter, seeks to recognize excellence in the study of German and to provide an incentive for higher scholarship. The Society aims to promote the study of the

German language, literature, and civilization and endeavors to emphasize those aspects of German life and culture which are of universal value and which contribute to man's eternal search for peace and truth.

Qualifications: minimum of two years and registration in an advanced course, minimum average standing of B+ in all German courses taken, minimum of B- in all college courses, indication of continued interest in the study of German language and literature.

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

- 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.

- Beta Beta Beta (TriBeta), the National Biological Honor Society, seeks to promote

scholarly activity in biology among students, particularly undergraduates. Its three-fold purpose is to stimulate scholarship, disseminate scientific knowledge and promote biological research. The organization has two levels of membership for undergraduates. Associate membership is open to anyone interested in participating. Regular membership is open to students who are majoring in biology; have completed at least one term of their second year in college; have taken at least three biology courses, of which one is above the introductory level; have an average grade of B in their biology courses; and are in good academic standing. The Sigma Upsilon chapter of Beta Beta Beta was established at Agnes Scott College in 1997.

- Phi Alpha Theta, the National Honor Society in History, was founded in 1921 to foster the research, publication and teaching of history. The Agnes Scott chapter was formed in 1998.

Students who have completed at least 12 semester hours in history with a 3.10 average or better and rank in the top 35 percent of their graduating class are eligible for membership.

- Mortar Board is a national senior honor society. The purposes of Mortar Board are "to provide for cooperation among (the Mortar Board) societies, to support the ideals of the university, to advance the spirit of scholarship, to recognize and encourage leadership and to provide the opportunity for a meaningful exchange of ideas as individuals and as a group." Members are elected from the junior class on the basis of three ideals: service, scholarship and leadership.

# International Education

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

As the center for Agnes Scott's international activities, the Office of International Education coordinates linkages with educational institutions and organizations worldwide; provides and administers opportunities abroad; supports the College in its efforts to integrate global perspectives into the curriculum; and assists international students, faculty and visitors on academic and immigration matters.

## Curricular Initiatives

At the heart of the international education Agnes Scott offers is the curriculum, which includes many courses with international content and special programs.

- The Department of Modern Foreign Languages and Literatures offers majors and minors in French, German and Spanish as well as three years of instruction in Japanese.
- The nationally recognized Language Across the Curriculum program connects language study in French, German and Spanish to other disciplines such as art history, anthropology, political science, history and music.
- A popular international relations program has placed Agnes Scott among the Baccalaureate I institutions with the highest percentage of degrees awarded in international relations.
- Africana Studies is a minor that combines African and African-American courses offered in the departments of history and political science, sociology and anthropology. The departments of religious studies and psychology and the Spanish program offer related courses.

## Study Abroad

Agnes Scott offers study abroad opportunities through both faculty-led study tours and independent experiences. Programs vary in length, content, format and cost. Some require an appropriate degree of fluency in the language of the host country while others use English as the language of instruction.

Students planning to join a faculty-led tour or to study abroad independently must meet the following basic requirements for participation. They must:

- be in good standing;
- have completed one year or 24 credit hours at Agnes Scott prior to the experience abroad; and
- have a minimum 2.0 cumulative grade point average at the end of the semester prior to submitting an application, unless a specific program requires a higher grade point average.

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

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

All students planning to study abroad must seek the approval of the College. The application process must start early so that all of Agnes Scott's and the sponsoring institution's deadlines are met. For more information, students should get a copy of the International Education Calendar or access the Office of International Education Web site at [http://www.agnesscott.edu/aca/support/intl\\_education/calendar.html](http://www.agnesscott.edu/aca/support/intl_education/calendar.html).

Pre-approval of the study abroad proposal does not guarantee that credit will be granted; transcripts, actual course descriptions and other documentation must be submitted to the registrar's office upon completion of the program abroad for final evaluation. While abroad, students must report any changes in the schedule to the director of international education. Credit will be granted for courses with a grade of D or better. Grades of D or better earned abroad are entered on the



students' permanent record but are not computed into the Agnes Scott grade point average.

Students participating in study abroad are required to attend a special pre-departure orientation session offered each semester. Prior to departure, they also complete and sign an agreement and general release for both independent study abroad and for faculty-led programs. Students must also submit a health dis-

closure form and a signed medical approval form. All forms are available in the Office of International Education.

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

## Faculty-Led Programs

*Agnes Scott faculty lead two short-term programs abroad: Global Awareness and Global Connections.*

### Global Awareness Program

**T**hrough the Global Awareness program, students develop a better understanding of their own cultural values as well as an appreciation for the physical and cultural diversity of the world. This introductory-level international program offers students the opportunity to experience a culture different from their own. With a focus on non-European cultures (host countries vary year to year), students have an extended academic study/travel experience in countries such as Mexico, Japan, Ghana and China under the guidance of Agnes Scott faculty.

During the semester prior to the tour, students study the history, culture, geography, economy and politics of the target country, begin a research project and develop survival language skills. The semester-long course is followed by a two- to three-week study tour of the country, in which students conduct research on their selected topics, 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 tour,

complete research projects and share the experience with the campus and local community.

Global Awareness is open to all enrolled students who meet the basic requirements for participation. In addition, students must not be in their last semester before graduation (unless they participate on a non-credit basis). They must have satisfactorily completed the course that serves as the basis for the study tour, and they must attend all pre-departure sessions and complete assignments associated with the program.

This program is particularly recommended for sophomores as one of their electives. Students must apply and be accepted to the program in order to register for GA200. Students who have already participated in a Global Awareness or Global Connections study tour, or who have received a Study Abroad travel grant or Summer Study Abroad scholarship may participate but must pay the full cost of the program.

### Global Connections Program

**T**hrough Global Connections, Agnes Scott students can enrich their traditional learning experiences by connecting what they learn in the classroom to a study-tour experience. Global Connections courses have included travel to India, Greece, England, Jordan,

France, Israel, Spain and Ireland. A Global Connections component is "added on" to an appropriate regular academic course for concentrated study in a cultural context.

This two-hour component is optional (a student 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 research, journal writing, creative projects and group sessions. Students are required to attend pre-departure orientation sessions held during the semester prior to the experience abroad. Grades of Incomplete will be assigned until requirements for the component have been completed.

Global Connections is open to all enrolled stu-

dents who meet the basic requirements for participation. In addition, students must not be in their last semester before graduation (unless they participate on a noncredit basis). They must be concurrently enrolled in the base course or have satisfactorily completed the base course during the past two academic years. Global Connections participants must also attend all pre-departure sessions and complete assignments associated with the program.

To be eligible to enroll in a Global Connections component, students must apply and be accepted to the program. Students who have already participated in a Global Awareness or Global Connections study tour, or who have received a Study Abroad travel grant or Summer Study Abroad scholarship may participate but must pay the full cost of the program.

## Independent Experiences Abroad

### *Participation in Agnes Scott Programs*

Eligible Agnes Scott students can participate in extended study-abroad experiences through exchange and affiliate programs administered by the College.

#### *Eligibility*

To be eligible, students must meet all basic requirements, be full-time, degree-seeking students at Agnes Scott and have a minimum cumulative grade point average of 2.75 at the end of the semester prior to submitting the application. In addition, students applying for portability of Agnes Scott merit scholarships and grants while participating in affiliate programs must be U.S. citizens or permanent residents.

#### *Application*

Approval for study abroad includes an internal applica-

tion and an external application to the program's sponsor. All application forms are submitted to the Office of International Education for processing.

For more detailed information pertinent to study abroad, consult the brochure *Programs, Policies and Procedures for Study Abroad* and the International Education Calendar, available in the Office of International Education.

#### *Reciprocal Exchanges*

Through the International Student Exchange Program (ISEP), Agnes Scott students may study in more than 110 universities located in 35 countries. Students pay Agnes Scott College tuition, fees, room and board to the College and receive equivalent benefits at partner universities in Argentina, Australia, Austria, Brazil, Canada, China, Colombia, Costa Rica,

England, Estonia, Fiji, Finland, France, Germany, Ghana, Hungary, Iceland, Ireland, Italy, Japan, Republic of Korea, Latvia, Malta, Mexico, Netherlands, Nicaragua, Philippines, Russia, Scotland, Spain, Sweden, Switzerland, Thailand, Uruguay and Wales.

The Association of Presbyterian Colleges and Universities sponsors reciprocal exchanges between Agnes Scott and several institutions in Northern Ireland, including the Queen's University of Belfast and the University of Ulster.

### *Affiliate Programs*

Eligible students interested in studying abroad through affiliate programs pay Agnes Scott tuition, fees, room and board to the College and receive equivalent benefits at the host institution. They may also continue to receive Agnes Scott College financial aid while participating in affiliate programs. However, portability of Agnes Scott merit scholarships and grants for participation in affiliate programs is by application and on a funds-available basis.

Agnes Scott has affiliate programs in Austria, Chile, Ecuador, England, France, Scotland, Sénégal and Spain. The College has inter-institutional exchange agreements with:

- ◆ Kinjo Gakuin University in Nagoya, Japan;
- ◆ Hong Kong Baptist University in Hong Kong, People's Republic of China; and
- ◆ Seoul Women's University in Seoul, Korea.

### *Participation in Non-Agnes Scott Programs*

Agnes Scott students are encouraged to enroll in study abroad programs sponsored by Agnes Scott College. Students who plan to participate in non-Agnes Scott programs must meet the following requirements for eligibility. They must:

- ◆ be in good standing;

- ◆ have completed one year or 24 credit hours at Agnes Scott prior to the experience abroad; and
- ◆ have a minimum 2.0 cumulative grade point average at the end of the semester prior to submitting the application.

In addition, they must:

- ◆ present a good reason for selecting a non-Agnes Scott program abroad; and
- ◆ demonstrate that the non-Agnes Scott program is of high academic and cross-cultural quality.

### *Application*

Students planning to participate in non-Agnes Scott programs must also seek approval for study abroad. They must submit the following forms to the Office of International Education.

1. Agnes Scott application (internal)
  - Study Abroad Proposal and Petition for Credit Transfer (to request study abroad approval)
  - A description of the program abroad
  - A statement that includes the student's good reasons for selecting the non-Agnes Scott study abroad program
  - A leave-of-absence request.
2. Application to the study abroad sponsor (external). The student completes the sponsor's application forms and sends them directly to the sponsoring organization.

### *Charges and Payments*

Students participating in non-Agnes Scott programs will pay a fee of \$100 to Agnes Scott in addition to the \$150 leave-of-absence fee. Students make their own financial arrangements with the host institution. Agnes Scott merit scholarships and grants are not portable.

# Financial Support for Study Abroad

## *Federal Financial Aid*

Agnes Scott students eligible to receive federal financial aid (grants and loans) may continue to receive those funds while participating in approved programs abroad during the academic year only. Work-Study is not applicable to study-abroad experiences. The director of financial aid determines student eligibility.

## *Agnes Scott Merit Scholarships and Grants*

Eligible students selected to participate in Agnes Scott's exchange and affiliate programs continue to receive merit scholarships and grants awarded by the College while studying abroad.

## *Study-Abroad Subsidies, Grants and Scholarships*

In addition to merit scholarship and grant portability for study through exchange and affiliate programs, Agnes Scott offers eligible students other means to facilitate their study abroad:

- Subsidies for Global Awareness and Global Connections study tours;
- Three Study Abroad scholarships of \$3,500 each for summer study; and
- 17 Study Abroad travel grants of \$1,000 each for summer and academic-year experiences

Each student (excluding Year Five and graduate students) participating in a short-term experience abroad may receive one of the following:

- A subsidy that covers half the price of a Global Connections study tour;
- A subsidy that covers half the price of a Global Awareness study tour;
- A Study Abroad travel grant for summer experiences; or
- A Summer Study Abroad scholarship.

Study Abroad travel grants for semester and year experiences are available to students participating in Agnes Scott exchange programs and non-Agnes Scott programs. Students receiving financial aid to participate in affiliate programs are eligible to receive Study Abroad travel grants if funds are available and if they

have not already received a short-term study abroad subsidy, grant or scholarship.

## **Prestigious International Scholarships and Fellowships**

Among the prestigious scholarships and fellowships available to Agnes Scott students are five that are international in scope: Fulbright grants, British Marshall scholarships, Rhodes scholarships, Rotary fellowships and NSEP scholarships.

For more information, visit the Office of International Education in Buttrick Hall or its Web site: [http://www.agnesscott.edu/aca/support/intl\\_education/prestigious.htm](http://www.agnesscott.edu/aca/support/intl_education/prestigious.htm)

### *Fulbright Grants*

<http://www.iie.org/fulbright>

The U.S. Congress created the Fulbright program in 1946 to foster mutual understanding among nations through educational and cultural exchanges. Each year the Fulbright program enables U.S. students, artists and other professionals to study or conduct research in more than 100 nations. The program offers Fulbright full grants, Fulbright travel grants, foreign and private grants and teaching opportunities.

Brochures, application forms and information are available from the Office of International Education or the Fulbright campus advisor, Professor Richard Parry. The campus application deadline is October 1.

### *British Marshall Scholarships*

<http://www.britcoun.org/usa/usabm2.htm>

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

Applications must be submitted on prescribed forms available by mid-May from the Office of International Education or the Marshall campus advisor, Professor Willie Tolliver. The campus application deadline is October 1.

### *Rhodes Scholarship*

<http://rhodesscholar.org>

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

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

### *Rotary Ambassadorial Scholarships*

[http://www.rotary.org/foundation/educational\\_programs/ambassadorial\\_scholarships/faq.htm](http://www.rotary.org/foundation/educational_programs/ambassadorial_scholarships/faq.htm)

The primary purpose of this program is to further international understanding and friendly relations among people of different countries. There are three categories of awards.

Initial applications are made through a local Rotary Club. For further information, contact the Office of International Education. The campus application deadline is May 3.

### *NSEP Scholarships*

<http://www.iie.org/nsep>

Established by the National Security Education Act of 1991, NSEP scholarships aim to provide U.S. undergraduate students with the resources and encouragement they need to acquire expertise in languages, cultures and countries less commonly taught in the United States. NSEP scholarships can be applied for study in all countries except Western Europe, Canada, Australia and New Zealand.

Applications can be obtained from the Office of International Education or the NSEP campus advisor, Maria Krane. The campus application deadline is December 1.

# Special Curricular Opportunities

Agnes Scott offers a rich assortment of learning opportunities on and off campus to accelerate students' progress and extend their learning experiences beyond the classroom.

## *Atlanta Semester*

This distinctive academic program 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 challenges 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 a progressive city. 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: Rethinking Citizenship and the City of the Future." An interdisciplinary seminar taught by Agnes Scott 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 participating faculty.

Agnes Scott students enrolled in the Atlanta Semester program may count the 13 semester credit hours they earn as fulfillment of electives or, with the approval of their major or minor department, apply to

receive credit for their major or minor.

Students from other colleges and universities may apply their Atlanta Semester credit hours to a variety of majors or concentrations at their home institutions. Some students may wish to take an additional course outside the program, chosen from among Agnes Scott's offerings.

## *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
- ◆ Attending summer sessions at Agnes Scott College or other institutions.

A student planning to accelerate should consult her advisor and must complete the accelerated program application form, which is available in the Office of the Assistant Dean of the College. The form must be approved by the assistant dean of the College.

## *Cross-registration*

Cross-registration at member institutions of the Atlanta Regional Consortium for Higher Education (ARCHE) allows students to take courses not available at Agnes Scott. Students from member institutions may enroll in courses at Agnes Scott. Students may cross-register for a maximum of two courses per term and a total of 18 semester hours.

Grades for courses taken through cross-registration are not factored into a student's grade point average, but grades of A, B, C or D are accepted for credit hours. Only one specific or distributional or social and cultural analysis standard may be fulfilled by courses taken under cross-registration. (See "Transfer Credit," page 33.)

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 member institutions of ARCHE include:

- Agnes Scott College
- Atlanta College of Art
- Clark Atlanta University
- Clayton College and State University
- 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
- The University of Georgia

### *Year Five Program*

Year Five is a unique program offered by Agnes Scott College, which is 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) after completing degree requirements. Students 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 a particular 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. The independent study is to be taken in the student's major. If there is substantial preparation in another department or program, exceptions to this policy may be approved by the assistant dean of the College. Applications must be approved by the appropriate department 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 to the assistant dean of the College for approval.

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

### *Internship (450)*

The College recognizes that learning through internships can be a valuable adjunct to classroom learning and endeavors to make possible worthwhile experiences for students whose academic programs 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 Office of Career Planning facilitates participation in both kinds of internship.

A student interested in an internship for credit should obtain the 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 application deadline 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 tuition fee. A student may complete the practical component of an internship while the College is not in session and complete the academic component of the internship 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 (LAC) program is designed to enrich the study of the various disciplines. It provides students and faculty the opportunity to study materials in an original language, establish linkages between foreign languages and the various disciplines and 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 instructor and one a language instructor, 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 (or equivalent).

### *Research Scholars Program*

The Research Scholars program provides a collaborative research experience between students and faculty. Students are directly involved in research and their work is geared to produce publishable results. In this program students receive invaluable experience while faculty members receive research assistance in their 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 associate dean of the College.

### *Special Study (410)*

Special study courses 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 two to four semester hours credit. Ordinarily, a student will take no more than two semester courses of special study.

The application should include the name of the instructor who will offer the 410, the course title 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 majors by combining 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, physics, 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 engineering course work at Georgia Institute of Technology. Upon completing the program, the student will receive the Bachelor of Arts degree from Agnes Scott and a Bachelor of Science degree from Georgia Institute of Technology.

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

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

## *Dual-Degree Program in Art and Architecture with Washington University*

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

ments 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 in Oakland, Calif., 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 (PLEN)*

Agnes Scott College is a member of PLEN, a consortium of women's colleges that prepares 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 and longer seminars to the PLEN Public Policy Semester.

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

ARCHE. Interested students should consult the assistant dean of the College.

### *Washington Semester*

In 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 either a research project or a course taken at American University. Students may attend during either their junior or senior year.

Deadlines for enrollment are early April for the fall semester and early November for the spring semester. Requests must be approved by the assistant 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. 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 or the assistant dean of the College.

# Post-baccalaureate Programs and Preparation for Graduate Study

## Post-baccalaureate and Graduate Programs

*For requirements and applications for specific programs, contact:*

Associate Dean of the College/Director  
of Graduate Studies  
The Office of Graduate Studies  
Agnes Scott College  
141 E. College Ave.  
Atlanta/Decatur, GA 30030-3797.

### *Master of Arts in Teaching Secondary English (MAT)*

The Master of Arts in Teaching Secondary English (MAT) program is designed specifically for women and men preparing to teach high school English. 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 that focuses on improving and teaching writing and two semesters of supervised internship.

### *Post-baccalaureate Premedical Program for Women*

Agnes Scott offers a one-year, post-baccalaureate program that prepares women for medical school, veterinary school and other allied health programs. 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 satisfactory 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 completing a

minimum of 32 hours of laboratory science and a non-credit, co-curricular seminar on various healthcare 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 secondary fields (grades 7-12): biology, chemistry, history and 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 32 semester hours of credit, 26 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 from the career planning office. 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 professions to pursue the major of their choice. Medical schools are interested in liberal arts graduates. Agnes Scott students have gone to medical school having majored in classics, art, French and other subjects.

The Health Professions Advising Committee, advisory to the assistant dean of the College, counsels students on academic programs, preparation for professional school and ways to enhance acceptability into health programs. The committee writes letters of evaluation to each school to which a student applies. Students have the opportunity to meet with medical college 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 late summer before 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.

### **A sample program is:**

First year: Biology 120,121

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

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

### **Another sample program is:**

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

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

Junior year: Physics 110, 111

These programs apply to any major.

Students are responsible for knowing the admission requirements of the professional schools to which they apply. This information is in *Medical School Admission Requirements*, on reserve in the career planning office. 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).

# Courses of Study

*Agnes Scott reserves the right to make 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, *associate professor of history*

History, culture and contemporary issues pertaining to people of African descent are the focus of the Africana Studies program. The core courses, 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 Psychology, Music, and Modern Foreign Languages and Literatures.

Students may choose the established minor or select courses to complement their majors and minors in other disciplines and areas. With approval from the dean of the College, a student may pursue a major in Africana Studies through the student-designed-major option.

Students minoring in Africana Studies are strongly encouraged to participate in a faculty-led Global Awareness or Global Connections program or any other study-abroad program approved by Agnes Scott College.

### Program Requirements

#### Requirements for the Minor:

A minimum of 18 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

Africana Studies 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):

Africana Studies 250, 251, 253, 254, 339, 350, 354

Religious Studies 330 (when the topic relates to the religions of Africa or the African Diaspora)

Group II (Critical Perspectives):

Africana Studies 335, 370

Group III (Related Perspectives):

Interdisciplinary 200

Africana Studies 216 (when the topic relates to Africa or the African Diaspora), 230, 308

History 331, 332

Music 204

Sociology 301

Religious Studies 331

Psychology 240

Spanish 208

- |             |   |          |
|-------------|---|----------|
| <b>170f</b> | <b>AFRICAN-AMERICAN CULTURE AND SOCIAL INSTITUTIONS</b>   | <b>3</b> |
|             | 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. |          |
| <b>216f</b> | <b>(English 216) TOPICS ON WOMEN AND LITERATURE</b>   | <b>3</b> |
|             | (When the topic relates to Africa or African Diaspora) See English 216 for description.   |          |
| <b>230S</b> | <b>(Sociology 230) (Women's Studies 231) RACE, CLASS AND GENDER</b>   | <b>3</b> |
|             | See Sociology 230 for description.  |          |
| <b>250f</b> | <b>(History 250) AFRICAN SOCIETIES FROM 1500 TO PARTITION</b>   | <b>3</b> |
|             | See History 250 for description.  |          |
| <b>251S</b> | <b>(History 251) AFRICAN SOCIETIES FROM THE COLONIAL ERA TO PRESENT</b>   | <b>3</b> |
|             | See History 251 for description.  |          |
| <b>253f</b> | <b>(History 253) AFRICAN-AMERICAN HISTORY TO EMANCIPATION</b>   | <b>3</b> |
|             | See History 253 for description.  |          |

- 254S** (History 254) **AFRICAN-AMERICAN HISTORY SINCE EMANCIPATION** 3  
See History 254 for description.
- 308S** (Political Science 308) **SOUTHERN POLITICS AND THE CIVIL RIGHTS MOVEMENT** 3  
See Political Science 308 for description.
- 335f** (History 335) **BLACK PROTEST THOUGHT IN AMERICA FROM SLAVERY TO PRESENT** 3  
See History 335 for description.
- 339f** (English 339) **AFRICAN-AMERICAN LITERATURE** 3  
See English 339 for description.
- 350f** (History 350) **THE AFRICAN DIASPORA** 3  
See History 350 for description.
- 354S** (History 354) **TOPICS IN AFRICAN AND ASIAN HISTORY** (When the topic relates to Africa or the African Diaspora) 3  
See History 354 for description.
- 370S** (Sociology 370) **AFRICAN-AMERICAN IMAGES IN POPULAR CULTURE** 3  
See Sociology 370 for description.

# Art

## FACULTY

Terry S. McGehee, *professor*  
Donna L. Sadler, *associate professor*  
Anne E. Beidler, *associate professor*

Recognition of the inherent value of art and appreciation for the manner in which it enriches and enlivens experience lie at the core of the art program. Faculty members are practicing artists and art historians who believe the visual arts are essential to a liberal education.

The art major is a balanced program of study in theory, practice and history. Its strong foundation in two-dimensional and three-dimensional art and solid grounding in the chronological periods of art history prepare art majors for productive professional or academic careers.

Students may go into graduate programs in studio art, art history, art therapy, museum work, art restoration or arts administration. They 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.

Agnes Scott's Dana Fine Arts Building, designed by the architect John Portman, incorporates studio spaces, lecture halls and an auditorium. It also contains

the Dalton Galleries, a large, multiroom exhibition space. The gallery hosts shows of historical and contemporary art works and incorporates at least one student exhibition a year. This gives the studio classes an excellent opportunity to showcase their works.

Students also have access to Atlanta's rich cultural offerings. Visits to the many galleries, museums and artist studios in the metropolitan area complement the art major's course of study.

Art majors are strongly encouraged to participate in a faculty-led Global Awareness or Global Connections program or any other study-abroad program approved by the College.

### 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, 163, 240

One of the following: 241, 242, 274

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 Minors:

#### 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, 163, three 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 1999-2000
- 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 2000-01 and alternate years
- 202Lf (French 202L) MEDIEVAL ART, FRENCH COMPONENT 1**  
 See French 202L for description.
- 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 2000-01 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.
- 212f THE APOCALYPSE IN ART 3**  
 Apocalyptic themes are an important part of art of the West. This course investigates art recapitulating the Book of Revelation, from earliest Christian catacomb painting to present, with especial attention to the many different strategies used to represent or interpret the text.
- 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 2000-01 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 2000-01 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, 162 or 163. 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 16 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.
- 163f ART STRUCTURE III** **3**  
 Series of spacial experiments in relief, collage and construction. Media include but are not limited to clay, wire, wood, paper and plaster.
- 180f INTRODUCTION TO PHOTOGRAPHY** **3**  
 Introduction to the 35mm camera and darkroom procedures, including film processing and printing. Students will acquire a basic knowledge of black and white photography as well as more intermediate darkroom techniques as the semester progresses (i.e. pinhole photography, sepia toning, solarization). Prerequisite: ART 161 or 162
- 181s SURVEY OF COMPUTER ART** **3**  
 An introductory course that offers the student the opportunity to investigate still images using the computer in the areas of paint, image processing and page design. The software surveyed will be Superpaint, Photoshop and certain aspects of Pagemaker. The primary emphasis of the course is on fine art production. Historical, critical and theoretical issues surrounding art and technology will be addressed through assigned readings. Prerequisite: 161 or 162
- 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
- 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: 161 and 163 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: 163, 241, or 242 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

DIRECTOR: Isa D. Williams, *assistant professor of women's studies*

The Atlanta Semester challenges students, through an interdisciplinary course of study, to examine the role of women as leaders and participants in social change. Students enrolled in the program meet with faculty from various disciplines in order to strengthen their understanding of the liberal arts in relation to society.

In addition, students interact with the city of Atlanta and examine the relationships between theory and practice through internship assignments and research projects. Internships are further designed to place students with women in leadership positions while increasing their knowledge of the organization's role in social change.

The program exposes students to professions in

numerous types of organizations, including nonprofits, corporations, government and grass-roots advocacy groups. It enables students to recognize the challenges facing society and to make informed decisions about their future role in society. Students earn a full semester's credit upon completing the program.

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

- 3015 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 leadership and social change. (Open only to students enrolled in the Atlanta Semester Program.)
- 3055 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.)
- 3505 THE ATLANTA SEMESTER INTERNSHIP** 4  
Experiential learning through a supervised internship in an organization. (Open only to students enrolled in the Atlanta Semester Program.)
- 3805 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.)

# Biochemistry and Molecular Biology

ADVISOR: Linda C. Hodges, *William Rand Kenan*  
*Professor of Chemistry*

Through the academic program in biochemistry and molecular biology, students gain a thorough grounding in biological and chemical principles, especially as applied to this interdisciplinary field.

The major provides background for a variety of career goals, including advanced study in biochemistry, molecular biochemistry, pharmacology, medicine, den-

tristry and veterinary medicine; technical and nontechnical areas of biochemical, medical and pharmaceutical industries; and scientific writing or editing.

The required courses provide fundamental knowledge of:

- Structure and function relationships of biological molecules and systems.
- Chemical and biological reactions and their significance in biological systems.
- Modern methods for acquiring, analyzing and retrieving data.

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

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

## Requirements for the Major:

Biology courses: 120, 310, 315, 316 and one course chosen from 301 or 309.

Total: 20 hours

Chemistry courses: 101, 101L, 102, 102L, 201, 202, 202L, 210 or 431, 300, 300L, 301, 342.

Chemistry 302 is strongly recommended, especially for students planning to attend graduate school in a related discipline.

Total: 28 hours

Total hours in Biology and Chemistry Courses: 48 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, including possible summer opportunities.

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 academic hour College requirement for graduation.*

# Biology

## FACULTY

Sandra T. Bowden, *Charles A. Dana Professor*

John F. Pilger, *professor*

Harry Wistrand, *professor*

Karen J. Thompson, *associate professor*

Timothy S. Finco, *assistant professor*

J. Phil Gibson, *assistant professor*

Douglas R. Kain, *visiting assistant professor*

The biology program offers an integrated approach to the study of living systems from molecules to ecosystems. The program's unifying themes are evolution, relationships between form and function, the unity and diversity of life, 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 sub-fields that have common themes, shared methods of investigation and 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, molecular biology, neuroscience and physiology. In addition, credit and noncredit 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 that 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 also elect the biochemistry and molecular biology major. They should consult with department members about opportunities for interdisciplinary majors, summer study and research.

## Requirements for the Major:

35 hour minimum as defined below:

Nine courses including 120, 121, 309 or 310 and a minimum of three other 300-level courses

excluding 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 and three 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 121. 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 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
- 1215 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. Prerequisite: 120 3 LEC, 1 LAB
- 200S EVOLUTIONARY BIOLOGY** 3  
Processes and patterns of adaptation and formation of species. Introduction to population genetics and ecology as they relate to evolutionary biology. The nature of natural selection. The origin of life, the evolution of macromolecules and cell organelles. 3 LEC  
Prerequisite: two courses in biology other than 101

<b>2125</b>	<b>BIOLOGY OF PLANTS</b>	<b>4</b>	Balanced emphasis on lower vertebrates, invertebrates and human systems. Selected topics studied in depth in the laboratory. 3 LEC, 1 LAB Prerequisite: 121; Chemistry 201
	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: 121		
<b>2155u</b>	<b>MARINE BIOLOGY</b>	<b>4</b>	<b>308s ECOLOGY</b> <b>4</b> 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: 121, Mathematics 117 (or 118 or 119) recommended
	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: 121 and permission of instructor Offered summer 2000 and alternate years		
<b>220f</b>	<b>SYSTEMATICS OF SOUTHEASTERN PLANTS</b>	<b>4</b>	<b>309f CELL BIOLOGY: FUNCTIONAL ORGANIZATION</b> <b>4</b> 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: 120; Chemistry 102
	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: 121		
<b>240f</b>	<b>VERTEBRATE BIOLOGY</b> <b>4</b>		<b>310s CELL BIOLOGY: PHYSIOLOGY AND BIOCHEMISTRY</b> <b>4</b> 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: 120; Chemistry 201
	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: 121		
<b>270s</b>	<b>INVERTEBRATE BIOLOGY</b>	<b>4</b>	<b>315s GENETICS</b> <b>4</b> Structure, function, regulation and transmission of hereditary materials in viruses, prokaryotes and eukaryotes. 3 LEC, 1 LAB Prerequisite: 120; Chemistry 201
	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: 121		
<b>280f</b>	<b>ANIMAL BEHAVIOR</b>	<b>4</b>	<b>316f MOLECULAR GENETICS</b> <b>4</b> 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 chemistry majors with a biochemistry emphasis) Corequisite: For ACS chemistry majors with a biochemistry emphasis, a one-hour noncredit tutorial
	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: 121		
<b>301f</b>	<b>MICROBIOLOGY</b>	<b>4</b>	<b>318s DEVELOPMENTAL BIOLOGY</b> <b>4</b> Morphological patterns and the developmental mechanisms in the ontogeny of animals. Emphasis on classical vertebrate and invertebrate models. 3 LEC, 1 LAB Prerequisite: 309
	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: 120; Chemistry 102		
<b>305s</b>	<b>ANIMAL PHYSIOLOGY</b>	<b>4</b>	
	Comparative study of respiration, circulation, sensory and neural integration, locomotion, metabolism and temperature and water regulation in animals.		

### 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). 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: 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.

### 490f,s INDEPENDENT OR COLLABORATIVE STUDY

4-8

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

stitute a major nor alter requirements for graduation; however, the fact that a student has taken the program is indicated in her transcript. In order to complete the program, students must take at least eight of the courses listed in the program requirements.

#### Required Courses:

Economics: 100 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, 220, 303, 309, 338

Mathematics: 115 or 328, 150, 119

## Chemistry

### FACULTY

Linda C. Hodges, *William Rand Kenan Professor*

T. Leon Venable, *associate professor*

Lilia C. Harvey, *assistant professor*

Ruth E. Riter, *assistant professor*

## Business Preparatory Program

ADVISOR: Edmund J. Sheehy, *vice president for academic affairs and dean of the College and Hal and Julia T. Smith Chair of Free Enterprise*

With business-related information constantly growing and changing, corporate leaders often claim that the best training for business is a liberal arts education. Mindful that many students are preparing for a career in business, Agnes Scott offers a set of courses that stress the analytical and communications skills relied on in business. These courses provide a strong foundation in areas of study basic to business.

The business preparatory program does not con-

The academic program in chemistry, approved by the American Chemical Society (ACS), gives students a thorough grounding in the principles and applications of modern chemistry, as well as extensive practical experience with research-quality instruments and experimental design.

The curriculum is structured to serve chemistry majors, majors in chemistry-related disciplines and non-science majors. Three major options are available: an ACS-approved chemistry major; an ACS-approved chemistry major with a biochemical emphasis; and a non-ACS major.

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 pure or applied chemistry. The required courses provide fundamental knowledge of:

- Theories that describe matter and chemical reactions ranging from elemental to biological systems.
- Techniques and instruments ordinarily used to investigate atoms, molecules and chemical reactions.
- Modern methods for acquiring, analyzing and retrieving data.

Students considering a major in chemistry should consult a 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 29-hour core must include:

Chemistry 300, 300L, 400, 431, 441; 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 (12 hours) in addition to the 29-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 place-

	ment/exemption examination and faculty-student conference	
202S	<b>ORGANIC CHEMISTRY II</b> 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	3
202LS	<b>ORGANIC CHEMISTRY II LABORATORY</b> Qualitative organic analysis and multistep organic synthesis. Corequisite: 202	1
210f	<b>BIO-INORGANIC CHEMISTRY</b> 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 or permission of the instructor	3
300f	<b>BIOCHEMISTRY I</b> Fundamentals of biochemistry. Study of biomolecules, catabolic and biosynthetic pathways and storage, transmission and expression of genetic information. Prerequisite: 202	3
300LS	<b>BIOCHEMISTRY LABORATORY I</b> 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	1
301f	<b>PHYSICAL CHEMISTRY I</b> 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 220 recommended	3
302S	<b>PHYSICAL CHEMISTRY II</b> Quantum theory, as applied in chemistry, including structure and spectral relationships. General principles of statistical mechanics. Prerequisite: 301	3
312S	<b>CHEMICAL ANALYSIS</b> Advanced study of the instrumental and theoretical approaches for complete analysis. Prerequisite: 301; Physics 242 Corequisite: 302 Prerequisite or Corequisite: Physics 243	3
342f	<b>PHYSICOCHEMICAL METHODS OF EXPERIMENTATION I</b> Comprehensive course in essential methods for acquisition and interpretation of physical/analytical data. Emphasis on spectroscopy, fundamental	2
343S	<b>PHYSICOCHEMICAL METHODS OF EXPERIMENTATION II</b> 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	2
400S	<b>BIOCHEMISTRY II</b> 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	3
410f,s	<b>SPECIAL STUDY</b> 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	2-4
431f	<b>MODERN INORGANIC CHEMISTRY</b> 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	3
441S	<b>SYNTHETIC METHODS AND CHARACTERIZATION</b> 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	4
480S	<b>TOPICS IN CHEMISTRY</b> Topics of current interest in chemistry chosen by students and instructors. Prerequisite: 301	2-4
490f,s	<b>INDEPENDENT STUDY</b> 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.	4-8

# Classical Languages & Literatures

## FACULTY

Gail Cabisius, *associate professor*

Sally A. MacEwen, *associate professor*

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 doing so, 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 civilizations from texts in English. The department offers a choice of majors: 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.

Every student considering a major in classics is encouraged to take Greek or Latin in her first year. Classics majors are also strongly encouraged to participate in Global Awareness and other study-abroad programs approved by the College.

## 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 2001-02 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 2001-02 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 2000-01 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 2000-01 and every third year

**221L/321Lf (Classics 221L) (History 221L) 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 COURSE** 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 2001-02 and every third year

**302s COMEDY** 3  
 Selected plays of Plautus and Terence, two of the earliest Latin writers and the best representatives of New Comedy.  
 Prerequisite: 202 or 4 entrance credits  
 Offered 2001-02 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 2000-01 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 2000-01 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 1999-2000 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 2000-01 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 1999-2000 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 cit-

izenship, honor, individualism and community.

- 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

### FACULTY

- Rosemary T. Cunningham, *professor*  
Edmund J. Sheehy, *vice president for academic affairs and dean of the College & Hal and Julia T. Smith Chair of Free Enterprise*  
Brian S. Armour, *visiting assistant professor*  
Saif Rahman, *visiting assistant professor*  
George A. Redmond, *visiting assistant professor*

**E**conomics is the study of ways in which individuals, groups and nations combine scarce resources to produce, exchange and consume goods and services. Within this context, unemployment, inflation and poverty are among the most important issues facing society. The economics curriculum helps students understand the basic theories that explain such problems and examines the various ways in which they might be alleviated.

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

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

Economics majors are strongly encouraged to participate in Global Awareness and other study-abroad programs approved by the College.

#### Requirements for Economics Major:

Economics 100, 306, 307, 400

Five courses from the following: Economics 303, 309, 315, 334, 338, 340, 350, 351, 410, 490

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

A major in economics requires a minimum of 30 hours in Economics & one course in statistics.

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

#### Requirements for Economics Minor:

Economics 100 and either 306 or 307

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

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

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

#### Requirements for Economics & Business Major:

Economics 100, 211, 306, 307, 400, 450

At least three courses from the following:

Economics 210, 212, 213, 217, 220

Two additional courses from the department

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

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

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

#### Requirements for Economics & Business Minor:

Economics 100 & either 306 or 307

Three of the following courses: Economics 210, 211, 212, 213, 217, 220

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.

### 100f,s INTRODUCTORY ECONOMICS 4

An introduction to macroeconomics and microeconomics with an emphasis on the economic concepts and methods for analyzing economic issues and problems. Not open to students who have had both 104 and 105.

*ECO 100 will not be open to students who have taken both ECO 104 and ECO 105 but will be open to those who have taken only one of these courses. For those students who have taken only one course of a two-semester introductory sequence, the department recommends that they take only the relevant half of the one-semester course and earn two semester hours. The student will enroll in the course at the beginning of the semester at which time she will meet with the instructor to determine the attendance and grading policy.*

### 200S (Women's Studies 200) 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.

### 210S 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 the 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 the Distributional Standard in the Social Sciences.

### 212S ACCOUNTING II 3

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

### 213f MARKETING 3

Planning, organizing and controlling the marketing function in a corporate setting. Prerequisite: 100. Does not satisfy the Distributional Standard in the Social Sciences.

### 217S THEORIES OF MANAGEMENT AND ORGANIZATION 3

Change and development in the management of complex organizations. Does not satisfy the Distributional Standard in the Social Sciences. Offered 1999-2000 and alternate years

<b>220S</b>	<b>INTRODUCTORY FINANCE</b> An investigation of the conceptual framework within which financial management is practiced by businesses in the United States. The primary focus is on the process and methodology employed by a firm's decision makers with secondary emphasis assigned to technical aspects of data collection and manipulation. Prerequisite: 100 and 211	<b>3</b>	<b>345f</b>	<b>HEALTH ECONOMICS</b> Analyzes the economics of health care in the United States with focus given to the role of government. Prerequisite: 100 (subject to curriculum committee and faculty approval)	<b>3</b>
<b>303S</b>	<b>LABOR ECONOMICS</b> Study of how wages and employment levels are determined. Economic theory is used to examine the effects on employment and earnings of such factors as: labor force participation, education, retirement, immigration and labor unions. Prerequisite: 100	<b>3</b>	<b>350S</b>	<b>INTERNATIONAL TRADE</b> Gains from trade and the theory and policy of trade protection. The economics of the multinational corporation. Prerequisite: 100	<b>3</b>
<b>306S</b>	<b>MICROECONOMICS</b> 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: 100	<b>3</b>	<b>351f</b>	<b>INTERNATIONAL FINANCE</b> 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: 100	<b>3</b>
<b>307f</b>	<b>MACROECONOMICS</b> General model is developed to analyze theories of inflation and unemployment. Evaluation of theoretical bases for different monetary and fiscal policies. Prerequisite: 100	<b>3</b>	<b>400f</b>	<b>SENIOR ECONOMIC SEMINAR</b> 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: 100	<b>3</b>
<b>309S</b>	<b>MONEY AND BANKING</b> Evolution of the banking system and related issues of public policy. Analysis of monetary factors and their impact on economic activity. Prerequisite: 100	<b>3</b>	<b>410S,f</b>	<b>SPECIAL STUDY</b> Supervised intensive study in a special field of economics.	<b>2-4</b>
<b>315f</b>	<b>(Political Science 315) COMPARATIVE PUBLIC POLICY</b> Examination of the role of government in the different types of economic systems with an emphasis on a comparative study of public policy. Prerequisite: 100	<b>3</b>	<b>490f,s</b>	<b>INDEPENDENT STUDY</b> Independent research arranged under the supervision of a member of the department.	<b>4-8</b>
<b>334S</b>	<b>(Political Science 334) ECONOMIC DEVELOPMENT</b> 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: 100 Offered 1999-2000 and alternate years	<b>3</b>			
<b>338f</b>	<b>ECONOMIC FORECASTING</b> Study of sampling, statistical significance, correlation and regression analysis with emphasis placed on their application to economics problems. Prerequisite: 100; a course in statistics or the permission of the instructor	<b>3</b>			
<b>340f</b>	<b>URBAN ECONOMICS</b> 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: 100 or permission of the instructor	<b>3</b>			

## Education

### FACULTY

Myrtle H. Lewin, *professor of mathematics, acting chair 1999-2000*

Julie A. Weisberg, *associate professor and director of teacher education programs*

Ruth S. Bettendorff, *associate dean of the College, assistant professor*

Maria C. Krane, *director of international education and assistant professor*

Jane West, *assistant professor and director of field experiences*

Kathy S. Froelich, *visiting assistant professor*

The mission of the Department of Education is to prepare exemplary teachers for increasingly complex schools. The qualities of mind and character fostered by a liberal education are essential characteristics

of such teachers. These qualities, undergirded by disciplinary understanding, include autonomy, reflectiveness, curiosity and caring: in a word, wholeheartedness. The program engages students in connected teaching and learning experiences that enhance these qualities and integrate them with specific understanding about the cultural, technological and social complexities of schools. The program creates 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 belief 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. The program's goal is to embody these beliefs in the curriculum, which encompasses interpersonal relationships, teaching and learning processes and program structures and content. Through participation in this learning community, students can prepare 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). Completing 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 chair of the Education Department for help in planning her program to meet certification requirements.

### The Professional Semester (Student Teaching)

Upon completing all prerequisites and on 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 chair of the Education Department. Candidates must fulfill the following minimum requirements in order to be considered for admission to student teaching:

- 2.5 or higher grade point average;
- 2.5 or higher grade point average in major;

- 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;
- Demonstrated interpersonal behavior necessary for effective teaching; and
- 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.

### 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, 421, 440
- Education 217 recommended
- Completion of courses designated as special fields for the elementary teacher:
- One course in laboratory science (biology recommended)
- One course in mathematics (101, 117 or 118)  
Additionally, Mathematics 104 recommended
- One course in American history
- One course in political science, economics or sociology

### Secondary Certification Requirements:

- Psychology 121, prior to the junior year
- Completion of a major in one of the fields approved for certification: astrophysics, biology, chemistry, economics, English, history, mathematics, physics, political science
- Education 200, 210, 311, 312, 380, 430, 431, 440
- Recommended: Education 217

### Additional requirements:

English majors: Education 211 and 309

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, 426, 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, 446

Recommended: Education 217

For modern languages, courses in linguistic foundations, methods and materials (K-8), methods and materials (9-12) and a practicum in foreign language education to be completed under the cross registration program.

For classical languages, a course in methods and materials and a practicum in foreign language education 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 26 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 431-Problems Seminar for Secondary Certification (2)

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)

200f,s	(Psychology 200) <b>HUMAN LIFE SPAN DEVELOPMENTAL PSYCHOLOGY</b>	3	reading in high school, including diagnosis and instructional materials. Reading and writing as reciprocal processes in the secondary classroom will be explored in depth. Offered in the summer only.
	See Psychology 200 for description. Prerequisite: Psychology 121		
210f,s	<b>UNDERSTANDING LEARNERS</b>	4	<b>311f LEARNERS IN THE SECONDARY SCHOOL</b> 2
	Investigation of how learners learn, contexts of learning, classroom research methods and learning-centered curriculum development. Prerequisite: English 101		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
211f	<b>EXPLORING CHILDREN'S/ADOLESCENTS' LITERATURE</b>	2	<b>312f TEACHING AND LEARNING IN THE SECONDARY SCHOOL</b> 3
	Study of major authors and illustrators and notable books for young people; development of criteria for selecting quality children's literature.		Philosophical foundations for secondary curriculum development and implementation. Exploration of learning-centered approaches to teaching. Prerequisite: 210, junior or senior standing Corequisite: 311
212f	<b>THE ARTS IN EDUCATION</b>	2	<b>380f CHILDREN AND YOUTH WITH SPECIAL NEEDS</b> 3
	Exploration of the role of the arts in education; approaches to integrating the arts throughout the curriculum.		Major areas of exceptionality, including identification and teaching of children with such exceptionalities. Includes field experience. Prerequisite: Psychology 121. Psychology 200 recommended.
213f	<b>TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL</b>	2	<b>410f,s SPECIAL STUDY</b> 2-4
	Methods, materials and techniques used in teaching physical education in the elementary school. (Sociology 217) <b>SCHOOLS AND SOCIETY</b>	3	Supervised study in a selected field of education. Prerequisite: Permission of the department
217f	See Sociology 217 for description. Prerequisite: Sociology 101 or Anthropology 101		<b>4205 STUDENT TEACHING, EARLY CHILDHOOD</b> 10
304S	<b>LANGUAGE AND LITERACY I</b>	3	Full-time professional experience in a public school. Prerequisite: Admission to Teacher Education Program Corequisite: 421, 440
	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		<b>4215 PROBLEMS SEMINAR FOR EARLY CHILDHOOD CERTIFICATION</b> 2
305f	<b>LANGUAGE AND LITERACY II</b>	3	Scholarly analysis of school experiences, including reflective discussion, classroom research and professional reading. Corequisite: 420, 440
	Further development of themes introduced in Language and Literacy I in an interdisciplinary context. Includes field experience. Prerequisite: 210, 211, 304 Corequisite: 308		<b>425S STUDENT TEACHING, MUSIC</b> 10
306S	<b>EXPLORING SOCIAL STUDIES WITH CHILDREN</b>	3	Full-time professional experience in a public school. Prerequisite: Admission to Teacher Education Program Corequisite: 426, 440
	Examination of social studies processes and content in an interdisciplinary context. Includes field experience. Prerequisite: 210 Corequisite: 304		<b>426S PROBLEMS SEMINAR FOR MUSIC CERTIFICATION</b> 2
307S	<b>EXPLORING MATHEMATICAL IDEAS WITH CHILDREN</b>	3	Scholarly analysis of school experiences, including reflective discussion, classroom research and professional reading. Corequisite: 425, 440
	Using manipulatives to teach analytic and quantitative skills and to develop abstract reasoning. Includes field experience. Prerequisite: Mathematics 101 or 117 or 118 Mathematics 117 or 118 recommended.		<b>430S STUDENT TEACHING, SECONDARY</b> 10
308f	<b>EXPLORING THE NATURAL WORLD WITH CHILDREN</b>	3	Full-time professional experience in a public school. Prerequisite: Admission to Teacher Education Program Corequisite: 431, 440
	Examination of science processes and content in an interdisciplinary context. Includes field experience. Prerequisite: 210, one lab science course Corequisite: 305		<b>431S PROBLEMS SEMINAR FOR SECONDARY CERTIFICATION</b> 2
309su	<b>TEACHING READING AND WRITING IN THE SECONDARY SCHOOL</b>	3	Scholarly analysis of school experiences, including reflective discussion, classroom research and profes-
	Theories and issues which guide the teaching of		

sional reading.

Corequisite: 430, 440

**4405 AMERICAN EDUCATION 2**

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

Prerequisite: Junior or senior standing

Corequisite: 420 and 421, or 425 and 426, or 430 and 431, or 445 and 446

**4455 STUDENT TEACHING, FOREIGN LANGUAGE 10**

Full-time professional experience in a public school.

Prerequisite: Admission to the Teacher Education Program

Corequisite: 446, 440

**4465 PROBLEMS SEMINAR FOR FOREIGN LANGUAGE CERTIFICATION 2**

Scholarly analysis of school experiences, including reflective discussion, classroom research and professional reading.

Corequisite: 445, 440

# English

## FACULTY

Christopher Ames, *professor*

Bona W. Ball, *Ellen Douglas Leyburn Professor*

Steven S. Guthrie, *professor*

Linda L. Hubert, *professor*

Patricia G. Pinka, *professor*

Peggy Thompson, *professor*

Christine S. Cozzens, *associate professor*

Willie Tolliver, *assistant professor*

Waqas Khwaja, *visiting assistant professor*

The English curriculum gives students breadth of knowledge and depth of understanding of English and American literature. Students learn to read literature with perception and delight, to write about it critically and imaginatively and to develop creative writing ability.

English 101 and 102 are service courses for the College, in which students sharpen their writing skills and improve their critical and analytical reading. A student majoring in English is required to take courses from the following periods: Medieval and Early Renaissance, Late Renaissance through Victorian and Modern and Contemporary. She has a choice of courses within each area.

In addition to the basic English major, the department offers an interdisciplinary major in English litera-

ture-creative writing.

With approval, 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.

Students working on papers or other writing assignments, or oral presentations, can receive assistance from trained tutors on campus at the Center for Writing and Speaking.

English majors can study at British universities in the junior year and participate in internships in the senior year. They can also participate in a faculty-led Global Awareness or Global Connections program or any other study-abroad program approved by the College.

### Requirements for the Major in English:

English 101/102 or 103/104 are not included in the minimum of 33 hours taken for the major or in the maximum of 48 hours

- One of the following required: 211, 212, 213, 214, 216, 217 (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 two courses from each of the following categories:
  - ✓ • Medieval and Early Renaissance: 306, 308, 309, 313, 314, 315, 316, 318
  - ✓ • Late Renaissance through Victorian: 319, 321, 322, 328, 329, 331, 335, 338
  - Modern and Contemporary: 320, 323, 332, 333, 334, 336, 337, 339

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

### Requirements for the Major in English Literature - Creative Writing:

English 101/102 or 103/104 are not included in the minimum hours taken for the major or in the maximum hours

One of the following required: 211, 212, 213, 214, 216, 217

Course required for the major: 480

Literature courses required: Two courses from two of the following categories, one course from the



other:

- Medieval and Early Renaissance: 306, 308, 309, 313, 314, 315, 316, 318
- Late Renaissance through Victorian: 319, 321, 322, 328, 329, 331, 335, 338
- Modern and Contemporary: 320, 323, 332, 333, 334, 336, 337, 339

Creative Writing courses required:

Four of the following (in at least two genres and with at least two above the 200 level): 200, 201, 202, 203, 205, 340, 341, 342, 344, 415, 490

### 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.
- 101Lf, 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
- 210f 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, 216, or 217 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.
- 213f, 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.
- 216f (Women's Studies 216) (Africana Studies 216 when the topic relates to Africa or the African Diaspora) 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.  
**Topic in Fall 1999:**  
Jane Austen and Her World - Study of Austen's major works, selected novels by contemporary authors, Austen's biography, development of her career, social and cultural contexts, critical reactions and movie adaptations.

- 217f TOPICS IN LITERATURE AND CULTURE** 3  
Topics linking diverse cultures and their literatures in English.  
Will fulfill the distributional standard in literature.  
Not offered 1999-2000
- 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 1999-2000 and alternate years
- 313S SHAKESPEARE** 3  
The comedies and histories.
- 314f SHAKESPEARE** 3  
The tragedies.
- 315S MEDIEVAL AND RENAISSANCE DRAMA** 3  
(Excluding Shakespeare)  
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 Queene*, some early English sonnets, *The Defense of Poesy* and the sonnet sequences of Sidney, Spenser and Shakespeare.  
Offered 2000-01 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 1999-2000 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 1999-2000 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 1999-2000 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 2000-01 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 2000-01 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 1999-2000 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 1999-2000 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 2000-01 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 2000-01 and alternate years

- 338s THE ENGLISH NOVEL FROM THE BRONTES TO HARDY 3**  
Emphasis on the novels of the 1840s and 1850s along with those that look toward the twentieth century.
- 338Ls (French 338L) THE ENGLISH NOVEL FROM THE BRONTES TO HARDY, LANGUAGE COMPONENT 1**  
Reading and discussion in French of Flaubert's *Madame Bovary* and related materials in the context of the development of the novel in Europe in the 1850s.  
Prerequisite: FRE 202 or permission of instructor  
Corequisite: ENG 338 (students may have taken ENG 338 in the past)  
Not offered 1999-2000
- 339f (Africana Studies 339) 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 3**  
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.  
Topic for Fall 1999: Millennial Literature
- 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

- 200s INTRODUCTION TO NONFICTION 3**  
An introduction to the craft of nonfiction writing focusing on the rhetorical skills underlying print journalism (news, editorials, interviews and features) and other forms, such as the essay.
- 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 TOPICS IN CREATIVE WRITING 3**  
Different topics in creative writing, including, on occasion, courses taught by visiting writers.
- 340f NONFICTION WORKSHOP 3**  
Intermediate nonfiction writing with emphasis on the feature article, the personal essay and experimental

forms.

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.

## Global Awareness

DIRECTOR: Maria C. Krane, *director of international education, assistant professor of education*

The Global Awareness program combines classwork in the fall and spring semesters with a January or May study-abroad experience. Students must apply and be accepted to the program to register for GA200.

- 200f,s 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 or summer 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
- 201f,s GLOBAL AWARENESS EXPERIENCE 3**  
January or summer study-abroad experience with follow-up seminar, the next semester. Students travel in small groups to a host country where they experience a new culture, living in local homes. Emphasis on individual living/learning experiences under supervision of Agnes Scott faculty member. 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 or summer travel

# History

## FACULTY

Mary Brown Bullock, *professor, President of the College*  
Penelope Campbell, *Charles A. Dana Professor*  
Violet M. Johnson, *associate professor*  
Katharine D. Kennedy, *associate professor*  
Michael R. Lynn, *assistant professor*  
Mary C. Cain, *visiting instructor*

The central purpose of the history curriculum is to give students who come from a variety of cultural traditions an understanding of the development of values, institutions and social structures over both short and long periods of time.

By offering courses on different regions of the world and on different eras in history, and by emphasizing diversity within cultures, history courses seek to deepen each student's understanding of human experience in its multiple facets. By challenging students to learn about people who are different from themselves, history teaches open-mindedness and respect for differences. The study of history provides a perspective from which to assess events of the present and prospects for the future.

History students are required to read widely, to think critically and to strengthen their skills in research, writing and speaking. They learn to organize and analyze textual, visual and oral sources while honing their ability both to tell a story and to develop an argument. History provides a framework and a context for insights from other disciplines and in this sense is one of the foundation disciplines of a liberal education, bringing coherence and continuity to information that might otherwise be fragmented and disjointed.

History courses contribute significantly to interdisciplinary programs at Agnes Scott, including international relations, Africana studies, women's studies and Language Across the Curriculum. History majors regularly participate in the teacher education program, junior-year-abroad programs and the Atlanta Semester.

The department encourages interdisciplinary curricular connections by making history courses as acces-

sible as possible to all students in the College; accordingly, history courses below the 400 level have no prerequisites. Nonetheless, the department recommends that first-year students enroll in courses at the 100 and 200 level. Courses at the 300 level require more advanced skills in writing, research and analysis. Resources in Atlanta enable history majors to undertake research in archives and specialized collections and to participate in internships in historic preservation, museums, libraries, business, government agencies and non-profit organizations.

History majors pursue careers in an almost infinite variety of fields. History is an especially desirable background for further study in law, journalism and public affairs. More directly associated with the discipline are careers in teaching, museum work, historic preservation and information technology, but many majors also pursue careers in business.

History majors are strongly encouraged to participate in a faculty-led Global Awareness or Global Connections program or any other study-abroad program approved by the College.

## Requirements for the Major:

420

One two-semester survey course selected from: 101 and 102; 108 and 109; 110 and 111; 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: 215, 305, 308, 309, 310

Modern European History: 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, 365

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  | <b>EUROPE FROM THE MIDDLE AGES TO THE FRENCH REVOLUTION</b>   | 3 |
|       | European society and culture from the High Middle Ages to the Age of Revolutions including: marriage and family, religion and religious reform, women and gender, popular and elite culture, science and medicine, interaction with world cultures and state building.      |   |
| 102S  | <b>EUROPE IN MODERN TIMES</b>   | 3 |
|       | European culture, society and politics in the nineteenth and twentieth centuries, with a focus on nations and nationalism, women and gender, romanticism and modernism, war and peace, communism and post-communism and Nazism and the Holocaust.                           |   |
| 108f  | <b>THE UNITED STATES TO 1877</b>  | 3 |
|       | Survey of the history of the United States from European conquest through Reconstruction.   |   |
| 109S  | <b>THE UNITED STATES IN MODERN TIMES</b>  | 3 |
|       | Survey of the history of the United States since Reconstruction.  |   |
| 110f  | <b>INTRODUCTION TO THE ASIAN WORLD</b>  | 3 |
|       | Major civilizations on the Asian continent from India to Japan before the twentieth century.  |   |
| 111S  | <b>THE ASIAN WORLD IN MODERN TIMES</b>  | 3 |
|       | History and politics of Asian societies and their interaction with the West in the twentieth century.   |   |
| 121f  | (Classics 121) <b>HISTORY OF GREEK CIVILIZATION</b>   | 3 |
|       | See Classics 121 for description.   |   |
| 122f  | (Classics 122) <b>HISTORY OF ROMAN CIVILIZATION</b>   | 3 |
|       | See Classics 122 for description.   |   |
| 215S  | <b>RELIGION, MAGIC AND SCIENCE IN EARLY MODERN EUROPE</b>   | 3 |
|       | The development of competing and complementary European world views, including religion (Catholicism, Protestantism, Judaism), magic, science and witchcraft, with a focus on how these ideas shaped culture and society from the fifteenth through the eighteenth century. |   |
| 221Lf | (Classics 221L) (Greek 221L) (Greek 321L) <b>HISTORY OF GREEK CIVILIZATION, GREEK COMPONENT</b>   | 1 |
|       | See Classics 221L for description.  |   |
| 222Lf | (Classics 222L) (Latin 222L) (Latin 321L) <b>HISTORY OF ROMAN CIVILIZATION, LATIN COMPONENT</b>   | 1 |
|       | See Classics 222L for description.  |   |
| 250f  | (Africana Studies 250) <b>AFRICAN SOCIETIES FROM 1500 TO THE PARTITION</b>  | 3 |
|       | Structures of Sub-Saharan African societies, the developments leading to the partition of the continent and the imposition of colonial rule.  |   |
| 251S  | (Africana Studies 251) <b>AFRICAN SOCIETIES FROM THE COLONIAL ERA TO THE PRESENT</b>  | 3 |
|       | Changes which followed western domination, African responses to the new structures and the road to independence.  |   |
| 253f  | (Africana Studies 253) <b>AFRICAN-AMERICAN HISTORY TO EMANCIPATION</b>  | 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 1999-2000 and alternate years   |   |
| 254S  | (Africana Studies 254) <b>AFRICAN-AMERICAN HISTORY SINCE EMANCIPATION</b>   | 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 1999-2000 and alternate years   |   |
| 305f  | <b>MEDIEVAL CIVILIZATION</b>  | 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.  |   |
| 308S  | <b>RENAISSANCE AND REFORMATION EUROPE</b>   | 3 |
|       | Culture, politics, religion and society in Europe from approximately 1350 to 1648. The rise of Italian city-states, humanism, northern Renaissance, Luther, Calvin and Wars of Religion.  |   |
|       | Not open to students who have taken 306 or 307.   |   |
| 309f  | <b>THE ENLIGHTENMENT AND THE FRENCH REVOLUTION</b>  | 3 |
|       | European culture and society in the age of the Enlightenment; causes and events of the French Revolution and its impact upon Europe.  |   |
| 310S  | <b>EARLY MODERN ENGLAND</b>   | 3 |
|       | The social, cultural and political history of England from the late 15th to the early 18th century.   |   |
|       | Tudor/Stuart monarchy, colonialism, the Reformation, English Civil War, marriage and family, public and private culture.  |   |
|       | Not open to students who have taken 371 or 373.   |   |
| 311S  | <b>EUROPE IN THE VICTORIAN ERA</b>  | 3 |
|       | Industrialization, nationalism, imperialism, international affairs, culture, gender and public and private life in nineteenth-century Europe.   |   |
|       | Offered 2000-01 and alternate years   |   |
| 312S  | <b>RUSSIA AND THE SOVIET UNION IN THE TWENTIETH CENTURY</b>   | 3 |
|       | Revolution, ethnicity, reform, stagnation and disintegration in Russian and Soviet politics, culture, econo-  |   |

- my and society from 1905 to the present.  
Offered 2000-01 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 1999-2000
- 315Lf (German 315L) EUROPE 1914 TO 1945, GERMAN COMPONENT** 1  
See German 315L for description.  
Not offered 1999-2000
- 318S THE HOLOCAUST** 3  
Victims and perpetrators of German genocide, with emphasis on anti-Semitism, origins of the Final Solution, Nazi ideology, survivors' memories and historiographical controversies.
- 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 1999-2000 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 2000-01 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 2000-01 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 2000-01 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 2000-01 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 1999-2000 and alternate years
- 335f (Africana Studies 335) (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.  
Offered 1999-2000 and alternate years
- 338S (Political Science 340) UNITED STATES SINCE 1945** 3  
Domestic change and international involvements since World War II.  
Offered 1999-2000 and alternate years
- 340S (Political Science 328) U.S.-LATIN AMERICAN RELATIONS** 3  
See Political Science 328 for description.
- 350f (Africana Studies 350) 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.
- 350Lf (Spanish 350L) THE AFRICAN DIASPORA, SPANISH COMPONENT** 1  
See Spanish 350L for description.  
Not offered 1999-2000
- 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 1999-2000 and alternate years
- 354S (Africana Studies 354 when the topic relates to Africa or the African Diaspora) TOPICS IN AFRICAN AND ASIAN HISTORY** 3  
Offered 2000-01 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 2000-01 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 1999-2000 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.
- 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

- FYS 190f,s FIRST-YEAR SEMINAR** 3  
Seminars offering first-year students an opportunity to study focused topics in small groups. Some sections connected and organized around a related theme. Open only to first-year students. Class size limited to 15.
- 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: Feng Xu, *assistant professor of political science*

In this program, students explore the relations among both nations and nongovernmental parties. Although comprehension of these relationships relies upon the perspectives, theories, insights and methods of several disciplines, a major in International Relations draws primarily from the disciplines of economics, history and political science.

Students who wish to major in International Relations should consult the director of the program in order to develop a course of study with an appropriate balance among the disciplines. They should acquire proficiency in a foreign language, especially if they plan to study abroad. Completing the intermediate level of a second foreign language is also recommended.

International Relations majors are strongly encouraged to participate in a faculty-led Global Awareness or Global Connections program or any other study-abroad program approved by the College.

### Requirements for the Major:

A minimum of 33 hours, maximum of 60 hours

### Required Introductory Courses:

Political Science 103

Economics 100

### Required Advanced Courses:

Political Science 326; International Relations 400

### Theory Courses:

Three courses, at least one of which must be in economics:

Political Science 205, 282, 322, 329; 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, 318, 322

Asia: History 111, 353, 354 (Asian topics only), 355, 356, 361, 363; Political Science 270

Africa and the Middle East: History 250, 251, 350, 354 (African topics only); Political Science 355

Latin America: Political Science 211, 220, 325, 328, 330, 342; 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; German 310; French 360

**400s SENIOR SEMINAR IN INTERNATIONAL RELATIONS 3**

Required seminar for international relations seniors on topics of current interest and importance in international relations. Provides opportunities for international relations majors to integrate the theoretical, historical and geographical components of the major through reading, discussion, debates and writing on the topic at hand.

Prerequisite: Political Science 103 and 326 or permission of the instructor

**410f,s SPECIAL STUDY 2-4**

Supervised study in a selected field of international relations.

**490f,s INDEPENDENT STUDY 4-8**

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

The courses develop the student's ability to analyze problems, understand and use the theory and techniques of mathematics and acquire the skills and mathematical tools needed in the application of mathematics. Students learn how to use mathematical software and to appreciate its role as a tool in the study and application of mathematics. The courses are also designed to develop the student's ability to work with abstract ideas as she meets some of the major themes and profound ideas in modern mathematics.

The mathematics faculty provides placement advising for mathematics courses to incoming students (see Advanced Placement Credit, page 16). Students in the 100 level courses are offered opportunities for interaction outside the classroom through the Learning Assistance program.

Advanced mathematics students are encouraged to consider internships in the Atlanta area and to apply for summer research programs on other campuses. Study topics of particular interest beyond the courses listed are also available through cross-registration or through directed or independent studies.

A major in mathematics is excellent preparation for professional employment in a variety of areas such as business technology and actuarial science, for teaching at the secondary school level and for entry into medical or law school. The program is also designed to give mathematics majors a solid background for graduate study, not only in mathematics but in related areas as well.

Students with an interest in science are encouraged to combine that study with mathematics, either through the interdisciplinary mathematics-physics major, through a student-designed major, or through the mathematics minor.

The interdisciplinary mathematics-economics major allows the student to combine her interests in economics with her interest in mathematics. It is also highly recommended for students anticipating graduate study in economics.

**Requirements for Mathematics Major:**

Math 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
- 314, 315
- 309, 312, 325, 328

# Mathematics

**FACULTY**

- Myrtle H. Lewin, *professor*
- Lawrence H. Riddle, *professor*
- Robert A. Leslie, *associate professor*
- Sherri J. Boyd, *visiting assistant professor*

The mathematics program is designed to help students think clearly and logically; learn to use the language of mathematics effectively; write and speak about mathematical ideas coherently and appreciate the broad power of mathematics to describe phenomena in the real world.



The minimum number of hours required to fulfill a major in Mathematics is 35.

### Requirements for Mathematics Minor:

The mathematics minor is designed for those students who wish to study mathematics significantly beyond the introductory level and focus on an area of special interest without accomplishing a major. A student planning a minor in mathematics is required to consult with the department to ensure the coherence and relevance of the program of study planned.

Mathematics 118, 119

At least one course from 204, 206, or 220

At least three additional courses at the 200 or 300 level, one of which must be at the 300 level.

#### 101f,s FINITE MATHEMATICS 3

Exposure to some basic concepts and techniques of mathematics in concrete and relevant ways. Possible topics include: the mathematics of voting, scheduling problems, counting problems, networks, symmetry (architectural designs and naturally occurring geometrical patterns), censuses and surveys, graphing and summarizing data, financial mathematics and rudimentary probability.

#### 104S INTRODUCTION TO MATHEMATICAL THOUGHT 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 science. 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 the basic concepts of differential and integral calculus, emphasizing conceptual understanding and applications. Topics are covered from a graphical, algebraic and numerical perspective. Mathematical writing is emphasized.

#### 119f,s CALCULUS II 4

Continuation of 118. Topics include the integral and its applications, techniques of integration, improper integrals and a brief introduction to series and differential equations.  
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.

#### 201f TOPICS IN MATHEMATICS 3

A semester study of a topic chosen from such areas as dynamical systems and chaos, fractal geometry, cryptology, game theory, graph theory or combinations. Possibility for interdisciplinary topics. May be repeated for credit when topics change.

**1999-2000 Topic:** Mathematics in Medicine and Health

Highlights the use of mathematical modeling in addressing issues in medicine and public health. Some topics included are epidemiology, disease diagnosis, genetics, anatomy and health studies including an introduction to survey methods in community medicine such as clinical trials and case-control studies. Students will learn about matrices, compartmental models and elementary probability as tools for investigating these topics. Several guest speakers from the health fields will also participate.  
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 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

The design and implementation of well-structured algorithms, 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  
Offered 2000-01 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

- 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 1999-2000 and alternate years
- 314f MODERN GEOMETRIES** 4  
 Affine, projective and Euclidean geometries and their postulational development.  
 Prerequisite: 220 or permission of the instructor  
 Offered 1999-2000 and alternate years
- 315s TOPOLOGY** 4  
 Topological and metric spaces, continuity, compactness and connectedness, with special emphasis on the topology of  $R^n$ .  
 Prerequisite: 204 and 220  
 Not offered 1999-2000
- 321f ABSTRACT ALGEBRA** 4  
 Important algebraic structures, including groups, rings, integral domains and fields.  
 Prerequisite: 204; 206 or permission of instructor
- 325f MATHEMATICAL MODELS AND APPLICATIONS** 4  
 Development of techniques of model building. Applications to illustrate the techniques drawn principally from the natural and social sciences.  
 Prerequisite: 206 or 220  
 Offered 2000-01 and alternate years
- 328s MATHEMATICAL STATISTICS AND PROBABILITY** 4  
 Basic statistical methods in the classical theory of inferential statistics, probability theory, estimations, hypothesis testing and applications.  
 Prerequisite: 206 or 220  
 Offered 2000-01 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 1999-2000 and alternate years
- 352s 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 2000-01 and alternate years
- 410f,s SPECIAL STUDY** 2-4  
 Open to majors only.
- 480f MATHEMATICS SEMINAR** 2  
 Integrates topics in a variety of areas of undergraduate mathematics and emphasizes problem-solving, writing and speaking skills. Open to seniors with

majors in mathematics, mathematics-economics or mathematics-physics and to minors in mathematics or others with permission.

- 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 100, 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, 217 and 220. 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 and at least 7 additional hours.

Physics 110, 111 and 15 additional hours as approved by the Department of Physics and Astronomy.

# Modern Foreign Languages & Literatures

The department offers programs in French, German Studies, Japanese and Spanish. Language majors are strongly encouraged to study abroad through a faculty-led Global Awareness or Global Connections program or through any other study-abroad program approved by the College.

## French

### FACULTY

To be appointed, *Adeline Arnold Loridans Professor of French*

Julia K. De Pree, *assistant professor*

Rosemary Eberiel, *assistant professor*

Marie-Jeanne Schulman, *visiting instructor*

All courses offered by the French program are designed to develop students' proficiency in the understanding, speaking and writing of the French language and to foster a knowledge of French and Francophone cultures. Upper-intermediate and advanced courses are devoted to literature written in French and the social, political and historical contexts of its production.

In conjunction with the office of International Education, the French program offers students a wide range of opportunities for spending an academic year or a semester abroad studying French and the culture and literature of the Francophone world. Courses of foreign study recently selected by students include French literature and culture at the Sorbonne, French linguistics and literature at l'Université Catholique l'Ouest at Angers and African economics and the French language in Sénégal. With some restrictions, courses taken abroad count toward fulfilling the requirements for the major or minor. Further possibilities for foreign study are available through the Global Awareness and Global Connections programs.

Each year the French program is joined by a teaching assistant from France, whose responsibilities

include working alongside members of the full-time faculty in grammar classes, teaching intermediate conversation and supervising the French table.

Entering students who elect French must take a placement test. Those who place into 230 or above will have satisfied the specific standard for study of a foreign language. Otherwise this standard is achieved through successful performance in 202. The distributional standard for study of literature in the language of its composition is fulfilled by successful performance in any one of the upper-intermediate courses (240, 241, 242) or in any 300-level course.

Students also have an opportunity to improve their language skills by completing a one-hour French component in a Language Across the Curriculum (LAC) interdisciplinary course.

### Requirements for French Major:

A minimum of 27 hours including 230, 240, 241 and 242 (the last three taken in any order) and five courses at the 300 level or beyond.

With advanced placement or exemption, the minimum number of hours required to complete a French major is 25 hours.

### Recommended Courses:

It is recommended that majors and minors take complementary courses in the following disciplines: Africana studies, English, history, history of art, philosophy, women's studies and another foreign language.

### Requirements for French Minor:

A minimum of 15 hours including 230, two courses chosen from 240, 241 and 242 and two courses at or beyond the 300 level.

<b>101f</b>	<b>ELEMENTARY FRENCH</b>	<b>4</b>
	For students who begin French in college. Introduction to the French language and culture. Three class periods followed by a session and oral practice.	
<b>102f,s</b>	<b>ELEMENTARY FRENCH</b>	<b>4</b>
	Continuation of 101; 101 and 102 are the equivalent of two years of secondary school preparation.	
<b>201f,s</b>	<b>INTERMEDIATE</b>	<b>3</b>
	Grammar review oral and written comprehension, reading, composition.	
<b>202f,s</b>	<b>INTERMEDIATE</b>	<b>3</b>
	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
- 203Ls** (Art 203L) **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.  
Prerequisite: French 202 or permission of the instructor  
Corequisite: Art 103  
Offered 1999-2000
- 207f,s** **INTERMEDIATE FRENCH CONVERSATION** 3  
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. However, it may only be counted once toward fulfillment of the major or minor.
- 221Lf** (Music 221L) (Womens 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: 220  
Corequisite: Music 220 (Women's Studies 220)  
Not offered 1999-2000
- 230f,s** **FRENCH LANGUAGE AND CULTURE** 3  
The course provides a thorough review of advanced grammar and stresses written expression. Classroom presentations and written work address topics of contemporary French culture. In addition to written materials, at least one French film will be analyzed.  
Prerequisite: 202
- 240f** **READINGS IN FRENCH LITERATURE BEFORE 1600** 3  
Literary selections from the Middle Ages and the Renaissance studied in their historical and cultural contexts. Topics to be analyzed may include: orality and literacy; chivalry and misogyny; the individual and the body politic; the imitation of Classical aesthetics; technological and religious change; modern myths of the Middle Ages and the Renaissance.  
Prerequisite: 230 or equivalent
- 241f** **SELECTED READINGS IN FRENCH LITERATURE: 1600-1800** 3  
Literary selections from the Ancien Regime to the French Revolution studied in their historical and cultural contexts. Considerations of genre will be complemented by reflection on how form relates to content, specifically with regard to notions of powers, artistic expression and the role of the individual in society. Readings will include diverse depictions of restrictions on women and liberation of women during this era.  
Prerequisite: 230 or equivalent
- 242s** **SELECTED READINGS IN FRENCH LITERATURE: 1800 TO THE PRESENT** 3  
Literary selections from Romanticism onward studied in their historical and cultural contexts. Discussion topics may include: Romanticism and the self; Realism and industrial culture; relations among the arts; Symbolist poetry and prose; avant-garde prose, poetry and theatre; colonialism and exoticism; political engagement and "disengagement"; feminism and the novel; literature in French produced outside France.  
Prerequisite: 230 or equivalent
- 338Ls** (English 338L) **THE ENGLISH NOVEL FROM THE BRONTES TO HARDY, LANGUAGE COMPONENT** 1  
Reading and discussion in French of Flaubert's *Madame Bovary* and related materials in the context of the development of the novel in Europe in the 1850s.  
Prerequisite: FRE 202 or permission of the instructor  
Corequisite: ENG 338 (students may have taken ENG 338 in the past)  
Not offered 1999-2000
- 345f** **FRENCH LITERATURE AND GENRE** 3  
Prose, poetry and theatre will be considered either individually or in relation to one another.  
Prerequisite: 230 and any one of 240, 241, 242
- 350** **FRENCH LITERATURE, THE AUTHOR AND AUTHORITY** 3  
Works by a single author or group of authors will be studied. Thematic and theoretical avenues of inquiry will be complemented by analysis of the cultural and historical circumstances that led to the author's or authors' acceptance, rejection and, if applicable, canonization and perceived greatness.  
Prerequisite: 230 and any one of 240, 241, 242
- 355s** **FRANCOPHONE LITERATURE** 3  
Francophone works will be analyzed with a particular emphasis on colonialism, political activism and liberation. Specific regions of Francophone production may include Switzerland, Canada, the Caribbean and Africa. Francophone authors active in France itself may also be considered.  
Prerequisite: 230 and any one of 240, 241, 242
- 360f** **FRENCH LITERATURE AND POLITICAL CHANGE** 3  
Authors writing in French will be considered as either catalysts or opponents to political change at specific historical junctures. Past periods of tension to be studied may include the Renaissance and the discovery of the New World, the Ancien Regime, the French Revolution, the Industrial Revolution, the First and Second World Wars and the social, sexual and political "revolutions" and evolutions of 1968 to the present.  
Prerequisite: 230 and any one of 240, 241, 242

- 365f WOMEN AND FRENCH CULTURE** 3  
Contributions of women to French literature, culture and history will be analyzed with a complementary emphasis on feminist theory.  
Prerequisite: 230 and any one of 240, 241, 242
- 370s FRENCH LITERATURE AND OTHER ARTS** 3  
An analysis of French literature and other arts, particularly painting, with an emphasis on the French author as art critic or theorist.  
Prerequisite: 230 and any one of 240, 241, 242
- 375s FRENCH FILM** 3  
Topics in French cinema from avant-garde to the present, with an introduction to film theory. Screenplays may also be studied.  
Prerequisite: 230 and any one of 240, 241, 242
- 380f AUTOBIOGRAPHY** 3  
The course will study: the relationship between the writing subject and the literary first person; the influence of literary fiction on life histories; gender and the narrative voice.  
Prerequisite: 230 and any one of 240, 241, 242
- 410s,f SPECIAL STUDY** 2-4  
Supervised to meet the needs of individual students.
- 490f,s INDEPENDENT STUDY** 4-8  
Independent research arranged under the supervision of a member of the program.

such as the affiliate programs in Graz and Salzburg. Other possibilities for foreign study are available through the Global Awareness and Global Connections programs.

Students considering a double major should consult with the German Studies program director early in their studies.

### Requirements for German Studies Major

#### Required Courses:

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 28 hours. Permission is given by the program director and the assistant dean of the college.

#### Recommended Courses:

Students are strongly encouraged to acquire experience in a German-speaking country through our affiliate programs in Graz and Salzburg. We also highly recommend the Zertifikatsprüfung and Mittelstufenprüfung at the Goethe Institute.

### Requirements for German Studies Minor:

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 courses must also be taken: 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 a German-speaking country through our affli-

# German Studies

FACULTY: Ingrid E. Wieshofer, *professor*

Courses in the program emphasize the communication skills of understanding, speaking and writing German. Cultural as well as linguistic aspects of the German-speaking world are also explored in all classes at all levels. A wide selection of classical and contemporary literary works is 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 the language aided by a resident teaching assistant from Austria or Germany. They are also invited to join the German Club and the German lunch table.

Students can further improve their language skills by completing a one-hour German component in a Language Across the Curriculum (LAC) interdisciplinary course.

Qualified students may participate in a one- or two-semester program in a German-speaking country

ate programs in Graz and Salzburg. We also highly recommend the Zertifikatsprüfung and Mittelstufenprüfung at the Goethe Institute.

- 101f ELEMENTARY GERMAN** 4  
Emphasis on speaking and understanding spoken German, with a sound basis of grammar. Reading and discussion of simple texts. All students with one or more years of German in high school are required to take the placement test.
- 1025 ELEMENTARY GERMAN** 4  
Continuation of 101. All students with one or more years of German in high school are required to take the placement test.
- 201f INTERMEDIATE GERMAN** 3  
Practice in spoken German, accompanied by grammar review. Reading and discussion of literary texts. All students with one or more years of German in high school are required to take the placement test. Prerequisite: 102 or equivalent
- 2025 INTERMEDIATE GERMAN** 3  
Continuation of 201. All students with one or more years of German in high school are required to take the placement test.
- 210f COMPOSITION** 3  
Practical course designed to develop fluency in writing German. Prerequisite: 202
- 211f CONVERSATION** 2  
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
- 2125 ADVANCED CONVERSATION** 3  
Practical course designed to develop fluency in oral communication. Prerequisite: 202 or equivalent
- 222f INTRODUCTION TO LITERATURE** 3  
Emphasis on lyrical poetry of the nineteenth and twentieth centuries, a nineteenth-century novelle and a contemporary novel. Taught in German. Prerequisite to all 300-level literature courses Prerequisite: 202 or equivalent
- 3055 TWENTIETH-CENTURY DRAMA IN THE GERMAN-SPEAKING COUNTRIES** 3  
Emphasis on Brecht's epic theatre. Also includes Swiss playwrights (Durrenmatt and Frisch), the documentary play in Germany (Hochhuth), Austrian contemporary drama (Bernhard). Offered in English, accompanied by a German language component. Offered 1999-2000 and alternate years
- 305Ls TWENTIETH-CENTURY DRAMA IN THE GERMAN SPEAKING COUNTRIES, GERMAN LANGUAGE COMPONENT** 1  
German language component to accompany 305 for German majors and minors. Prerequisite: 222 Corequisite: 305 Offered 1999-2000 and alternate years
- 306f FRANZ KAFKA** 3  
Discussion of major short stories, excerpts from letters and diaries and selections from one novel. Taught in German. Offered 2000-01 and alternate years
- 308f GERMAN LITERATURE IN TRANSLATION** 3  
Taught in English, accompanied by a German language component for German majors and minors. Offered 2000-01 and alternate years
- 308Lf GERMAN LITERATURE IN TRANSLATION, GERMAN LANGUAGE COMPONENT** 1  
German language component to accompany 308 for German majors and minors. Prerequisite: 222 Corequisite: 308 Offered 2000-01 and alternate years
- 3105 GERMAN LIFE AND THOUGHT** 3  
Society and culture in the contemporary German-speaking world. Taught in German. Offered 2000-01 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 1999-2000
- 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 equivalent Not Offered 1999-2000
- 320Lf (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) Offered 1999-2000

- 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.
- 410f,s 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 the program.

## Japanese

Michie Tsuji, Japanese language assistant

To support students in their international studies, the College offers three years of Japanese. The language assistants are native speakers who 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** 4  
A continuation of Japanese 201.
- 301f ADVANCED JAPANESE I** 3  
A continuation of intermediate Japanese, focusing on 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

### FACULTY

Gisela Norat, *associate professor*  
Rafael Ocasio, *associate professor*  
Michael Schlig, *assistant professor*  
Leticia Seymour, *visiting assistant professor*

The major in Spanish is designed to develop proficiency in the four language skills (listening, speaking, reading, writing) and to present the cultural, literary and historical backgrounds of the Spanish-speaking world. The minor is offered for those students who wish to combine the study of Spanish with other disciplines (International Relations, for example).

Students interested in pursuing advanced coursework should have taken as much Spanish as possible in high school. Incoming students with previous knowledge of Spanish must take the placement test administered by the Spanish program before enrolling in courses.

All students have the opportunity to improve fluency and cultural awareness by participating in the Spanish lunch table or in special activities hosted by the Spanish club on campus. Every year the College invites a Mexican teaching assistant to conduct the fourth hour of the elementary Spanish courses. Since the assistant lives in a residence hall, she also interacts with students informally in daily living situations.

Once students have completed Spanish 202 or the equivalent, they may wish to continue improving their language skills by enrolling in a discipline course with a Language Across the Curriculum (LAC) component (300L, 301L, 302L, 350L).

Students are strongly encouraged to take part in the College's Global Awareness and Global Connections programs, especially when trips are arranged to destinations in the Hispanic World.

The Spanish program also advises students interested in Spanish to study abroad in any of the approved programs in seven Spanish-speaking countries sponsored by the International Student Exchange Program (ISEP), or through affiliated programs such as Syracuse University in Madrid and Butler University in Latin America. Recently, Agnes Scott students have studied in Spain and Costa Rica.

## Requirements for Spanish Major:

Complete 480 and 27 hours from among the following courses: 203, 204, 207, 208, 223, 280, 310, 321, 344, 354, 357. 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 Spanish 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.

- 101f ELEMENTARY** 4  
Fundamentals of Spanish for speaking, listening, writing and reading. Emphasis on proficiency achievement and cultural awareness of the Hispanic world. Not open to students with one or more years of Spanish in high school. All students with more than one year of Spanish are required to take the placement test.
- 102f,s ELEMENTARY** 4  
Continuation 101. All students with more than one year of Spanish are required to take the placement test.  
Prerequisite: 101
- 201f,s INTERMEDIATE** 3  
Grammar review. Conversation, comprehension, composition and reading. All students with more than one year of Spanish are required to take the placement test.  
Prerequisite: 102
- 202f,s INTERMEDIATE** 3  
Continuation of 201 including an introduction to the critical reading of literary texts. All students with more than one year of Spanish are required to take the placement test.  
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 1999-2000 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 2000-01 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
- 280f INTRODUCTION TO LATIN AMERICAN LITERATURE** 3  
A historic and thematic introduction to representative works that comprise the most important literary movements from colonial times to current issues in postmodernity in Latin America.  
Prerequisite: 223  
Offered 1999-2000 and alternate years
- 300Lf (Anthropology 300L) INDIGENOUS PEOPLES OF MESOAMERICA, 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 1999-2000
- 301Ls (Political Science 211L) (Sociology 214L) WOMEN IN LATIN AMERICA, SPANISH COMPONENT** 1  
See Political Science 211L for description.  
Offered 1999-2000
- 302Lf (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)  
Not offered 1999-2000
- 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  
Not offered 2000-01
- 321S SPANISH CONTEMPORARY POETRY 3**  
A study of Peninsular Spanish poetry in modern times.  
Prerequisite: 223 or permission of the department chair  
Offered 1999-2000 and alternate years
- 344f CONTEMPORARY LATIN AMERICAN SHORT STORIES 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 2000-01 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  
Not offered 1999-2000
- 354S POST-BOOM LATIN AMERICAN LITERATURE 3**  
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 America and *latino/a* literature. Other artistic media (films and art) are treated as representative of post-modern intellectual trends.  
Prerequisite: 223  
Offered 2000-01 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  
Not offered 2000-01
- 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.  
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

### FACULTY

Ronald L. Byrnside, *Charles A. Dana Professor*

Calvert Johnson, *professor*

Theodore K. Mathews, *professor*

Rosalyn P. Schenbeck, *visiting associate professor*

Music has been traditionally an important component of a liberal arts education, both as an avenue for creative expression and as a humanities discipline. The music curriculum at Agnes Scott College gives students a breadth of knowledge and a depth of understanding in the traditions of western music. It also offers many opportunities for performance.

The program incorporates the special musical contributions of women and of other cultures. The guiding philosophy behind the curriculum is that music is a humanistic art that enriches lives and amplifies history.

The program offers to its majors a balanced approach to 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 are prepared sufficiently to enter graduate programs or the professional world. Music minors generally pursue a program of study that emphasizes one of the primary areas within the discipline. Non-majors can choose from a variety of courses in music history/appreciation, applied music lessons and performing ensembles, some of which have Language Across the Curriculum components or are cross-listed 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 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 have many opportunities on campus to attend performances and lectures by leading musicians, composers and scholars. They also have access to a wide choice of concerts and other musical events in metro Atlanta.

#### Requirements for the Major:

106, 111, 211, 212, 213, 214, 305, 480, 410 or 490 or 499

#### 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 if the student elects to do a project in lieu of a senior recital (499).

Students concentrating in voice will pass a piano proficiency examination prior to graduation or prior to student teaching.

#### Ensemble Experience:

A minimum of two years in an approved College ensemble. Students normally satisfy this requirement in the major ensemble related to the student's applied music area during the last four semesters in which they are 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 1999-2000 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  
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 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 the instructor  
Not offered 1999-2000
- 219f (Womens 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 2000-01 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, Besty Jolas, Joan La Barbara, Tania Leon, Thea Musgrave, Pauline Oliveros, Joan Tower, and Ellen Zwilich, including a study of the forces that shaped their lives and styles of composition.  
Offered 1999-2000 and alternate years
- 220Lf (Womens Studies 220L) (German 320L) WOMEN IN MUSIC: THE WESTERN MUSICAL TRADITIONS, GERMAN COMPONENT 1**  
See German 320L for description.  
Offered 1999-2000 and alternate years
- 221Lf (Womens Studies 221L) (French 221L) WOMEN IN MUSIC: THE WESTERN MUSICAL TRADITIONS, FRENCH COMPONENT 1**  
See French 221L for description.  
Not offered 1999-2000
- 305f TWENTIETH-CENTURY MUSIC 3**  
The characteristics and tendencies of music since 1900. Outstanding composers and significant works are studied.  
Prerequisite: 111 or permission of the instructor
- 308S (Religious Studies 308) SACRED MUSIC OF WORLD RELIGIONS 3**  
A study of sacred music, the genres, the participants, and the doctrinal and cultural contexts of religions outside the Judeo-Christian traditions, including Islam (including Sufism), Hinduism, Buddhism, Shintoism, and the traditional religions of Native Americans, Africans (including American descendants), Australian Aborigines and other animist and ancestor-related religious groups.
- 311f 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

Offered 1999-2000 and alternate years

- 312f FORM AND ANALYSIS 3**  
A detailed examination of formal controls as revealed in selected contrapuntal and homophonic works of music.  
Prerequisite: 212

Offered 2000-01 and alternate years

- 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 1999-2000 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). Part-time students are billed the hourly tuition rate for applied music. Depending upon funding availability, there is no fee for music majors or minors who are active members of an ensemble.

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. 499 (Senior Recital) carries 3 hours of credit. Individual applied music lessons are offered for one-half hour for one-half the usual credit (100 and 200 level courses for .5 hours of credit and 300 and 400 level courses for 1 hour of credit). This option is not available for group instruction. Applied music lessons do not satisfy the Distributional Standards in fine arts.

No students are permitted organ instruction without a background on keyboard. Beginning level instruction 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.
- 150Cf,s CLASS PIANO III** 1  
Development of skills necessary to demonstrate piano proficiency competencies required by singers.
- 150Df,s CLASS PIANO IV** 1  
Continuation of 150C. Completion of all piano proficiency requirements of singers, including repertoire requirements.
- 170Af,s CLASS GUITAR I** 1  
Beginning instruction for students with no previous experience with playing the guitar. Introduction to guitar tablature and exposure to easier repertoire including classical, folk and popular material.
- 170Bf,s CLASS GUITAR II** 1  
Continuation of 170A for advanced beginners.
- 180Af,s CLASS VOICE** 1  
Development of elementary singing skills, including fundamentals of vocal technique, diction and pedagogy. Develops self-confidence for small ensemble and solo singing. Repertoire includes popular, musical theatre, classical and traditional musics. This course is a prerequisite for further applied voice study.

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  
 Harpsichord: 141, 142; 241, 242; 341, 342; 441, 442  
 Improvisation: 156, 157; 256, 257; 356, 357; 456, 457  
 Piano: 150A, 150B (for beginners), 150C, 150D (for proficiency) 151, 152; 251, 252; 351, 352; 451, 452  
 Organ: 161, 162; 261, 262; 361, 362; 461, 462  
 Percussion: 193, 194; 293, 294; 393, 394; 493,

- 494  
 Strings: 170A, 170B (for beginners), 171, 172; 271, 272; 371, 372; 471, 472  
 Voice: 180A (for beginners), 181, 182; 281, 282; 381, 382; 481, 482  
 Winds: 190A, 190B (for beginners), 191, 192; 291, 292; 391, 392; 491, 492  
 499 (Senior Recital) - 3 hours of credit  
 Prerequisite: written permission of the department chair.

## Ensembles

There are many opportunities for Agnes Scott students, staff and faculty to participate in musical ensembles. Those ensembles that require an audition for membership include Collegiate Chorale, Chamber Choir, London Fog (jazz vocal group) and Agnes Scott College Community Orchestra. Those that do not require an audition include Joyful Noise (gospel vocal choir), Jazz Ensemble, Chamber ensemble (for wind instrument players, string players, keyboardists and percussionists) and Musical Theatre Workshop.

Students may receive a maximum of 4 semester hours of credit for participation in ensembles. 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  
 Prerequisite: written permission of the ensemble director.

# Philosophy

## FACULTY

- David P. Behan, *professor*  
 Richard D. Parry, *Fuller E. Callaway Professor*  
 Elizabeth Hackett, *assistant professor*  
 Martino Traxler, *visiting assistant professor*

The program offers two different but complementary approaches to philosophy: the systematic approach, through courses that deal with specific problems (e.g., 104, 115, 130) and the historical approach, through courses in history or philosophy (e.g., 206, 209, 210). Students interested 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 philosophy major gains a thorough grounding in the key areas of the discipline and also develops critical and creative philosophical skills.

Philosophy majors are strongly encouraged to study abroad through a faculty-led Global Awareness or Global Connections program or any other study-abroad program approved by the College.

### Requirements for the Major:

Students considering a major in philosophy should try to complete 103, 206 and 209 before the end of sophomore year.

Logic: 103 or 220

History of Philosophy: 206, 209, 210

Value Theory: 104 or 130

Metaphysics and Epistemology: three courses numbered 300 or higher, excluding 315

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 numbered 300 or higher, excluding 315

333 may satisfy any one requirement group as indicated in the topic description.

Religious Studies 345 counts toward the minor.

<b>115f</b>	<b>MIND, SELF AND PERSONAL IDENTITY</b>	<b>3</b>
	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 1999-2000 and alternate years	
<b>130f</b>	<b>LAW, MORALITY AND THE STATE</b>	<b>3</b>
	The major figures in political and legal philosophy from Plato to Marx. Offered 2000-01 and alternate years	
<b>206f</b>	<b>HISTORY OF ANCIENT PHILOSOPHY</b>	<b>3</b>
	The thought of major figures in Western philosophy from the pre-Socratic era to the Hellenistic age.	
<b>209S</b>	<b>SEVENTEENTH- AND EIGHTEENTH-CENTURY PHILOSOPHY</b>	<b>3</b>
	The historical development of philosophic thought in the seventeenth and eighteenth centuries. Readings in Descartes, Locke, Berkeley and Hume.	
<b>210S</b>	<b>KANT'S CRITICAL PHILOSOPHY</b>	<b>3</b>
	Kant's Critique of Pure Reason. Prerequisite: 209 Offered 1999-2000 and alternate years	
<b>220f</b>	<b>SYMBOLIC LOGIC</b>	<b>3</b>
	The language and rules of derivation for sentential and predicate logic. Prerequisite: permission of the instructor Offered 1999-2000 and alternate years	
<b>225S</b>	<b>FAITH AND REASON IN THE MIDDLE AGES</b>	<b>3</b>
	Major themes from medieval philosophy considered from several religious traditions.	
<b>230f</b>	<b>PHILOSOPHY OF SCIENCE</b>	<b>3</b>
	An introduction to basic issues in the philosophy of science: induction, lawlikeness, realism and instrumentalism, confirmation and explanation. Offered 1999-2000 and alternate years	
<b>310S</b>	<b>EPISTEMOLOGY</b>	<b>3</b>
	A critical study of major issues in contemporary epistemology. Prerequisite: 209 or permission of the instructor Offered 1999-2000 and alternate years	
<b>315f</b>	<b>(Women's Studies 340) CONTEMPORARY FEMINIST THEORY</b>	<b>3</b>
	See Women's Studies 340 for description.	
<b>320S</b>	<b>PLATO</b>	<b>3</b>
	Intensive study of selected dialogues. Prerequisite: 206 or 104 Offered 1999-2000 and alternate years	
<b>325f</b>	<b>METAPHYSICS</b>	<b>3</b>
	A critical survey of philosophical theories about the fundamental nature of reality. Prerequisite: 206 and 209 or permission of the instructor	
<b>326f</b>	<b>DESCARTES</b>	<b>3</b>
	Descartes' major philosophic works in the context of his natural science. Prerequisite: 209 Offered 2000-01 and alternate years	
<b>103S</b>	<b>INTRODUCTION TO LOGIC</b>	<b>3</b>
	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.	
<b>104f</b>	<b>ETHICS</b>	<b>3</b>
	A study of major ethical theories from ancient Greece to the present, introduced by consideration of a contemporary moral issue, such as euthanasia, abortion, war or world hunger.	

- 333f TOPICS IN PHILOSOPHY** 3  
Prerequisite: Any two courses in philosophy and permission of the instructor  
Topic for Fall 1999: Philosophy and Post-Modernism-Readings on realism, rationality and relativism.
- 341f CONTEMPORARY ISSUES IN LANGUAGE PHILOSOPHY** 3  
Consideration of issues such as realism and the autonomy of language, raised by contemporary thinkers, such as Wittgenstein, Kripke, Rorty and Putnam.  
Prerequisite: 209  
Offered 2000-01 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

## FACULTY

- A. Page Remillard, *director of athletics, instructor*  
Lori Brown, *head volleyball coach, head softball coach, instructor*  
Laura LeDuc, *head soccer coach, head basketball coach, instructor*  
To be appointed, *head tennis coach, head cross country coach, instructor*

Agnes Scott College recognizes that physical activity is an essential component of the total growth and education of women. Physical education is required of all students in the academic program, not only for physical well being, but to develop lifetime activities for health fitness and recreation.

Two semester courses of physical education are required for graduation. These are in addition to the 120 academic hours required.

Although courses taken to fulfill the two-semester requirement may be selected from any area, it is strongly recommended that students take at least one course from the area of lifetime activities. Dance courses at the 100 level may count toward the requirement in physical education. Credit received in satisfying physical education requirements cannot be applied to the dance

minor. Credit received toward the dance minor cannot be applied to the physical education requirement.

The Robert W. Woodruff Physical Activities Building provides quality facilities for classes, NCAA intercollegiate sports, club sports, intra-murals and recreation activities. The facilities include a basketball court, volleyball courts, an eight-lane, 25-meter swimming pool, a sports medicine center, a cardiovascular/strength training room, an all-weather six-lane track and soccer field, and six competition tennis courts.

## Fitness and Health Assessment

- 101f,s CURRENT ISSUES IN WOMEN'S HEALTH AND WELLNESS** 1  
Examines an array of current health and wellness issues that affect women in today's society. Students learn to analyze and assess information so that they can be empowered to make healthy lifestyle choices from a critical perspective.
- 102f,s BODY FITNESS** 1  
Fitness through use of weight training.
- 103f FITNESS SWIMMING** 1  
Fitness through lap swimming and interval workouts.  
Prerequisite: Intermediate level swimming strokes
- 105f,s HYDROBICS** 1  
Fitness through vigorous water exercises.
- 106f,s JOGGING FOR FITNESS** 1  
Fitness through individualized running programs.
- 107f,s POWER WALKING** 1  
Fitness through power walking. Emphasis on techniques and aerobic endurance, flexibility, strength, speed, agility and nutrition.
- 109f,s 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.
- 112f,s FENCING** 1  
Foil fencing for the individual with little or no experience. Skills, techniques and boutng covered.
- 115S GOLF**  
Basic skills covered. Rules and golf etiquette are included. Several trips made to the driving range and golf course. (fee required)
- 117f,s RIDING I** 1  
Beginning riding; dressage seat geared toward combined training. Taught off-campus. (fee required)

- 118f,s RIDING II** 1  
Intermediate Riding. Continuation Of Riding I. Taught Off-Campus.(fee required)  
Prerequisite: Riding I or permission of the instructor
- 119f,s 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
- 120f SWIMMING** 1  
Swimming for the beginner and intermediate. Five basic strokes covered.
- 123f,s TENNIS** 1  
Tennis for the individual with little or no prior experience. Forehand, backhand drives and the serve with game procedures and rules covered.
- 124f 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
- 211s INTERMEDIATE GOLF** 1  
Continuation of beginning golf with emphasis on advanced stroke techniques.  
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

- 142s 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.
- 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

- 145f,s SELF DEFENSE** 1  
Emphasis on awareness or warning 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.  
Not offered 1999-2000
- 245s SELF DEFENSE II** 1  
Self Defense II provides students with the opportunity to build upon the foundation of self defense options, both verbal and physical, that they have learned in Self Defense I.  
Prerequisite: 145

## Varsity Intercollegiate and Club Sports

Varsity student-athletes and approved club sport and Studio Dance Theatre participants may receive a maximum of two physical education credits for participating on two or more varsity athletic teams, approved club sports or Studio Dance Theatre. For club sport activities, the chair of Physical Education must approve participation for credit prior to initial engagement in the activity.

- 200s VARSITY BASKETBALL TEAM** 1  
Prerequisite: permission of the instructor
- 202f VARSITY CROSS COUNTRY** 1  
Prerequisite: permission of the instructor
- 203 SYNCHRONIZED SWIMMING CLUB** 1  
Prerequisite: selection by tryout and permission of the instructor
- 205f VARSITY SOCCER TEAM** 1  
Prerequisite: permission of the instructor
- 206s VARSITY SWIMMING TEAM** 1  
Advanced competitive swimming including home and away varsity competitions.  
Prerequisite: permission of instructor
- 207s VARSITY TENNIS TEAM** 1  
Prerequisite: team selection by tryout and permission of the instructor
- 209f VARSITY VOLLEYBALL TEAM** 1  
Prerequisite: permission of the instructor

- 2125 VARSITY SOFTBALL TEAM** 1  
 Team selections for competitive play are made each pre-season by the head coach and her/his assistants. Practices begin in mid-February. Games and scrimmages are scheduled throughout March, April and May. Travel obligations include weekends, evenings and spring vacation.  
 Prerequisite: Permission of the instructor

# Physics & Astronomy

## FACULTY

Arthur L. Bowling, Jr., *associate professor*  
 Christopher G. De Pree, *assistant professor*

**P**hysics and astronomy are attempts to understand and predict natural phenomena, using a few conceptual models tested by experiment and observation. Through concentration in physics or astrophysics, students acquire a general, flexible foundation for graduate study or for professional work in physics, astronomy or engineering.

For students majoring in other disciplines, the problem-solving and critical-thinking skills developed in physics and astronomy courses are valuable in a wide range of fields, from architecture to law.

Students interested in both physics and mathematics are invited to major in mathematics-physics or astrophysics.

Astronomy courses incorporate the use of modern observing and image processing equipment in the College's Bradley Observatory, located on the campus. In addition, students make observations using national facilities, such as the Very Large Array (VLA) in Socorro, New Mexico.

## Requirements for the Majors:

### 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:

Astronomy 120, 120L, 121, 121L\*, 220, 221, 350

Two additional astronomy courses, one of which must be at the 300-level

\**Astrophysics majors should take Astronomy 120-121 (or 220-221 with permission) during the first year.*

Physics 110, 111

Two additional 300-level Physics courses

Courses required outside the discipline:

Mathematics 150 or 250, 220.

The minimum number of hours required for the

Astrophysics major is 35 hours in physics and astronomy plus 7 hours of mathematics.

## Requirements for the Minors:

### PHYSICS

Physics 110, 111; at least 14 additional hours in physics (for a total of 22 physics hours) as approved by the department

### ASTROPHYSICS

Astronomy 120, 121, 120L, 121L, 200

Three additional astronomy courses

Physics 110, 111

# 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.  
Prerequisite: 110
- 243S DIGITAL ELECTRONICS** 2  
Number systems, Boolean algebra, logic gates, memories, introduction to microprocessors.  
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 2000-01 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 2000-01 and alternate years
- 330f THERMAL PHYSICS** 3  
Equilibrium thermodynamics, presented from phenomenological and from statistical points of view.  
Prerequisite: 111  
Offered 2000-01 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 2000-01 and alternate years
- 340f ELECTROMAGNETISM** 3  
Static electric and magnetic fields, introduction to boundary value problems, Maxwell's equations.  
Prerequisite: 111  
Offered 1999-2000 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 1999-2000 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: 360  
Offered 1999-2000 and alternate years
- 361S QUANTUM PHYSICS II** 3  
Approximation methods for static and for time-dependent situations, three-dimensional situations, angular momentum, scattering theory, elementary particles.  
Prerequisite: 111  
Offered 1999-2000 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 THE SOLAR SYSTEM** 3  
Observational techniques and methods. Fundamentals of telescopes. Brief history of astronomical discovery. Survey of the solar system, including terrestrial and Jovian planets, and the Sun. Registration in Astronomy 120L is required to fulfill the distribution requirement in laboratory science.
- 120Lf,s OBSERVATIONAL METHODS** 1  
Beginning observational methods of astronomy. Telescope alignment and calibration. Visual and photographic observations of the Sun, the Moon, planets and stars.  
Corequisite: 120
- 121S GALAXIES AND COSMOLOGY** 3  
A survey of the universe beyond our solar system. Fundamental techniques and discoveries in galactic and extragalactic astronomy. Topics include: the Milky Way, black holes, quasars, radio galaxies and Big Bang cosmology.  
Prerequisite: 120  
Corequisite: none
- 121Ls OBSERVATIONAL METHODS II** 1  
Advanced observational methods of astronomy. Use of computer-controlled telescopes, photographic and electronic (CCD) imaging, and photometry. This laboratory component is required for majors and minors in the department.  
Corequisite: 121
- 150f TOPICS IN ASTRONOMY** 3  
A semester study of a topic chosen from such areas as planetary astronomy, the search for life in the universe, astrobiology and cosmology. Possibility for interdisciplinary topics. May be repeated for credit when topics change.  
Prerequisite: 120  
Offered 1999-2000 and alternate years  
**Topic for 1999-2000:** Moons and Planets  
This topic covers the solar system in detail, from its formation to the current day. Areas covered include: the earth-moon system, planetary atmospheres, the origin of life on earth, planetary geology and the search for extrasolar planets. The course takes a phenomenological rather than a planet by planet approach.
- 210f MODERN PHYSICS FOR ASTRONOMERS** 3  
One semester introduction to the fundamentals of optics and modern physics in an astrophysical con-

text. Topics include: relativity, wave phenomena, quantum mechanics, statistical mechanics, nuclear and particle physics. Course provides a broad base of understanding of modern physics for use in upper level astronomy and physics courses.

Prerequisite: Physics 111

Offered 2000-01 and alternate years

**220f ASTROPHYSICS I** **3**

Astrophysics of the solar system. Origin and evolution of the sun, planets and moons. Planetary interiors, atmospheres and magnetic fields. Telescopes and radiative processes in astrophysics.

Prerequisite: 121 or permission of the instructor

Prerequisite or Corequisite: Physics 110, Mathematics 118

Offered 1999-2000 and alternate years

Not open to students who have taken AST 300

**221S ASTROPHYSICS II** **3**

Astrophysics of stars and galaxies. Stellar evolution and nucleosynthesis. Star formation and the interstellar medium. Classification of stars and galaxies, black holes and cosmology.

Prerequisite: 220

Prerequisite or corequisite: Physics 111

Not open to students who have taken AST 300

Offered 1999-2000 and alternate years

**310f SCIENTIFIC COMPUTING** **3**

Lab based course. Computation and numerical analysis in the sciences. Students will use existing code as well as build their own. Semester projects will be built around areas of interest of enrolled students.

Prerequisite: Mathematics 150 or equivalent programming experience; Physics 111

Offered 2000-01 and alternate years

**311S GALAXIES AND GALACTIC STRUCTURE** **3**

Observational and theoretical studies of galaxies. Discussion of the Milky Way Galaxy, including stellar populations, stellar dynamics, spiral structure and mass distribution. Studies of external galaxies, galactic evolution and large scale structure.

Prerequisite: Physics 111

Offered 2000-01 and alternate years

Not open to students who have taken AST 320

**350S CURRENT TOPICS IN ASTRONOMY AND ASTROPHYSICS** **1**

Reading and discussion of selected research papers from the astronomical literature. Techniques of journal reading, use of abstract services and search engines are discussed. May be repeated for credit.

Prerequisite: Permission of the instructor

**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 & Anthropology

## Political Science

### FACULTY

Augustus B. Cochran III, *professor*

Catherine V. Scott, *professor*

Juan A. Allende, *associate professor*

Feng Xu, *assistant professor*

Through the discipline of political science, students learn to think systematically about and evaluate critically our political life. From artistic freedom to unemployment, from abortion to the environment, there are few contemporary issues that do not involve a significant political dimension.

The program offers courses in the subfields of political science: world politics, political theory, comparative and U.S. politics. 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, it is recommended that majors choose electives from many areas but especially from history, philosophy and the social sciences.

Majors are also encouraged to participate in internships with local, state or national governments or private institutions, such as the Washington Semester program, the Public Leadership Education Network (PLEN) program in Washington and the Atlanta Semester program at Agnes Scott.

Political Science majors are strongly encouraged to study abroad through a faculty-led Global Awareness or Global Connections program or any other study-abroad program approved by the College.

## 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, 308, 311, 317, 360

Political Theory: 313, 351, 354

World Politics: 103, 282, 325, 326, 328, 329

Comparative Politics: 205, 211, 220, 322, 342

A maximum of two from the following courses may count toward the major:

Economics: 315, 334

History: 314, 334, 338

Philosophy: 130

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,5 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, politi-

cal, economic and cultural struggles and contributions. Includes discussions of Latin American feminism, Indian women and women in revolutions, regime transitions and social movements.

Offered 1999-2000 and alternate years

- 211LS (Sociology 214L) (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 1999-2000

- 220f LATIN AMERICAN POLITICS** 3

Politics in contemporary Latin America with special emphasis on group competition, political rule, militarism vs. democracy, social movements, revolution and human rights. Concentrates on major countries in Latin America.

- 270f (Women's Studies 271) GENDER POLITICS AND CULTURE IN ASIA** 3

Understanding contemporary gender issues in Asia in historical context. Focus is on such issues as sexuality, the body, marriage and family, women's movements and women and revolutions. Topics are studied in countries such as China, Japan, South Korea, India, Indonesia and Iran.

- 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.

- 308S (Africana Studies 308) 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 2000-01 and alternate years

- 311f LATINO/A 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 1999-2000 and alternate years

- 313f** (Womens 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 2000-01 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.
- 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 1999-2000 and alternate years
- 322f** **THEORIES OF DEVELOPMENT AND ANTI-DEVELOPMENT** 3  
Overview of development theory, including the modernization paradigm. Also examines criticisms of development theory and practice in the south (Latin America, Asia and Africa), which call into question many of the tenets of modernization and work consciously to define anti-development strategies. Includes examination of postcolonial social theory as well as environmental, feminist and other social movements in the south. Offered 1999-2000 and alternate years
- 325S** **GLOBALIZATION AND SOCIETY IN LATIN AMERICA** 3  
Examination of globalization and its social, economic and political impact on Latin America. Special attention is given to understanding its effects on social groups, and on how these groups respond. Topics are examined from sociological and political perspectives. Several countries are used as case studies.
- 326f** **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
- 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.
- 329S** **ISSUES IN GLOBAL MIGRATION** 3  
Exploration of the relationships between migration and development, gender and social boundaries of citizenship. Emphasis on the structural conditions of migration and migrants' strategies of living.
- 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.
- 342f** (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 1999-2000 and alternate years
- 342LS** (Religious Studies 350L) (Spanish 302L) **RELIGION AND POLITICS IN LATIN AMERICA, SPANISH COMPONENT** 1  
See Spanish 302L for description.
- 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 1999-2000 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 2000-01 and alternate years
- 355f** **AFTER APARTHEID: POLITICS IN THE NEW SOUTH AFRICA** 3  
Analysis of the history, dynamics and dismantling of apartheid of South Africa. Examines the major actors and movements involved in the politics of the transition to a new order, with particular focus on efforts to address the legacies of apartheid.
- 360f** **RIGHTS AT WORK** 3  
Examination of workplace issues most relevant for public policy and the law that governs the employment relationship. Special attention given to race and sex discrimination, harassment and the legal processes for protecting employee rights.
- 390f** **TOPICS IN POLITICAL SCIENCE** 3  
Not offered 1999-2000
- 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.

# Sociology & Anthropology

## FACULTY

Martha Woodson Rees, *associate professor*  
Brenda A. Hoke, *assistant professor*  
Yvonne D. Newsome, *assistant professor*

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 multitude of settings. They investigate the interconnections of race, class and gender in the lives of members of our society.

Anthropologists compare societies and cultures, both the unity of humankind and the diverse and unique ways different peoples meet basic human needs. Much of the information anthropologists have gathered comes from small-scale non-western societies. This represents an opportunity to step outside familiar experience and broaden our understanding of what it means to be a human being.

Students are encouraged to organize an internship of cross-cultural research or living experience and pursue fluency in a foreign language.

Sociology and anthropology majors are strongly encouraged to study abroad through a faculty-led Global Awareness or Global Connections program or any other study-abroad program approved by the College.

## Requirements for the Major in Sociology & Anthropology:

## Courses required in the discipline:

- Anthropology 101
- Sociology 101
- Sociology 351
- Political Science 400
- Sociology or Anthropology 401
- Six additional courses, at least two in anthropology
- 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 & Anthropology:

- Anthropology 101 or Sociology 101
- Anthropology 102
- Sociology 121, 351
- 6 additional hours in anthropology or sociology

# 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** (Womens 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.
- 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.
- 2305 (Women's Studies 231) (Africana Studies 230) **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 1999-2000 and alternate years
- 3015 **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. Not offered 1999-2000
- 319f **PRACTICUM IN THE SOCIAL SCIENCES** 4  
Bridges theory and practice by placing students in agencies or organizations with preparation and supervision. The objective is to expose the students to interactions with career professionals and connect practical experience with social theories. Prerequisite: 101 or Anthropology 101 or permission of the instructor  
Offered 2000-01 and alternate years
- 325f **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.
- 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 (Africana Studies 370) **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.
- 401S (Political Science 401) (Anthropology 401) **SENIOR RESEARCH SEMINAR** 4  
See Political Science 401 for description.

- 410f,5 **SPECIAL STUDY** 2-4  
Supervised intensive study in a special field of sociology.
- 482f **SOCIOLOGY SEMINAR** 3  
An exploration of important sociological research topics. Topics include issues related to the intersection of race, class and gender. Open only to junior and senior sociology-anthropology majors or by permission of the instructor.  
Not offered 1999-2000
- 490f,5 **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** 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 2000-01 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.  
Offered 1999-2000 and alternate years

- 300Lf** (Spanish 300L) **INDIGENOUS PEOPLES OF MESOAMERICA, SPANISH COMPONENT** 1  
See Spanish 300L for description.
- 304f** **INDIGENOUS PEOPLES OF MESOAMERICA** 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: Junior Standing  
Offered 1999-2000 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: Junior Standing  
Offered 1999-2000 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.
- 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.

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.

Psychology majors are strongly encouraged to study abroad through a faculty-led Global Awareness or Global Connections program or any other study-abroad program approved by the College.

### Requirements for Psychology Major:

#### Required courses:

121, 206, 207, 208L, 304, 405

Required courses outside of the discipline:

(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

Recommended courses:

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 Psychology 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

### 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.*

# Psychology

## FACULTY

Ayse Ilgaz Carden, *professor*

Barbara J. Blatchley, *associate professor*

Eileen L. Cooley, *associate professor*

Robert A. Kachelski, *assistant professor*

Jennifer L. Lucas, *assistant professor*

Psychology is the scientific study of human and animal behavior. The courses we offer reflect the diversity of areas within the field. The program for

- 130S** (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.
- 205S** **INTRODUCTION TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY** 3  
Explores how people think and behave at work from industrial/organizational perspectives. The industrial perspective examines the theory and practice of selection, training and evaluation of workers. The organizational perspective investigates employee satisfaction, motivation, leadership and cooperative processes.  
Prerequisite: 121
- 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** (Women's Studies 240) **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 among women.
- 304f** **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 1999-2000 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.
- 315S** **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 2000-01 and alternate years
- 320S** **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.
- A) 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
- C) 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
- E) 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
- F) 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
- H) ADVANCED PSYCHOLOGY OF WOMEN** 2  
Critical and in-depth review of most recent developments in the area of psychology of women in the context of selected topics.  
Prerequisite: 130



**I) RESEARCH IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY** 3

Students will conduct a collaborative research project(s) in industrial/organizational psychology from research design through data collection and analysis. Prerequisite: permission of the instructor

**405f,s CONTEMPORARY RESEARCH IN PSYCHOLOGY** 3

Contemporary research and problems in psychology with an emphasis on the in-depth study of selected topics.

Prerequisites: 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.

**490f,s INDEPENDENT STUDY** 4-8

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

the 300 or 400 level in the department, including 463.

Other required courses:

100, 101, 130, 131

Six hours must be taken in 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, Music 308

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.

# Religious Studies

## FACULTY

Dennis McCann, *Wallace M. Alston Professor of Bible and Religion*

Tina Pippin, *associate professor*

Courses in this program cover the distinctive beliefs and practices, sacred literatures and cultural expressions of the great religious traditions of the world. Students explore some of the most creative expressions of the human spirit in its responses to personal and cultural concepts of a supreme deity. Special emphasis is placed on Biblical literature, as well as on contemporary expressions of religious thought in cultures.

Religious Studies majors are strongly encouraged to study abroad through a faculty-led Global Awareness or Global Connections program or any other study-abroad program approved by the College.

## Requirements for the Major:

A minimum 30-hour major, with at least 12 hours on

## 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.

**130S RELIGIONS OF INDIA AND ASIA** 3

A consideration of the origins and belief systems of Hinduism, Jainism, Sikhism, Zoroastrianism, Buddhism, Taoism, Confucianism and Shinto.

**131f JUDAISM, CHRISTIANITY AND ISLAM** 3

A consideration of the origins, divisions and beliefs of the three major religions of the Middle East.

## II. Biblical Studies

**304S 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 1999-2000 and alternate years

**325f TOPICS IN BIBLICAL STUDIES** 3

Consideration of a topic or problem of current interest in the field of Biblical Studies.

Prerequisite: One introductory course in religious studies

Topic in 1999-2000: Apocalypse and Revolution

Offered 1999-2000 and alternate years

- 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 2000-01 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 2000-01 and alternate years

### III. Religious Thought and Social Context

- 202f (Art 202) MEDIEVAL ART** 3  
See Art 202 for description.
- 207S 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.
- 210f (Women's Studies 210) SCIENCE, RELIGION AND WOMEN** 3  
A consideration of various topics of mutual interest to science and religion, such as creation, origins of life, medical ethics and environmental concerns. Special emphasis will be given to the roles of women in the sciences and to the feminist science debate.
- 224f,s (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. Not offered 1999-2000
- 300S (Women's Studies 300) RELIGION AND GENDER JUSTICE** 4  
Explores the intersections of religion and gender justice with a focus on women's human rights education and the rights of the child. One of the two weekly class sessions is at the Decatur High School Parenting Program working in religion and women's studies with adolescent parents. Theories of religious justice and of feminist studies provide the background for the practice of working with issues of poverty, abuse, self-esteem, body politics, ethical development and feminist consciousness. Prerequisite: one course in religious studies or in women's studies
- 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 335 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 1999-2000 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.
- 355f 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 2000-01 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 1999-2000 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, 131 or permission of the instructor Offered 1999-2000 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. Not offered 1999-2000
- 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 1999-2000: Religions of China

Introduces students to the religious dimensions of Chinese culture, both ancient and contemporary, including a survey of representative texts in translation from Confucian, Taoist, Buddhist, Islamic and Christian traditions. Also examines religious thought in modern China and the shifts in government policy toward religion in an era of economic and social reform.

- 341 (Women's Studies 342) **GENDER AND ISLAM** 3  
An exploration into the diverse beliefs and practices of Islam around gender issues.  
Not offered 1999-2000
- 370 **RELIGION AND POLITICS IN THE MIDDLE EAST** 3  
The religion, history, society, politics and cultures of the Middle East. Movements and the complexities of cultures are included.  
Not offered 1999-2000

## V. Special Studies in Religion

- 208s (Music 208) **HISTORY OF SACRED MUSIC** 3  
See Music 208 for description.
- 308s (Music 308) **SACRED MUSIC OF WORLD RELIGIONS** 3  
See Music 308 for description.
- 410f,s **SPECIAL STUDY** 2-4  
Directed reading course supervised by a member of the department.  
Prerequisite: Permission of the instructor.
- 463f **JUNIOR-SENIOR SEMINAR IN RELIGION** 3-4  
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.  
May be repeated if topic varies. Required for all majors.  
Topic for fall 1999: **Religion and Social Justice** 4  
An experiential learning based course that studies the theory and practice of social justice in a variety of religions, both past and present. The experiential component is composed of practicums in the Atlanta area with religious activist groups. Main issues include: poverty; homelessness; prisons and the death penalty; human rights education; refugee rights; gender, race and sexuality rights; health care; grassroots movements and education.
- 490f,s **INDEPENDENT STUDY** 4-8  
Independent research arranged under supervision of a member of the department.

# Theatre and Dance

## FACULTY

Marylin B. Darling, *professor of dance*  
Dudley Sanders, *associate professor of theatre*  
David S. Thompson, *associate professor of theatre*

Theatre is perhaps the quintessential liberal art, taking for its subject matter what it means to be human. It promotes self-examination and self-discipline, fosters the development of artistic, analytical, critical and organizational capabilities and stimulates the student to realize her full creative potential. Now, as in Shakespeare's day, theatre holds a mirror up to nature, allowing us to see ourselves and our place in the universe in a manner that is at once both immediate and timeless.

The theatre curriculum integrates theory, history and practice, including foundational training in acting, directing, dramatic writing and design, and culminates in a performance project for the public. In addition, the department works closely with Blackfriars, a volunteer student theatre organization, to create a student-centered production program that encourages individual leadership and responsibility.

With the Winter Theatre, an intimate 310-seat auditorium with a semi-thrust stage, serving as laboratory and home, the department and Blackfriars mount two major productions and a play for children annually.

## Requirements for the Theatre 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

Other requirements:

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.

## Requirements for the Theatre 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.

# Theatre

- 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,S 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
- 250f DESIGN FOR THE STAGE I** 3  
Principles of costume and scenic design for theatre. Emphasis on basic composition, script analysis, period research, rendering techniques and execution of designs in a color medium.
- 308f HISTORY OF THEATRE I** 3  
Examination of the role of theatre in Western society from its origins up to 1800. Emphasis on political and

religious context and on the style and practice of the theatre as a reflection of a culture's value system and social structure.

Offered 2000-01 and alternate years

- 310S HISTORY OF THEATRE II** 3  
Continuation of Theatre 308. 1800 to the present.  
Prerequisite: 308 or permission of instructor  
Offered 2000-01 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 1999-2000 and alternate years
- 313S SPECIAL TOPICS IN THEATRE** 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.  
Offered 1999-2000 and alternate years
- 326f DIRECTING I** 3  
Study in approaches to realizing a script in performance. Focus on text analysis, creation of a prompt-book 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  
Not offered 1999-2000
- 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
- 350S DESIGN FOR THE STAGE II** 3  
Advanced principles of scenic and lighting design. Emphasis on proscenium design practice, theatrical drafting, mechanical perspective methods and lighting equipment and design.  
2 LEC, 1 LAB  
Prerequisite: Theatre 250 or permission of the instructor

- 410f,s SPECIAL STUDY** 2-4  
Supervised intensive study of selected topics in the theatre history or dramatic literature or supervised advanced projects in the areas of acting, design or directing.
- 415f,s (English 415) ADVANCED CREATIVE WRITING** 3  
Individual conferences with emphasis on sustained creative writing projects in poetry, fiction or drama. Prerequisite: English 340, 341, 342 or 344 and 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 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 minors.

All dance minors must audition for the minor. A panel of qualified dance professionals and experts adjudicates these students. Placement is determined after auditions are completed and adjudicated. Students who wish to excel beyond the minor are encouraged to talk with the director of dance about an interdisciplinary self-designed major.

### Requirements for the Dance 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, jazz or tap) 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: 290, 314, 315

Theoretical: 306 and 317

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. Students are encouraged to take 415 and 417.

100-level dance courses and 230 may be counted toward the physical education requirement.

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 requirement.

- 111f,s INTRODUCTION TO BALLET** 1  
Introduction to ballet technique, terminology and history as well as the Cecchetti positions.
- 112f,s INTRODUCTION TO MODERN DANCE** 1  
Introduction to modern dance technique, improvisation and elements of contemporary dance are emphasized.
- 113f JAZZ** 1  
Introduction to elements of jazz dance explored along with jazz technique, terminology and history.
- 114s FOLK, SQUARE AND SOCIAL DANCE** 1  
International folk dances, American square dances and social dances from 1930 to the present are taught.  
Offered 1999-2000 and alternate years
- 122f TAP** 1  
Introduction to basic elements of tap.  
Offered 2000-01 and alternate years
- 211f,s BEGINNING BALLET** 1  
Beginning ballet technique, terminology and history. The Cecchetti body positions, port a bras and technique are emphasized.
- 212f,s BEGINNING MODERN** 1  
Beginning modern dance technique, improvisation and elements of contemporary are emphasized.
- 213f,s BEGINNING JAZZ** 1  
Beginning elements of jazz dance are explored along with jazz technique, terminology and history.
- 222f BEGINNING TAP** 1  
Beginning elements of tap are taught. A beginning dance or center floor routine is taught each session.
- 230f,s STUDIO DANCE THEATRE** 1  
Prerequisite: Selection by audition and permission of the instructor.
- 290f,s DANCE PRODUCTION** 2  
Arranged credit for all aspects of technical assistance in dance productions over the course of a semester. Students may earn up to four hours of production

credit toward the minor in dance.

Prerequisite: Permission of the supervising professor. Does not satisfy the distributional standard in fine arts.

- 306f HISTORY OF DANCE** 3  
Historical background of dance from its origin in pre-history to the present, with emphasis on its relation to the other arts and to the society of each period.
- 311f,s INTERMEDIATE BALLET** 1  
Intermediate ballet technique and terminology as well as Cecchetti instruction.
- 312f,s INTERMEDIATE MODERN** 1  
Intermediate modern dance technique, improvisation and intermediate levels of contemporary are emphasized.
- 313f,s INTERMEDIATE JAZZ** 1  
Intermediate elements of jazz dance are explored and intermediate jazz technique is emphasized.
- 314f,s DANCE PERFORMANCE** 1  
Dance performance includes actual time in Studio Dance Theatre productions, as well as Feets of Magic.
- 315S CHOREOGRAPHY** 3  
Includes actual choreographic work presented in a variety of public settings and public performances.
- 317f DANCE COMPOSITION AND MOVEMENT** 3  
This course will consist of exploration of all ranges of dance composition using the elements of levels, space, time, rhythm, dynamics, textures and styles.
- 322f INTERMEDIATE TAP** 1  
Intermediate tap technique is taught. At least one dance is required at the end of the semester.
- 411f,s ADVANCED BALLET** 1  
Advanced ballet technique and pointe work emphasized.
- 412f,s ADVANCED MODERN** 1  
Advanced modern dance technique emphasized.
- 413f,s ADVANCED JAZZ** 1  
Advanced jazz technique taught in a range of styles, including but not limited to Giordano, Fosse, Genero, Luigi and Ailey.
- 415S ADVANCED CHOREOGRAPHY** 3  
Continuation of 315. Deals with more advanced aspects of the choreographic process. The culmination of the course is a presentation of the choreography in a variety of public settings and public performances.  
Prerequisite: Dance 315
- 417f ADVANCED DANCE COMPOSITION AND MOVEMENT** 3  
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
- 422f ADVANCED TAP** 1  
Advanced tap technique is taught. Two or more dances are required at the end of the semester.

# Women's Studies

Peggy Thompson, *acting director, professor of English*  
Elizabeth Hackett, *assistant professor*

The program in Women's Studies integrates liberal arts education at Agnes Scott by using women's experience and feminist theory to analyze themes in the humanities, fine arts, social sciences and natural sciences.

Courses emphasize women's past and present roles in culture, politics, economy, family, society and the arts and sciences. They offer various theoretical approaches to topics such as the representation of gender, lesbian studies, women and the law, gender and language and women in global issues.

The program promotes the study of intersections of gender and sexuality with race, ethnicity and nationality in comparative and global contexts. By considering a variety of controversial issues from different perspectives, it encourages debate and critical thinking. Students develop their skills in oral and written expression. Heightened self-awareness and commitment to community service are further goals of the program.

Students who major or minor in Women's Studies enroll both in courses housed entirely in the program and in courses cross-listed with other disciplines. Faculty who teach in the program include representatives from most of the departments in the College. The Atlanta Semester program offers other opportunities for experiential learning.

The Women's Studies program prepares majors to pursue careers in agencies and businesses that focus on women and in a variety of other fields ranging from law to education to religion.

Majors are strongly encouraged to study abroad through a faculty-led Global Awareness or Global Connections program or any other study-abroad program approved by the College.

## Requirements for the Major:

Women's Studies 100, 340 and one of the following:  
380, 410, 450, 480 or 490

At least one course in each of the following three groups.

- 1) Social and Natural sciences: 130, 200, 211\*, 212, 231\*, 235, 240\*, 270, 271, 307\*, 313, 350\*

2) Art and literature: 216, 219\*, 220, 311, 312  
 3) Historical and philosophical perspectives: 224, 230\*, 241, 310, 322, 330, 331\*, 341, 342  
 One course emphasizing global diversity, chosen from those starred above or approved by the director of the program in women's studies. The same course may be taken to fulfill this requirement and to satisfy one of the three group requirements listed above.

Other women's studies courses to total at least 36 hours for the major. Credit from the language component of language across the curriculum courses that are cross-listed as women's studies courses may be included in the women's studies major. The Atlanta Semester (13 hours) may be included in the women's studies major. The Atlanta Semester Internship (WLSC 350) may substitute for WS 450 as a course required for the major in women's studies.

Women's Studies 263 (Topics in Women's Studies) may satisfy one of the group requirements within the major. The student should consult with the director of the Women's Studies Program to determine which group designation is appropriate for a particular topics course.

#### 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

<b>100f,s</b>	<b>WOMEN, CULTURE AND SOCIETY</b>	<b>3</b>
	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.	
<b>130S</b>	<b>PSYCHOLOGY OF WOMEN</b>	<b>3</b>
	See Psychology 130 for description.	
<b>200S</b>	<b>ECONOMICS OF RACE, CLASS AND GENDER</b>	<b>3</b>
	See Economics 200 for description.	
<b>210f</b>	<b>SCIENCE, RELIGION AND WOMEN</b>	<b>3</b>
	See Religious Studies 210 for description.	
<b>211S</b>	<b>WOMEN IN LATIN AMERICA</b>	<b>3</b>
	See Political Science 211 for description.	

<b>211Ls</b>	<b>WOMEN IN LATIN AMERICA, SPANISH COMPONENT</b>	<b>1</b>
	(Political Science 211L) (Sociology 214L) (Spanish 301L) See Political Science 211L for description. Offered 1999-2000	
<b>212S</b>	<b>MARRIAGE AND THE FAMILY</b>	<b>3</b>
	See Sociology 211 for description.	
<b>216f</b>	<b>TOPICS ON WOMEN AND LITERATURE</b>	<b>3</b>
	See English 216 for description.	
<b>219f</b>	<b>WOMEN IN WORLD MUSIC</b>	<b>3</b>
	See Music 219 for description.	
<b>220f</b>	<b>WOMEN IN MUSIC: THE WESTERN MUSICAL TRADITIONS</b>	<b>3</b>
	See Music 220 for description.	
<b>220Lf</b>	<b>WOMEN IN MUSIC: THE WESTERN MUSICAL TRADITIONS, GERMAN COMPONENT</b>	<b>1</b>
	(German 320L) (Music 220L) See German 320L for description. Not Offered 1999-2000	
<b>221Lf</b>	<b>WOMEN IN MUSIC: THE WESTERN MUSICAL TRADITIONS, FRENCH COMPONENT</b>	<b>1</b>
	(French 221L) (Music 221L) See French 221L for description. Offered 1999-2000	
<b>224f</b>	<b>WOMEN AND RELIGION</b>	<b>3</b>
	See Religious Studies 224 for description.	
<b>230S</b>	<b>FEMINISM, CULTURAL CRITICISM AND WORLD RELIGIONS</b>	<b>3</b>
	See Religious Studies 230 for description.	
<b>231S</b>	<b>RACE, CLASS AND GENDER</b>	<b>3</b>
	See Sociology 230 for description.	
<b>235S</b>	<b>WOMEN AND THE LAW</b>	<b>3</b>
	Selected aspects of American constitutional and statutory law that have a particular impact on women. Likely topics include: legal guarantees of race and gender equality, employment discrimination (including sexual harassment), affirmative action, marriage, rape, domestic violence, reproductive rights, pornography and prostitution.	
<b>240S</b>	<b>PSYCHOLOGY OF CROSS-CULTURAL CONTACT</b>	<b>3</b>
	See Psychology 240 for description.	
<b>263S</b>	<b>TOPICS IN WOMEN'S STUDIES</b>	<b>3</b>
	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.	
<b>270f</b>	<b>WOMEN, HEALTH AND SOCIETY</b>	<b>3</b>
	See Anthropology 270 for description.	
<b>271f</b>	<b>GENDER POLITICS AND CULTURE IN ASIA</b>	<b>3</b>
	See Political Science 270 for description.	

- 300S** (Religious Studies 300) **RELIGION AND GENDER JUSTICE** 4  
See Religious Studies 300 for description.
- 307S** (Anthropology 307) **HOUSEHOLD AND WORLD SYSTEMS** 3  
See Anthropology 307 for description.
- 310S** **FEMINISM AND SEXUALITY** 3  
Feminism is understood by many to have implications for understanding not only gender, but sexuality as well. This course explores these implications by investigating such issues as the social construction of sex, gender and sexuality; heterosexuality as a site of women's oppression; lesbianism as feminist practice; and queer theory.  
Prerequisite: one course in women's studies or permission of the instructor
- 311S** (Art 311) **THE RISE OF THE WOMEN 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) **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** (Philosophy 315) **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.
- 342S** (Religious Studies 341) **GENDER AND ISLAM** 3  
See Religious Studies 341 for description.
- 380f** **WORKING WOMEN IN ORGANIZATIONS: SEMINAR AND INTERNSHIP** 5  
An exploration of the relationship between theories of organizational behavior and actual practices that affect the behavior of women in organizations. Students will study various theories while engaging in an internship for the purpose of examining the challenges and rewards that women face in Atlanta organizations.  
Not open to students who have enrolled in the Atlanta Semester
- 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 cross-cultural 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.



# Agnes Scott College Faculty

(Dates after name indicate year of appointment)

- JUAN A. ALLENDE** (1993)  
Associate Professor of  
Political Science  
*B.S., Iowa State University*  
*M.S., University of North Carolina*  
*M.Div., Emory University*  
*Ph.D., University of North Carolina*
- CHRISTOPHER AMES** (1986)  
Professor of English  
*B.A., University of Texas, Austin*  
*Ph.D., Stanford University*
- BRIAN S. ARMOUR** (1999)  
Visiting Assistant Professor of Economics  
*B.S., College of Charleston*  
*M.A., Western Kentucky University*  
*Ph.D., North Carolina State University*
- BONA W. BALL** (1967)  
Ellen Douglas Leyburn  
Professor of English  
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*M.A.T. Duke University*  
*Ph.D., University of Kentucky*
- DAVID P. BEHAN** (1974)  
Professor of Philosophy  
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*Ph.D., Vanderbilt University*
- ANNE E. BEIDLER** (1992)  
Associate Professor of Art  
*B.A., Earlham College*  
*B.F.A., University of Connecticut*  
*M.F.A. University of Massachusetts, Amherst*
- RUTH BETTENDORFF** (1992)  
Associate Dean of the College and Director of Graduate Studies; Assistant Professor of Education  
*B.A., California State University*  
*M.A., University of Mississippi*  
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- BARBARA J. BLATCHLEY** (1990)  
Associate Professor of Psychology  
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- SANDRA T. BOWDEN** (1968)  
Charles A. Dana Professor of Biology  
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- SHERRI J. BOYD** (1999)  
Visiting Assistant Professor of Mathematics  
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*Ph.D., Vanderbilt University*
- LORI BROWN** (1999)  
Head Coach of Volleyball and Softball; Instructor in Physical Education  
*B.A., Illinois Wesleyan University*  
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- GAIL M. BUCCINO** (1995)  
Assistant Dean of the College and Director of Academic Advising  
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- MARY BROWN BULLOCK** (1995)  
President of the College and Professor of History  
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- RONALD L. BYRNSIDE** (1975)  
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*B.A., Smith College*  
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- MARY C. CAIN** (1999)  
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- ROSEMARY T. CUNNINGHAM** (1985)  
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*M.S., State University College*  
*D.M.A., University of Colorado-Boulder*
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Professor of Political Science  
*B.A., University of Florida*  
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*B.A., University of Tennessee*  
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Associate Professor of Biology  
*B.A., Occidental College*  
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# Academic Calendars

## 1999-2000

### Fall semester

International students arrive	Tuesday, August 24
New students arrive	Friday, August 27
Returning students arrive	Sunday, August 29
Registration for returning students	Monday, August 30
Registration for new students	Tuesday, August 31
Classes begin	Wednesday, September 1
Labor Day holiday	Monday, September 6
Fall break	Thursday, October 21 – Sunday, October 24
Thanksgiving break	Wednesday, November 24 – Sunday, November 28
Last day of classes	Friday, December 10
Reading days	Saturday, December 11 – Monday, December 13
Exams begin	Tuesday, December 14
Exams end	Saturday, December 18

### Spring semester

Students arrive	Tuesday, January 18
Registration	Wednesday, January 19
Classes begin	Thursday, January 20
Spring break	Saturday, March 4 – Sunday, March 12
Easter break	Friday, April 21 – Sunday, April 23
Last day of classes	Tuesday, May 2
Reading days	Wednesday, May 3 – Thursday, May 4
Exams begin	Friday, May 5
Exams end	Wednesday, May 10
Exams for seniors	Thursday, May 4, 2 p.m. – Wednesday May 10, noon
Baccalaureate	Friday, May 12
Commencement	Saturday, May 13

## 2000-2001

### Fall semester

International students arrive	Tuesday, August 22
New students arrive	Friday, August 25
Returning students arrive	Sunday, August 27
Registration for returning students	Monday, August 28
Registration for new students	Tuesday, August 29
Classes begin	Wednesday, August 30
Labor Day holiday	Monday, September 4
Fall break	Thursday, October 19 – Sunday, October 22
Thanksgiving break	Wednesday, November 22 – Sunday, November 26
Last day of classes	Monday, December 11
Reading days	Tuesday, December 12 – Wednesday, December 13
Exams begin	Thursday, December 14
Exams end	Tuesday, December 19

### Spring semester

Students arrive	Tuesday, January 16
Registration	Wednesday, January 17
Classes begin	Thursday, January 18
Spring break	Saturday, March 10 – Sunday, March 18
Easter break	Friday, April 13 – Sunday, April 15
Last day of classes	Tuesday, May 1
Reading days	Wednesday, May 2 – Thursday, May 3
Exams begin	Friday, May 4
Exams end	Wednesday, May 9
Exams for seniors	Thursday, May 3, 2 p.m. – Wednesday May 9, noon
Baccalaureate	Friday, May 11
Commencement	Saturday, May 12



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