



Agnes Scott

Catalog

2001-2003

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Agnes Scott College Catalog

2001-2003



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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Mission and Purpose

Agnes Scott College, a liberal arts college for women, originated in the faith and vision of a small group of Presbyterians in Decatur, Georgia.

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

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

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

enable women 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 17 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 participation in 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 The University of California-

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 10:1.

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, John Updike, Carolyn Forché, Robert Frost, Eudora Welty, Isabel Allende and Reynolds Price.

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, 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 is also a tradition. 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 26 buildings and an apartment complex on 100 acres. As part of the comprehensive Master Plan, the renovated Evans Dining Hall opened in 1999, the renovated Bradley Observatory with the new Delafield Planetarium opened in fall of 2000, the new Alston Campus Center and the expanded and renovated McCain Library opened in early 2001 and construction is underway on a \$36.5 million science building to be completed in 2003.

A Leader among Liberal Arts Colleges

Agnes Scott ranks among the top 10 national liberal arts colleges and in the top 25 of all colleges and universities in the United States in endowment per student.

The College has been recognized as one of the International 50, the top colleges in the nation for international focus. It has been noted as a "Great School at a Great Price" by *U.S. News & World Report's* 2001 rankings. The *Best 331 Colleges*, published by *Princeton Review*, ranks Agnes Scott number three for "quality of life," ranking third behind Dartmouth College and Davidson College and ahead of Harvard. *The Fiske Guide to Colleges 2001* proclaims that Agnes Scott "continues to be the South's leading women's institution." "An academically challenging

liberal arts college," *Fiske* continues, "Agnes Scott College is highly acclaimed for its science and mathematics programs."

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, Ga., in July 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 Decatur 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, Col. George Washington Scott, a leading Decatur businessman, gave \$40,000 to provide a "home" for the school. Col. 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 Col. 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 American Association of University Women and a charter member of the Southern University Conference.

The Agnes Scott Legacy

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, Penn. 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 son, George Washington Scott, became a successful businessman in Florida and Georgia. He, along with the Rev. Frank Henry Gaines and a group of progres-

sive-thinking Presbyterians, founded an institution for the purpose of educating women in Decatur, Ga., 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.

Throughout its history, Agnes Scott has been proud of its Presbyterian heritage and continues to explore the connections between faith and learning. The College values religious diversity and provides 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 per student that is among the highest in the nation. From a single house on a small lot, Agnes Scott has

expanded to 26 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 Al. Lee Satyrs '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 Orientation Council, upper-class students who plan and coordinate orientation activities and events. A crucial part of orientation at Agnes Scott is the FYI (For Your Information) program. All new incoming students are assigned to an FYI group. The FYI group includes approximately 15 new students, a faculty advisor, a staff coordinator and two returning students. FYI groups meet weekly until Thanksgiving and provide valuable information on a variety of topics, from the very practical to the more philosophical or theoretical. Transcripts will reflect the completion of FYI.

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

International students, members of under-represented populations, transfer students and Woodruff Scholars are all assigned to FYI groups, as well as offered additional orientation programs tailored to their needs. All students are welcomed and encouraged to become involved 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-governed within the policies of the College and the Office of Residence Life. Student staff in each building includes a resident director and resident assistants, who are supervised by the director of residence life. 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 upperclass women, Avery Glen affords a greater sense of independent living.

Juniors and seniors have yet another housing option with the introduction in 2001 of three exquisitely restored Victorian homes adjacent to the campus. These homes will operate as theme houses with a goal of creating a living/learning environment based on a learning theme. Students will apply to live in these houses according to their interest in and commitment to the assigned theme. The main



purpose of the living arrangement is to facilitate learning. For example, a language house would provide students with opportunities to speak the assigned language and to sponsor and participate in special programs and events in the house related to that language and/or culture. By choosing to reside in the house, residents would commit themselves to the plan for using the living arrangement to advance learning. Collaboration between faculty and students is an important focus of this arrangement and each house is aligned with a faculty or staff advisor. Academic departments submit proposals for themes each year. The theme houses in 2001-2002 include the *Casa Hispanica*/Spanish Language House, Environmental Studies House and International House.

All students, except nontraditional-age Woodruff 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 director for multicultural affairs is responsible for assisting students from

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.

Clubs and Organizations

- ◆ African-West Indian Student Association
- ◆ Agnes Scott Chess Club
- ◆ Agnes Scott Outdoors
- ◆ Agnes Scott College Community Orchestra
- ◆ American Chemical Society
- ◆ Amnesty International
- ◆ Asian Cultural Awareness Student Association
- ◆ Astronomy Club
- ◆ Atlanta YAD, Young Jewish Adult Agency
- ◆ *The Aurora*, annual literary magazine
- ◆ Best Buddies
- ◆ Blackfriars, drama group
- ◆ Campus Civitan
- ◆ Campus Girl Scouts
- ◆ Canterbury Club, Episcopal organization
- ◆ Career Advisory Board
- ◆ Century Club, physical fitness
- ◆ Circle K
- ◆ The Collective
- ◆ College Democrats
- ◆ Collegiate Chorale
- ◆ Colonnade Club
- ◆ Conservative Forum
- ◆ Day Student Organization
- ◆ Faust Club, German studies, culture and language
- ◆ French Club
- ◆ Green Earth Organization (GEO)
- ◆ Habitat for Humanity
- ◆ Hispanic Awareness Society
- ◆ Honor Court
- ◆ International Student Organization
- ◆ Joyful Noise, gospel singing group
- ◆ Judicial Board
- ◆ League of Women Voters
- ◆ Mortar Board
- ◆ Muslim Student Association
- ◆ National Coalition Building Institute, (NCBI)
- ◆ New Life, nondenominational Christian fellowship
- ◆ Newman Club, Roman Catholic organization
- ◆ New Westminster Fellowship, Presbyterian organization
- ◆ Orientation Council
- ◆ Phi Alpha Theta (History Honor Society)
- ◆ Phi Beta Kappa
- ◆ Phi Sigma Tau (Philosophy Honor Society)
- ◆ Pi Delta Phi (French Honor Society)
- ◆ *The Profile*, student newspaper
- ◆ Psi Chi (Psychology Honor Society)
- ◆ Psychology Club
- ◆ Publius, pre-law club
- ◆ Religious Life Council
- ◆ Residence Hall Council
- ◆ Returning to College Organization
- ◆ SAFE Women
- ◆ Showtime Programs Board
- ◆ Sigma Delta Phi
- ◆ *Silhouette*, student yearbook
- ◆ Social Council
- ◆ *Sotto Voce*
- ◆ Spanish Club
- ◆ Spiritual Awareness Association
- ◆ Student Government Association
- ◆ Student Peace Action Network (SPAN)
- ◆ Student Senate
- ◆ Studio Dance Theatre
- ◆ Sub-continental Student Association
- ◆ Theta Alpha Kappa (Religious Studies Honor Society)
- ◆ Tower Council
- ◆ TriBeta (Biology Honor Society)
- ◆ Volunteer Board
- ◆ WAVE (Women of Action, Voice and Education)
- ◆ Wesley Foundation, United Methodist organization
- ◆ Witkaze, organization for African-American students
- ◆ Women in Business
- ◆ REALITE

Sports

NCAA Varsity Athletics

- ◆ Basketball
- ◆ Cross Country
- ◆ Soccer
- ◆ Softball
- ◆ Tennis
- ◆ Swimming
- ◆ Volleyball

Intramural Activities

- ◆ Century Club
- ◆ Field Hockey
- ◆ Tennis
- ◆ Social Dance Lessons
- ◆ Scottie 5K & 1 mile
- ◆ Scottie Fitness Leaders
- ◆ Rock Climbing
- ◆ Hiking Trip
- ◆ Whitewater Rafting

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. Formals, band parties, concerts and films, as well as lectures on classical and contemporary issues, are among the many offerings presented through the office of student activities. The new campus center, which opened in January 2001, houses many of these activities as well as a snack bar, bookstore and post office.

Intercollegiate Athletics and Other 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 Health Center. The center's director is a nationally certified nurse practitioner who works with physician consultants in internal medicine, gynecology and psychiatry. Services conducted throughout the year include evaluation and treatment of health problems, counseling and special health education and screening programs.

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 counseling services are offered for all currently enrolled Agnes Scott undergraduate students by the Office of Personal Counseling staff, who are all licensed psychologists or doctoral-level graduate students under their supervision. Services include individual, couples and group counseling; consultation and referral services; and outreach programming.

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

Individual counseling involves meeting one-on-one with a counselor for approximately 45 to 50 minutes, usually on a weekly basis for up to 15 sessions per calendar year. Couples counseling is available for dealing with relationship or roommate concerns. Group counseling involves three or more students meeting together with one or more counselors to deal with shared concerns. Consultation is available for staff, faculty, students, Year Five students or family members with a concern about an Agnes Scott student or a specific mental health-related issue. Referrals are available for off-campus mental health services (e.g., longer-term psychotherapy, testing for learning disabilities, psychiatric care, intensive treatment programs). In addition, workshops and presentations can be arranged for groups or classes interested in counseling-related topics.

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 monthly Friday morning chapel worship, weekly Wednesday devotionals, and services in celebration of special campus occasions. 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. The chaplain also has information about various campus religious organizations.

Contexts for reflection on the relationship between faith and learning, as well as on personal and societal issues, are provided through speakers, group discussions, support groups and spiritual counseling. The chaplain's office offers volunteer opportunities for faithful service in 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 traditions of faith.

Career Planning

The Office of Career Planning helps students make 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 career counseling, self-assessment aids (including the Strong Interest Inventory, the Myers-Briggs Type Inventory and the Personality Research Form), numerous workshops on topics such as resume writing, interviewing techniques and graduate school preparation.

The career observation extern and intern programs provide students with access to mentors and role models in different career fields. Through the career observation 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 has job postings for students seeking permanent, summer and part-time work. Through Monster Track, 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.

Throughout the year, employers visit the campus to recruit and/or conduct interviews. Many employers also participate in our resume recruitment program by requesting resumes of upcoming graduates.

The Campus

Library

Agnes Scott's library combines strong collections, individual attention, superior study spaces and advanced technology to support our students in their research and course assignments. The architecturally distinguished McCain Library, built in 1936, reopened in 2001 after a total renovation and major expansion. Features of this beautiful building include group studies and media rooms, comfortable study nooks, an outdoor reading terrace and wireless network connectivity throughout the facility.

The library collection, selected to support the undergraduate curriculum, includes more than 210,000 volumes, 1,100 periodical subscriptions and 14,000 sound or video recordings as well as microforms, archives and other materials. Many of the library's resources are now electronic and are available 24 hours a day from other campus facilities, residence halls and off-campus locations. An array of more than 100 different databases offers full-text articles drawn from several thousand journal titles, periodical indexes in almost all disciplines, reference tools and more than 15,000 digital books. These electronic resources include, but also go beyond, the holdings of GALILEO, the Georgia statewide virtual library.

Librarians offer one-on-one reference assistance, group workshops and other opportunities for learning about the library and its resources. In partnership with the faculty, they also provide course-related instructional sessions that build the information literacy skills needed for academic success and career development.

Through Agnes Scott's membership in the Atlanta Regional Consortium for Higher Education (ARCHE), students also enjoy access to the library holdings (10 million volumes) of 20 other local colleges and universities. Interlibrary loan provides additional access to specialized research materials that might be needed by students or faculty.

Computer Facilities

The College provides state-of-the-art electronic resources that augment and enhance the teaching

and learning environment. Students have free access to the Internet as well as many other on-line resources through the campus network. All campus facilities and classrooms are wired and fully accessible.

The Alston Campus Center provides a number of computing facilities including Butler Business Center, Cyber Café and the eCommons Lab. The Buttrick classroom building houses the multimedia classroom. Wireless laptop loaners are available for special projects from information technology services and McCain Library. Macintosh computers are available in the lab in the Dana Fine Arts building. Special access areas include the Presser music lab, the Bradley Observatory research lab and the science resource center. There are 17 labs in all on campus. McCain Library also houses the Instructional Technology Center, with the latest in contemporary equipment and design resources. A wide selection of software is available for use in each of these areas as well.

The Center for Writing and Speaking

The Center for Writing and Speaking is a peer tutoring organization that provides assistance to students working on writing or speaking (oral presentation) projects of all kinds. The CWS comprises two specialized centers, the writing center and the speaking center, both located on the ground floor of McCain Library.

Students may come to the writing center or the speaking center at any stage of their projects; tutors can help them get started on the assignment, develop the draft or speech or polish the final version. Tutoring is free to Agnes Scott students 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, audio and video equipment and a variety of other resources are available in the Center for Writing and Speaking for students to use in tutoring sessions or on their own. Students interested in applying to be tutors should contact the director.

The Office of International Education

As the center for Agnes Scott's international activities, the Office of International Education provides and supports learning opportunities and services that foster cross-cultural learning, facilitate intercultural communication and enhance knowledge about world cultures and societies. The mission of the OIE is carried out through the following activities:

- ◆ 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
- ◆ International and exchange student advising
- ◆ Counseling international students and scholars on immigration-related matters
- ◆ Study-abroad advising
- ◆ Maintaining study-abroad resource materials
- ◆ Supporting the internationalization of the curriculum
- ◆ Assisting the faculty in their internationalization efforts
- ◆ Welcoming international visitors
- ◆ Organizing or assisting with the organization of events with an international focus
- ◆ Enhancing the College's international image
- ◆ Coordinating the advisement of the "International House," a new residential house for students devoted to cross-cultural learning and international relations.

Two broad groups are served by the OIE: those students, staff, faculty and alumnae who will be studying, interning, volunteering, researching or traveling abroad; and those who will be coming to the campus from abroad. Services include cross-cultural

adjustment assistance, immigration regulatory assistance, non-resident tax compliance, pre-departure orientation and other specific services needed by students, faculty and others engaged in international exchange and learning.



International Student Orientation

Working together with the international student liaison from the orientation council, this orientation is meant to give all international students the opportunity to learn about cross-cultural adjustment issues, housing, banking, safety, transportation, social security, immigration regulations, writing and speaking support, insurance, health services and other important information specific to them. International students gain the opportunity to meet one another in a small group setting and to become familiar with the campus before joining all other new students for a general orientation.

Alston Campus Center

Completed in 2001, the spectacular Alston Campus Center raises life at Agnes Scott to a new level of shared experience by uniting the residential, co-curricular and academic portions of the campus. The building's more than 58,000 square feet, spread over four levels, support an array of activities. Student support services, such as career planning, residential life, multicultural affairs, religious life as well as the bookstore and post office are housed here. The Cyber Café, where students can work or play online, and the Luchsinger Fireplace Lounge, a more traditional setting for conversation and study, are just two of the many exciting spaces in the building. One entire floor is devoted to student organizations with offices and meeting space. Technology Commons offers two dozen work stations for students and is accessible 24 hours a day. Mollie's Grille and the Black Cat Café offer delicious food choices, and commuting students find the Patricia Collins Butler Center their home away from home.

Athletic Facilities

The Robert W. Woodruff Physical Activities Building provides facilities for a variety of recreational and intercollegiate athletic pursuits. These include a basketball court, volleyball courts, an eight-lane, 25-meter swimming pool, weight room and training room. The Gellerstedt Track and Field hosts numerous events including Agnes Scott College soccer and cross country competitions. Six new tennis courts, located next to the Gellerstedt Track and Field, will open fall 2002.

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 campuswide 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 protection of a fully staffed, highly trained police department on campus. Call boxes for emergency assistance are located throughout the campus.

Admission

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

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
admission@agnesscott.edu

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 most often graduate in the top 20 percent of their

high school class and present a minimum of four academic units each year. The recommended high school academic program is four years of English, two years of one foreign language, three years of mathematics (algebra I and II, geometry), two years of laboratory science (biology, chemistry, physics) and two years of social science. 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:

The College Board/College Entrance
Examination Board
45 Columbus Avenue
New York, NY 10023-6992
(212) 713-8000
www.collegeboard.org
Agnes Scott's CEEB number is 5002.

For information on ACT, write or call:

American College Testing Program
P.O. Box 168
Iowa City, IA 52243-0168
(319) 337-1000 phone
(319) 339-3021 fax
www.act.org
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

Environmental Science

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; credit granted for a score of three on calculus BC; credit granted for a score of 3 on calculus AB if student completes mathematics 119 with a grade of C or better; the AB subscore is used to award credit for students who receive a score of 2 or below on calculus BC.

Music theory

Physics – B, C mechanics, electricity and magnetism

Psychology

Spanish – language, literature

Statistics

International Baccalaureate and Joint Enrollment 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/director of academic advising.

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

decision. An interview is also helpful to the Office of Admission in evaluating an application, as it allows admission officers 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, call or e-mail 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 e-mail:

Office of Admission
Agnes Scott College
141 E. College Ave.
Atlanta/Decatur, GA 30030
(404) 471-6285 phone
(800) 868-8602 toll-free
(404) 471-6414 fax
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 Aug 1.

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 initiate a

request for appropriate accommodations, the student meets with the assistant dean of the college. 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.

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:

- ◆ **Early Decision/First Choice**
(The applicant agrees to withdraw all other college applications after receiving notice of admission and financial aid from Agnes Scott.)
Application deadline: Nov. 15
Notification date: Dec. 15
- ◆ **Scholarship Decision**
Application deadline: Jan. 1
Notification date: beginning Jan. 25



◆ **Regular Decision**

Application deadline: March 1

Notification: within three weeks of completion of file

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 officer 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:

- ◆ eight years after enrollment if initially classified as a first-year student
- ◆ six years after enrollment if classified as a sophomore
- ◆ four years after enrollment if classified as a junior or 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 enrollment. A candidate must submit a high school transcript, a record of SAT I or ACT scores and a letter from the high school counselor providing 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 recommended for this program by her school. Most high schools grant a diploma after a student completes first-year courses at Agnes Scott. A student considering this possibility should consult her high school guidance office. Successful applicants are classified as first-year students at Agnes Scott and use the normal application procedures and dates. An admission interview is required of all early admission applicants.

Homeschooled Students

The College welcomes applications from candidates for admission who have been schooled at home. The Office of Admission advises such students to contact the College to facilitate the application process. Homeschooled 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.

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

- ◆ Results of either the English Language Proficiency Test (ELPT) or SAT II Writing exam
- ◆ Either a recommendation from a teacher of English or an extra writing sample in English

All application materials must be submitted in English and mailed by a school official.

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, and one letter of recommendation from a college professor who taught the applicant an academic subject. 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 64 semester hours in academic subjects at the College.

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

- ◆ Nov. 1, spring admission
- ◆ March 1, fall admission

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. In order for Agnes Scott to complete a credit evaluation, course descriptions from the previous college or university's catalog will be needed. The catalog must represent the same academic year(s) in which the coursework was completed. To find out how to obtain a catalog from the previous institutions attended, contact the respective college or university registrar's office. Students wishing to apply a substantial portion of work earned elsewhere toward their major should check with the assistant dean of the college.

International Transfer Students

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

Transient Students

Students in good standing at other colleges may apply as transient students at Agnes Scott for one or more semesters and take one or more courses. 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.

Readmission

A student who has withdrawn from the College and wishes to return should complete an application for readmission. In addition to the completed application for readmission and a non-refundable application fee, applicants must submit transcripts from any college/university attended since the original application was filed, one letter of recommendation from a college professor who taught the applicant an academic subject and a letter stating what the applicant has been doing since her withdrawal from the College and why she wishes to return to Agnes Scott. Please note that the applicant may be asked to provide additional information depending on the individual circumstances.

Employees

The Office of Admission welcomes applications from current Agnes Scott employees. In addition to the employee application for admission, the applicant must submit transcripts from any college/university attended and a personal statement including the applicant's educational goals. A personal interview with an admission officer (for degree-seeking applicants only) is also required. There is no application fee for current employees. Please note that the applicant may be asked to provide additional information depending on the individual circumstances. Check the Personnel Handbook for additional information on tuition remission policies.

Irene K. Woodruff Program

Agnes 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 Irene K. Woodruff Program enroll in regular college courses and meet the same degree requirements as the other undergraduates.

Most women who enroll at Agnes Scott through the Woodruff 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.

Woodruff Scholars 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 Woodruff Scholar application, including a personal essay and the \$35 application fee
- ◆ Two letters of recommendation
- ◆ Official transcripts of previous high school and college work, sent directly from 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 from another college or university will not be considered for admission 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, Scholarships for Georgia Perimeter College graduates or the Agnes Scott College Phi Theta Kappa Scholarship. For most forms of financial aid, students must enroll each semester for a minimum of six semester hours of credit. For more details, see Financial Aid.

Health Record

The College and Georgia state law require 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 Irene K. Woodruff Program accepts both full- and part-time students who have earned credits at other accredited institutions. They are subject to the same regulations as transfer students, with the exception of the minimum course load.

Evaluation of Transfer Credit

Evaluation of transfer credit requires that course descriptions from catalogs from all colleges previous-

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

Academic credit earned at other accredited institutions and meeting Agnes Scott College standards is applied toward the Agnes Scott degree upon classification. No more than 66 semester hours (64 plus two for physical education) of transfer credit will be counted toward the 130 semester hours required for the Agnes Scott degree. A student must earn a minimum of 64 hours in Agnes Scott academic courses toward the 130 hours required for the Agnes Scott degree.

Time Limits for Completing a Degree

Woodruff Scholars must complete their degrees:

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

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.

Woodruff Program Applicants Seeking Audit Status

Applicants seeking to audit a course are required to complete the Irene K. Woodruff 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 Woodruff 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 Woodruff 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 officers welcome the opportunity to meet with prospective students to answer questions about the program or to discuss transcripts of previous college work.

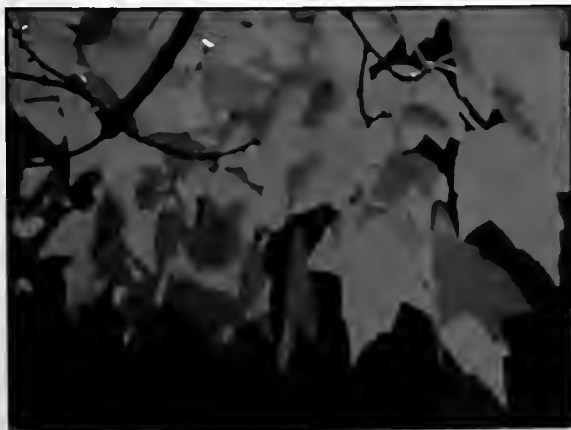
Tuition and Fees

Student fees at Agnes Scott College meet less than half of the annual operating costs. The difference between student payments and College operating expenses comes from general endowment income and gifts and grants to the College. Fees for full-time students for the 2001-2002 academic year are:

Tuition	\$ 17,500
Room & Board	\$ 7,280
Student activity fee	\$ 150
College events fee	\$ 20
Health insurance fee	\$ 190
TOTAL	\$ 25,140

A student's financial aid package will be considered when determining the amounts due each semester. Due dates for tuition and fees are approximately Aug. 1 for fall semester and Jan. 2 for spring semester.

All resident students pay a refundable \$100 room occupancy deposit. This deposit is due when tuition, fees and room and board charges are paid for the fall semester. The deposit is refundable when the student no longer lives in campus housing provided no other monies are due to the College. Students will be billed each year for any room damage charges to maintain a \$100 deposit. 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 nonrefundable \$35 application fee and 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 notified by the director of financial aid.

Returning full-time students pay a nonrefundable \$150 deposit by March 15. This deposit entitles the student to re-register and to select a residence hall room for the next year. A nonrefundable \$150 continuation fee is 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 at a rate of \$730 for each hour up to five hours; \$5,110 for six to eight hours; and \$7,300 for nine to 11 hours. Any additional monies due to the College as a result of course changes during the 10-day drop/add period are due at the time of the change. No adjustment will be made to billing after the 10-day drop/add period. The \$150 student activity fee and the \$20 college events fee are not included in these charges. The student activity fee is due at the beginning of the first semester of an academic session in which the student is enrolled for at least 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.

Graduation Fee

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

A refund refers to the College charges that are refunded to the student and/or to the financial aid sources that covered those charges. Refunds are made within 30 days of the student's withdrawal. Students who withdraw from Agnes Scott College on or before the first class day of a semester will receive a full refund of any payment made towards tuition, room and board and student fees. No refund will be made of the \$150 enrollment/reregistration deposit. For students who withdraw after the first day of class during a semester, the mandatory health fee is non-refundable. Agnes Scott's institutional refund policy for tuition, room and board is as follows:

- ◆ 90 percent refund when withdrawal is after the first day of class 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 the date that the official withdrawal form is received by a dean for signature or the date of withdrawal specified by the student, whichever is later. 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 federal financial aid, if a student withdraws 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 number of days attended divided by the number of days in the semester.

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

- ◆ Subsidized federal Stafford Loans
- ◆ Unsubsidized federal Stafford Loans
- ◆ Federal Parent Loans for Undergraduate Students

- ◆ Federal Pell Grants
- ◆ Federal Supplemental Educational Opportunity Grants
- ◆ Other federal aid

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

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

Monthly Statements of Account

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

Delinquent Accounts

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

Health Insurance

The College requires all students be covered by health insurance and provides a health insurance program for a fee. The fee is charged and payable when tuition, room and board charges are due. The health insurance program may be waived upon evidence that the student is covered by adequate alternative health insurance arrangements. Health insurance must be waived by the end of the 10-day drop/add period to avoid charge of fee.

International students are required to enroll in the health insurance program provided by the College for a fee.

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

Telephone System

The College provides each room with a telephone connection. The Agnes Scott telecommunications department contracts with AT&T College &

University Solutions (ACUS) for long distance service. A long distance access code may be obtained directly with ACUS or through the Agnes Scott telecommunications department. Bills are sent monthly by ACUS, and payments are sent directly to them. An outstanding balance on the ACUS 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.

Financial Aid

Agnes 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 scholarships are based on a variety of criteria and are

renewable for a maximum of three additional years. Please contact the Office of Admission for information on need-based scholarships for entering first-year students.

Presbyterian Scholarship Program

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

Transfer and Woodruff Scholar Scholarship Programs

Scholarships for Georgia Perimeter College graduates are valued at \$8,500 per year. Agnes Scott College applicants must have graduated from Georgia Perimeter College within the 12 months prior to beginning at Agnes Scott. Two scholarships are awarded annually.

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

Phi Theta Kappa Scholarships are available to members of the two-year honor organization. Two scholarships are awarded annually and valued at \$8,500 annually.

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 \$1,100 in 2001-2002). 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). The grants are for a maximum of \$3,750 for 2001-2002.

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, readmission and Woodruff Scholar applicants may obtain applications from the Office of Admission.

Currently enrolled students seeking aid for the next session should obtain the applications from the Office of Financial Aid. 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 Woodruff Scholar who enrolls as a first semester junior and attends half-time each semester will be eligible to receive federal financial aid for no more than 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.

Woodruff Scholars

Financial assistance is available for full- or part-time study to women pursuing their first bachelor's degree. Applicants must demonstrate financial need or eligibility for the Middle Income Assistance grant, the Agnes Scott College Scholarships for Georgia Perimeter College graduates or the Agnes Scott College Phi Theta Kappa Scholarships. For most financial aid programs, recipients must enroll each semester for a minimum of six semester hours of credit. Financial aid awards for Woodruff Scholars usually consist of grant and loan funds.

Woodruff Scholar applicants who wish to apply for financial assistance should file their aid applications at least two months prior to the beginning of the semester for which they plan to enroll. (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 for their own transportation, vacation and summer expenses and health insurance.

Jan. 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 year.

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.

Beginning with the fall semester of 2001, the curriculum is on a 4-4/3-2 system. This means that the normal course load for students will be four four-credit courses per semester, rather than five three-credit courses. Faculty will teach one fewer course per year, going from three courses per semester to three courses one semester and two courses the other semester. This plan was adopted to give students more time to explore topics in greater depth and with more intensity. Faculty will have more time to engage in collaborative research/projects with students and for their own scholarship. The new 130-hour graduation requirement and class standing requirements will apply to students entering fall 2001 and later. Students who entered prior to fall 2001 will complete their program of study according to requirements in effect at their time of entrance, and they may choose to complete the requirements for a major under the 5-5 plan or the new 4-4 plan.

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 130 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:** one semester course taken while a student is classified as a first-year student
2. **First-Year Seminar:** one semester course from a list of approved courses taken while a student is classified as a first-year student (effective for students entering fall 2001 and later)
3. **Foreign language:** intermediate level
4. **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
 - c. **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 four semester hours.
- ◆ Credit received in satisfying specific standards cannot apply to distributional standards.
- ◆ Credit received in satisfying distributional standards cannot apply to specific standards.

- ◆ Credit received in satisfying distributional standards may be applied to the social and cultural analysis standard.
- ◆ Courses taken to satisfy 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 130 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.

- ◆ One semester course in English composition and reading, taken while a student is classified as a first-year student: English 101 or 103
- ◆ One First-Year Seminar taken while the student is classified as a first-year student: FYS 190
- ◆ 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. It is strongly recommended that this requirement be completed before the senior year.

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
Latin: 202 or any course above this level
Spanish: 280, 281 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 and ensemble
Theatre: any course except 108 and 117

2. Natural Science and Mathematics

- a. **Mathematics:** one semester course, except 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: 100, 108, 191, 193 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

- c. **Effective fall 2000:** any additional science course for which the student has completed prerequisites or any course from an approved list of science-related courses. Non-lab options available for fulfilling the second science requirement are:

Astronomy: 150

Biology: 109, 111 or 112 (may be taken without labs)

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

History: 344

Mathematics: 201 (topic in Fall 2001-Mathematics in Medicine and Health)

Religious Studies: 210

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 from the following:

Africana Studies: 170

Anthropology: 101, 270, or 304

Atlanta Semester: 301

Classics: 341

English: 213, 214, 216, 217, 323, 333, 335 or 339

French: 355, 360, 365

History: 220, 318, 330, 335, 336, 355, 356

Music: 204, 205, 219, 220

Political Science: 211, 270, 308, 311, 313, 355, 360

Psychology: 130, 240
Religious Studies: 130, 131, 207, 224,
275, 331
Sociology: 217, 221, 230, 325, 370
Spanish: 354
Theatre: 312
Women's Studies: 100, 235, 263, 310,
340, 380

Courses taken under the Atlanta Regional Consortium for Higher Education (ARCHE) cross-registration 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 minimum of 32 semester hours within one discipline, exclusive of required courses outside the discipline and exclusive of internships. In inter-disciplinary 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.
- ◆ a maximum of 52 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 130 semester hours required for the degree.

Students (entering after fall 1997) must have a cumulative grade point average of 2.0 in the major in order to receive the degree.

Credit received in satisfying specific and distributional standards may apply to depth standards. A student should consult her major advisor on this matter.

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

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

Minors

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

- ◆ Students may complete no more than two majors or one major and one minor.
- ◆ Courses taken to complete a major may not be used to complete a minor and conversely.
- ◆ 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.
- ◆ The pass/fail option is not available for courses taken to satisfy the minor.
- ◆ Usually no more than one semester course of summer school work may apply to requirements for the minor.
- ◆ 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.

- ◆ 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 64 semester hours in Agnes Scott College academic courses toward the 128 academic 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 at accredited colleges and universities prior to enrollment at Agnes Scott College. 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 24 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 12 of these 24 hours may be taken

while on leave of absence. These hourly restrictions do not apply to students in approved study abroad, Washington Semester, cross-registration or exchange programs. Grades for credit earned at another institution are not factored into a student's grade point average.

A student must earn a minimum of 64 hours in Agnes Scott College academic courses toward the 128 academic hours required for the Agnes Scott degree. A minimum of 16 hours toward a major must be completed in Agnes Scott College upper-level academic courses. A minimum of 12 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.

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

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 16 semester hours will be approved per summer and no more than 24 semester hours of summer school work will be credited toward the 130 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 circumstances, no requests for a leave of absence during that semester will be considered after classes have begun. A leave of absence may be for one or two semesters, with a maximum of two semesters during 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: eight hours during a one-semester leave and 12 hours during a two-semester leave. If academic credit is attempted, a student must submit an official transcript to the College prior to her return. If a student is not in good standing at another institution, it will be necessary for her to apply for readmission to Agnes Scott College before she can return.

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

Grades for students whose withdrawal forms are signed will be determined on the basis described in 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.

Courses

The College operates on a four-four, early-semester calendar. The unit of credit is the semester hour. Typically, each semester course receives four credits regardless of primary contact hours. There are

some exceptions. Laboratories are usually three contact hours and carry one credit hour. Semester courses in physical education 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 normal load is eight full-credit courses per year, four per semester. The minimum load for full-time standing is three full-credit courses in a semester and seven in a year. Normally, in each year, a student may take a maximum of nine full-credit courses or the equivalent. Exceptions to this maximum must be approved by the associate 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, withdrawal; 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 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 the last day of classes.

Students are allowed only one opportunity for medical withdrawals. 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 con-

ditions, a student may repeat a course for which she has received a D:

- ◆ 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.
- ◆ 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 Sept 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:

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

Confidentiality of Student Records

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

- I. **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 Jan 1, 1975, as long as the statements are used only for the purposes for which they were specifically intended;
- C. Confidential letters and confidential statements of recommendation placed in the student's education records after Jan. 1, 1975, if:
 - i) The student has voluntarily signed a waiver of right to inspect and review those letters and statements
 - ii) Those letters and statements are related to the student's:
 - a) Admission to an educational institution
 - b) Application for employment
 - c) Receipt of an honor or honorary recognition

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 Sept. 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

Agnes 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 have a cumulative grade point average of at least 1.50
- ◆ Juniors: students who have earned at least 56 semester hours of academic credit and have a cumulative grade point average of at least 1.75
- ◆ Seniors: students who have earned at least 92 semester hours of academic credit and a cumulative grade point average of at least 1.90

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, 32; junior, 64; senior, 96.

Unclassified students are not candidates for the degree. An unclassified student may not be working toward a degree (special student) or 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 she is not on academic or disciplinary probation and if she has not been dismissed or suspended.

Academic Probation and Academic Warning

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

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

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

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 12 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, 1.90; 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, 92. (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, 1.90; senior, 2.00.

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

The dean of the college may waive the guidelines for academic probation in cases involving extenuating circumstances.

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 24 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.

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:

- ◆ Engages, or threatens to engage, in behavior that poses a significant risk to the health or safety of self or others;
- ◆ Engages, or threatens to engage, in behavior that would cause significant property damage, or directly and significantly impede the lawful activities of others.

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, the decision 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.

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.

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.

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 pro-

fessional 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 Nov 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 following responsibilities:

- ◆ 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
- ◆ 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
- ◆ Acting on the recommendation of the Honor Court that a student be placed on disciplinary probation for violation of academic regulations
- ◆ Acting on the recommendation of the Honor Court that a student receive disciplinary suspension or dismissal for violation of social or academic regulations

- ◆ Acting as the court of final appeal for Honor Court decisions and/or penalties; or, when a student appeals an Honor Court decision and/or penalty to the student body, as is her right, acting as the court of final review of the case, its appeal and the student body's judgment
- ◆ Requiring the withdrawal of any student whose presence is thought to be injurious to the interest of the College community; or imposing the penalty of administrative probation, suspension or dismissal in situations involving a student's failure to meet the standards or expectations of the College community
- ◆ Assuming original jurisdiction in a 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 64 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 64 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 64 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 and academic course during the period defined in (2) as her last 64 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 stu-



dent-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 64 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 64 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 16 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 16 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 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.
 - ◆ The National Society of Collegiate Scholars was established on the principle that with scholarship comes a responsibility to develop leadership and a duty to perform service. To this end, the Society recognizes and celebrates high achievement among first- and second-year students, encourages high standards throughout the college experience, provides opportunities for personal growth and leadership development and encourages learning through community service. Membership is based upon grade point average. Eligible first and second year students receive invitations to join the society during the spring semester.

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, cross-cultural communication 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 Studies 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 Studies and Spanish to other disciplines such as art history, anthropology, political science, history and music.
- ◆ 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:

- ◆ Be in good standing
- ◆ Have completed one year or 24 credit hours at Agnes Scott prior to the experience abroad
- ◆ Have a minimum 2.0 cumulative grade point average at the end of the semester prior to submitting an application, 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 obtain a copy of the International Education Calendar or access the Office of International Education Web site.

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 student's permanent record but are

not computed into the Agnes Scott grade point average.

Students participating in study abroad are required to attend a mandatory 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 also must submit a health disclosure form and a signed medical approval form. All forms are available in the Office of International Education.

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

Faculty Led Experiences

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

Global Awareness Program

Through the Global Awareness (GA) 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 and travel experience under the guidance of Agnes Scott College faculty. In 2000 the GA seminar was to Japan and in 2001 it will be to Ghana.

Students must be selected and preregister for the two four-credit-hour courses: GA 200 and GA 201. The four-credit-hour course, GA 200 is held on campus in the semester preceding the international experience and includes the study of the history, culture, arts, geography, economics and politics of the target country. All students will choose a research project and develop survival language skills. The semester-long course is followed by a two- or three-week study seminar, in which students conduct research on their selected topics, keep journals and experience homestays. Upon return to campus, the course continues in a nine-week debriefing seminar in which students make cultural comparisons, reflect on the

international experience, 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. They must have satisfactorily completed the GA course that serves as the basis for the international experience, and attendance at pre-departure and post-seminar sessions is mandatory. Completion of assignments associated with the program is also required.

Global Connections Program

Global Connections allows students to enrich their traditional learning experiences by connecting what they learn in the classroom to an international experience. Global Connections courses have included travel and study in India, Greece, England, Jordan, France, Israel, Spain and Ireland. A Global Connections component is "added on" to a regular on-campus academic course. This two-hour component is optional (a student does not have to enroll in it to take the basic course) and involves two to three weeks of travel and intercultural experience during the January intercession 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 before the experience abroad. Grades of Incomplete will be assigned until requirements for the component have been completed. Global Connections is open to all enrolled students who meet the basic requirements for participation. They must be concurrently enrolled in the base course or have satisfactorily completed the base course during the past two academic years.

Independent Experiences

Through the International Student Exchange Program (ISEP), Agnes Scott students may study in more than 140 universities located in 35 countries. Students pay Agnes Scott's tuition, fees, room and board to the College and receive the equivalent at one of our partner universities. Agnes Scott students are also eligible for the affiliate programs. These programs allow students to study abroad and remain eli-

gible to receive Agnes Scott merit scholarship and grants. Portability of Agnes Scott financial aid is by application and on a funds-available basis, however.

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 application 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 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, the 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 | ◆ France |
| ◆ Chile | ◆ Scotland |
| ◆ Ecuador | ◆ Sénégal |
| ◆ England | ◆ 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
- ◆ 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:

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

In addition, they must:

- ◆ Present a good reason for selecting a non-Agnes Scott program abroad
- ◆ 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:

- I. Agnes Scott application (internal)
 - i. Study Abroad Proposal and Petition for Credit Transfer (to request study abroad approval)
 - ii. A description of the program abroad
 - iii. A statement that includes the student's good reasons for selecting the non-Agnes Scott study abroad program
 - iv. A leave-of-absence request
- II. 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.

Aid for Overseas Study

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, on a funds-available basis, 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, on a funds-available basis, offers eligible students other means to facilitate their study abroad:

- ◆ Subsidies for Global Awareness and Global Connections study tours

- ◆ Study-abroad scholarships for summer study
- ◆ Study-abroad travel grants 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
- ◆ A summer study-abroad scholarship

Study abroad travel grants for semester and year-long 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.

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 Pary. The campus application deadline is Oct. 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 appreciation of the British way of life."

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

Rotary Ambassadorial Scholarships

<http://www.rotary.org/foundation/educationalprograms/ambassadorialscholarships/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, Jennifer Lund. The campus application deadline is Dec. 1.

Merit & Need-based Study Abroad Scholarship

www.iie.org/gilman

The Benjamin A. Gilman International Scholarship Program reduces barriers to study abroad through providing assistance to those undergraduate students who demonstrate financial need. This program is offered through the Bureau of Educational and Cultural Affairs of the U.S. Department of State and is administered by the Institute of International Education. Selected recipients are awarded up to \$5,000, depending on the length of their program, to defray the costs associated with studying abroad.

Inquire at the Office of International Education or go to the Gilman Web site for information on application deadlines. Eligibility:

- ◆ The applicant is a citizen or national of the United States.



- ◆ The applicant is an undergraduate student in good standing at an institution of higher education in the United States (including both two-year and four-year institutions).
- ◆ The applicant is applying to or has been accepted for up to one academic year of study on a program of study abroad approved for credit by the student's home institution. Proof of program acceptance is required for final award disbursement.
- ◆ The applicant is receiving need-based student assistance from the federal govern-

ment under Title IV of the Higher Education Act of 1965. Title IV student financial aid includes Pell Grants, Federal Work-Study, Stafford Loans, Perkins Loans, and Supplemental Educational Opportunity Grants.

Information on other study abroad scholarships may be obtained in the OIE.

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.

The emphasis on women and leadership in both the academic and public settings distinguishes the Atlanta Semester from other programs. 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 14 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
- ◆ 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.")

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 ARCHE member institutions are:

- ◆ Agnes Scott College
- ◆ Atlanta College of Art
- ◆ Brenau University
- ◆ 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
- ◆ State University of West Georgia
- ◆ 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.

The following courses are not open to "Year Five" students free of charge; they may be taken after the appropriate fee and/or tuition is paid:

- ◆ Applied Music
- ◆ Independent Study
- ◆ Internships (credit)
- ◆ Special Studies

Credit for all courses taken is recorded on the student's Agnes Scott College transcript. 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. Campus housing is not available for Year Five students.

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 internships.

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 approval 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; English; History; Modern

Foreign Languages and Literatures; Music; 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 of the department or director of the program offering the 410. If a student requests a 410 in her junior year, the application should also state the appropriateness of the 410 to the student's major program. If a student wishes to take a 410 outside her major program, her application must describe her preparation in the program offering the 410, as well as the information described above.

Student-designed Majors

Students may design their own interdisciplinary majors if such a major is not offered. A student-designed major must be comparable in academic rigor and integrity to a conventional major and must offer sufficient depth in a subject area. It must also be cohesive and integrated. Students will need to identify two faculty members in the important areas of the planned major who approve the program and are willing to serve as the student's academic advisors. 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 must be submitted to the assistant dean of the college no later than

the second semester of a student's sophomore year. All proposals must be approved by the Curriculum Committee.

Teaching Certification

Agnes Scott has state-approved programs for Early Childhood (P-5), (B.A./M.A.T.) and Secondary (7-12; biology, chemistry, economics, English, history, mathematics, physics, political science). 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 Program with Georgia Institute of Technology

A student may combine three years of liberal arts studies at Agnes Scott with two years of engineering course work at Georgia Institute of Technology. Upon completing the program, the student will receive 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, Professor 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, Professor 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-registra-

tion 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. The program has nine offerings, 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 adviser or the assistant dean of the college.

Post-baccalaureate Programs and Preparation for Graduate Study

Post-baccalaureate and Graduate Programs

Masters of Arts in Teaching Early Childhood Education

The Master of Arts in Teaching Early Childhood Education is designed for women and men preparing to teach in preschool and elementary settings. The 56-hour program begins with five courses taken during the undergraduate years, followed by two summer courses and a full academic year of graduate work. The undergraduate degree may be in any discipline. The M.A.T. in Early Childhood leads to Georgia certification at the preschool through fifth-grade level. The program features experiential learning through at least 100 hours in early childhood classrooms prior to student teaching, professional development through conducting teacher research and an innovative interdisciplinary curriculum.

Master of Arts in Teaching Secondary English

The Master of Arts in Teaching Secondary English program is designed specifically for women and men preparing to teach high school English. The 14-month 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 this program include an emphasis on gender equity, a writing workshop that focuses on improving and teaching writing, and supervised internships in various teaching contexts.

Post-baccalaureate Pre-medical 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 pre-medical 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 pre-medical requirements (biology, general chemistry, organic chemistry and physics) offered through the regular undergraduate curriculum. Calculus is also strongly recommended, though not required.

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 191 and 192 (196 recommended in some cases)

Sophomore year:

Chemistry 101, 101L, 102, 102L

Junior year:

Chemistry 201, 202

Physics 110, 111

Another sample program is:

First year:

Chemistry 101, 101L, 102, 102L

Sophomore year:

Chemistry 201, 202;

Biology 191 and 192 (196 recommended in some cases)

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 wish to 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 adviser, Professor Gus Cochran, about when to take and how to prepare for the Law School Admissions Test (LSAT).



Courses of Study

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 majoring 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 20 hours is required for the minor, at least 8 of which must be courses above the 200-level. Students must take Africana Studies 170 and another course from the list of required courses and one from each of the other categories, groups I-III.

Required courses:

Africana Studies 170

Africana Studies 250 or 251 or 350

One course from each group:

Group I (Historical and Cultural Perspectives):

Africana Studies 250, 251, 253, 254, 339, 350, 354 (when the topic relates to Africa or the African Diaspora)

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):

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

History 336

Music 204

Sociology 301

Religious Studies 331

Psychology 240

Spanish 208

- 170f **AFRICAN-AMERICAN CULTURE AND SOCIAL INSTITUTIONS** 4
Overall framework for the study of African-Americans from slavery to the present. Aspects of the African-American experience are examined from a multidisciplinary perspective.
- 216f **(WHEN THE TOPIC RELATES TO AFRICA OR AFRICAN DIASPORA) (ENGLISH 216) TOPICS ON WOMEN AND LITERATURE** 4
See English 216 for description.
- 230s **(SOCIOLOGY 230) (WOMEN'S STUDIES 231) RACE, CLASS AND GENDER** 4
See Sociology 230 for description.
- 250f **(HISTORY 250) AFRICAN SOCIETIES FROM 1500 TO PARTITION** 4
See History 250 for description.
- 251s **(HISTORY 251) AFRICAN SOCIETIES FROM THE COLONIAL ERA TO PRESENT** 4
See History 251 for description.
- 253f **(HISTORY 253) AFRICAN-AMERICAN HISTORY TO EMANCIPATION** 4
See History 253 for description.
- 254s **(HISTORY 254) AFRICAN-AMERICAN HISTORY SINCE EMANCIPATION** 4
See History 254 for description.
- 308s **(POLITICAL SCIENCE 308) SOUTHERN POLITICS, CIVIL RIGHTS AND THE TRANSFORMATION OF AMERICAN POLITICS** 4
See Political Science 308 for description.
- 335s **(HISTORY 335) (RELIGIOUS STUDIES 340) BLACK PROTEST THOUGHT IN AMERICA FROM SLAVERY TO PRESENT** 4
See History 335 for description.
- 339f **(ENGLISH 339) AFRICAN AMERICAN LITERATURE** 4
See English 339 for description.
- 350f **(HISTORY 350) THE AFRICAN DIASPORA** 4
See History 350 for description.
- 354s **(HISTORY 354) TOPICS IN AFRICAN AND ASIAN HISTORY (WHEN THE TOPIC RELATES TO AFRICA OR THE AFRICAN DIASPORA)** 4
See History 354 for description.
- 370s **(SOCIOLOGY 370) AFRICAN AMERICAN IMAGES IN POPULAR CULTURE** 4
See Sociology 370 for description.

Art

Faculty

Terry S. McGehee, *professor*
Anne E. Beidler, *associate professor*
Donna L. Sadler, *associate professor*
Roger Rothman, *assistant professor*
Nell Ruby, *visiting assistant professor*

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

The art department offers an integrated program of studio and history courses, while still allowing the student to tailor the major to fit her particular interests in either one of these areas. The Art History focus is grounded in a choice of courses from different chronological periods of art, as well as courses that treat thematic issues. The emphasis in the Studio Art focus is on a strong foundation in two-dimensional and three-dimensional art. This allows the student to take a range of courses in painting, printmaking and mixed media. Both of these courses of study prepare majors for productive professional or academic careers.

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 Gallery, a large multi-room 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 Majors:

Art with Focus in Art History (8 courses):

4 Required Courses: 102, 103, 104, 161 or 162 or 163

4 Electives (choose from the following):

201, 202, 210, 230, 308, 310, 312, 320, 380

Art with Focus in Art Studio (10 courses):

7 Required Courses:

161, 162, 163, 240, 381, 102 or 103, 104

3 Electives (choose from the following):

180, 181, 241, 242, 243, 341, 342, 460

Requirements for the minors:

Art History (5 courses):

3 Required Courses: 102, 103, 104

2 electives from the list of art history courses, including one 300 level course.

Studio Art (7 courses):

5 Required Courses:

161, 162, 163, 240 and 381

2 electives from the list of studio courses, including one 300 level course.

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** 4
Why is man the only species that makes art? Development of architecture, sculpture and painting from prehistory through the middle ages in both the west and east. Special emphasis is placed upon the varied functions of art and its role as an index of cultural values.
- 103S HISTORY OF ART II** 4
Delineation of major artistic periods from the Renaissance through the early modern periods in both the west and east. Emphasis shifts from the concept of the individual masterpiece in the west to the role of the spirit figures in Africa, to the rise of art as a political tool in the 18th century.
- 103Ls (FRENCH 203L)**
HISTORY OF ART II, FRENCH COMPONENT 1
See French 203L for description.
- 104S ART SURVEY III** 4
Survey of the architecture, sculpture and painting from the beginning of the nineteenth century to the present. Examination of artistic production from both the western and non-western world.
- 201f (CLASSICS 242)**
ART OF THE CLASSICAL ERA 4
Survey of the art and architecture of Greece and from the Bronze Age to the end of the Hellenistic era.
- 202f (RELIGIOUS STUDIES 202)**
ART OF THE MIDDLE AGES 4
Exploration of the seminal monuments of the Early Christian, Byzantine, Carolingian, Ottonian, Romanesque and Gothic periods. In what ways is the church used as a vehicle for meaning? Which medium was the queen of the arts in the Medieval period? And how does Medieval art reflect the economic, social and political factors that inform its creation?
- 202Lf (FRENCH 202L)**
ART OF THE MIDDLE AGES, FRENCH COMPONENT 1
See French 202L for description.
- 210f INTRODUCTION TO CULTURAL STUDIES** 4
Introduction to key figures and concepts in the ever-changing field of cultural studies. Focus on the relation of high art to mass culture, the representation of women and people of color in the media, the possibilities of social critique and self-transformation in a world defined by global capitalism.
- 230f ARTS OF LATIN AMERICA** 4
Survey of the arts of Central and South America, from the earliest cultural objects to the present. Focus on the relation between cultural production and dynastic rule, colonialism and cultural hybridity, post-colonial identity and self-expression.
- 308S MONUMENTS OF THE RENAISSANCE AND BAROQUE** 4
No period has attracted so much attention by cultural historians as the High Renaissance in Italy. Yet the works of the 15th and 16th centuries in many ways provide the Baroque period with its point of departure. Works of architecture, sculpture and painting will be considered both stylistically and iconographically. Emphasis will be placed upon the

emergence of women artists from the shadows, and the effects of ecclesiastic and private patronage on the visual arts.

Not offered 2001-2002

310f DADA, SURREALISM AND THE AVANT-GARDE 4

Examination of key figures, movements and events in Europe and the United States between 1910 and 1940. Issues include: the aesthetics and politics of anti-art, the rise of the unconscious and the consequent reconsideration of notions of self and expression and the relation between the visual arts and that of poetry, music, theater.

Prerequisite: 104

**312f (Religious Studies 312)
THE AGE OF THE CATHEDRALS 4**

Study of the period of cathedral building from c.1140 to c.1350 in France, England, Italy and Spain. Theory and construction practices, the iconography of sculpture, painting and architecture and the vicissitudes of stylistic change will be explored. Does the stained glass painter speak the same language as Giotto? Is the Gothic cathedral a French invention?

320s PARIS AND MODERNITY, 1850 TO 1912 4

Examination of key figures and events in the artistic culture of late nineteenth and early twentieth century Paris. Issues include: urbanization, the growth and transformation of the bourgeoisie and the working class, developments in science and technology. Movements include: Realism, Impressionism, Symbolism, Fauvism, Cubism.

Prerequisite: 104

380s CONTEMPORARY ART AND THEORY 4

Exploration of the key figures, concepts and theories in the art of the last four decades. Issues include: modernism, postmodernism, feminism and multiculturalism. Attention will be paid to the writings of key figures in contemporary art and criticism.

Prerequisite: 104

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 majors only

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 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 section on AP credit. Students are expected to provide most of their own supplies.)

161f,s ART STRUCTURE I 4

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 4

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 4

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

180f INTRODUCTION TO PHOTOGRAPHY 4

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: 161 or 162

181f,s SURVEY OF COMPUTER ART 4

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

240s DRAWING AND COMPOSITION 4

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

Prerequisite: 161 or permission of the instructor

241f,s PAINTING I 4

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

242f,s PRINTMAKING I 4

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

Prerequisite: 161 and 162 or permission of instructor

243f SCULPTURE I 4

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.

May be repeated if subject matter varies

Prerequisite: 161 and 163 or permission of the instructor

341s PAINTING II 4

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

May be repeated if subject matter varies

Prerequisite: 241

342f,s PRINTMAKING II 4

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

May be repeated if subject matter varies

Prerequisite: 242

381f JUNIOR STUDIO WORKSHOP 4

This course considers contemporary approaches to art-making which may include combining media and focuses on expanding the range of expression. Projects could include installations, performance pieces, collaborative works as well as other more individualized projects. Emphasis centers on the development and visual presentation of ideas. Political, social and aesthetic perspectives related to current developments in the visual arts will be explored. Readings, presentations and visits to galleries, museums and artists' studios provide a context for discussion.

Prerequisite: 240 and 241 or 242 or 243 or permission of the instructor

Special problems in drawing, painting, printmaking, photo processes, ceramics, sculpture or other two and three-dimensional media. May be repeated if subject matter varies
Prerequisite: Permission of the instructor

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

6

The Atlanta Semester seminar provides an interdisciplinary exploration of women's contributions to leadership and social change by combining theoretical presentations of faculty members with practical presentations by community leaders. Students are encouraged to engage in a critical examination of the relationship between theory and practice through discussions of women, leadership and social change in both the historic and contemporary context. Selected seminar meetings are held at community sites in Atlanta to further student understanding of the relationship between assigned readings and on-site practices applicable to political, social and economic issues.

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

4

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. Students will meet with a faculty member to discuss topic selection, design, development and research methodology. (Open only to students enrolled in the Atlanta Semester program.)

Biochemistry & Molecular Biology

Coordinator: Timothy S. Finco, *assistant professor of biology*

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

The major provides background for a variety of career goals, including advanced study in biochemistry, molecular biochemistry, pharmacology, medicine, dentistry and veterinary medicine; technical and nontechnical areas of biochemical, medical and pharmaceutical industries; and scientific writing or editing.

The required courses provide fundamental knowledge of:

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

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

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

Requirements for the Major:

Courses Required in the Discipline:

Biology courses: 191, 192, 316, and 310 or Chem 300 and 300L, and one additional course chosen from 301 or 315

Biology Credits: 16-20

Chemistry courses: 101, 101L, 102, 102L, 201, 202, 210 or 431, 300 and 300L or Bio 310, 301, 311 and 400. Chemistry 301L and 302 are strongly recommended, especially for students planning to attend graduate school in a related discipline.

Chemistry Credits: 30-34 hours

Please note that students have a choice of taking Chemistry 300, 300L or Biology 310. Either course may act as a prerequisite for the required additional semester of biochemistry, Chem 400.

Total hours in Biology and Chemistry Courses: 50 hours

Courses Required Outside the Discipline:

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.

Biology

Faculty

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

John F. Pilger, *professor*

Harry Wistrand, *professor*

J. Phil Gibson, *associate professor*

Karen J. Thompson, *associate professor*

Timothy S. Finco, *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 subfields 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:

34 hour minimum excluding 380 as defined below:
191, 192, 193, 194; and 491.

Seminar and Research or approved research internship

Also required:

Chemistry 201

One course in Mathematics excluding 101, 104, 115, and 150

Requirements for the Minor:

Minor Program 1: 20 hours including 191, 192, 193, 194 and one course at the 200 or 300 level

Minor Program 2: 20 hours including 191 and 192 or 193 and 194 and three coreses at the 200 or 300 level

100f,s TOPICS IN INTRODUCTORY BIOLOGY 4

An introduction to the science of biology intended for those who do not plan to elect upper division courses or postgraduate work in biology. Topics may include genetics, evolution, disease, diversity, behavior,

health, biotechnology, reproduction and development. Human applications will be included where appropriate.

3 LEC, 1 LAB

Not open to students who have taken 191 or 193

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

111S GENETICS AND BIOTECHNOLOGY, PROMISES AND PERILS 4

Genetically modified foods, gene therapy, cloning, genetic testing, the Human Genome Project and bioterrorism. Topics and concerns from recent advances in genetics and biotechnology. Exploration of the science behind these technologies, current and future applications and related ethical, moral and social issues.

May not be used to fulfill the minimum requirements for the major

Prerequisite: one course in biology with laboratory

112f HOW ANIMALS WORK 4

How vertebrate and invertebrate animals survive in their environments. Physiological mechanisms underlying regulation of oxygen, food and energy, temperature and water. Focus will be divided between basic mechanisms and animal adaptations in extreme environments, such as high altitude, freezing temperatures and the desert.

May not be used to fulfill the minimum requirements for the major

Not offered 2001-02

191f MOLECULAR AND CELLULAR BIOLOGY 4

Structure and function of biological molecules. Functional organization of prokaryotic and eukaryotic cells. Cellular energetics and metabolism. Signal transduction. Replication and expression of genetic information. Introduction to genetic engineering and biotechnology. Investigative laboratory component will emphasize science as a process.

3 LEC, 1 LAB

Corequisite: Chemistry 101 and 101 L recommended

192S GENETICS AND DEVELOPMENTAL BIOLOGY 4

Patterns of inheritance. Chromosomes and their variation. Introns and transposable elements. Regulation of gene expression in viruses, prokaryotes, and eukaryotes. Developmental patterns, principles, and control systems. The role of developmental processes in the evolution of animal forms.

3 LEC, 1 LAB

Prerequisite: 191

193f ORGANISMAL BIOLOGY 4

Domains of living organisms. Emphasis on plants and animals. Diversity and phylogenies. Form and function, physiological processes, reproduction, evolution and adaptation to diverse environments. Biology of selected model organisms. Laboratories are linked to major questions in these key areas.

3 LEC, 1 LAB

194S ECOLOGY AND EVOLUTIONARY BIOLOGY 4

Biosphere structure and function, diversity of life and adaptation of organisms to biotic and abiotic environments. Topics include evolutionary theory, patterns and processes of evolution and diversification, interactions among organisms and their environments, models of ecosystems, research methods and effects of humans.

3 LEC, 1 LAB

Prerequisite: 193

195f,s TUTORIAL IN BIOLOGY 2

Partial course to accommodate transfer, advanced placement, or joint enrollment students. Appropriate placement based on a student's background and needs. May be repeated for credit to fulfill

- prerequisites for advanced courses in the department.
3 LEC, 1 LAB
Prerequisite: Permission of the Chair
- 196f BIOLOGY OF ANIMALS** 2
Course for students in the post-baccalaureate premedical program or students majoring in departments other than biology who plan to attend professional school in the health sciences.
3 LEC, 1 LAB
Prerequisite or Corequisite: 191 and permission of the instructor
- 215su MARINE BIOLOGY** 4
Ecological approach to the study of marine organisms as exemplified in temperate, semi-tropical and tropical environments. A three-week field course; dates to be determined. Limited to eight students
Prerequisite: 193 and permission of instructor
Offered summer 2002 and alternate years
- 220f FIELD BOTANY AND SYSTEMATICS** 4
Principles of describing patterns of plant diversity through taxonomic, phylogenetic, and biogeographic approaches. Topics include methods of phylogenetic data collection and analysis, plant identification, biodiversity surveys, and specimen collection, identification and preservation. Laboratory and field study of the regional flora.
3 LEC, 1 LAB
Prerequisite: 194
Offered 2001-02 and alternate years
- 225su FOREST ECOLOGY** 4
Study of forest ecosystems as exemplified in the Appalachian and Rocky Mountains. Topics include forest structure and function, biotic and abiotic factors shaping forests, effects of humans and conservation strategies. Three week course limited to 8 students.
Prerequisite: 194 and permission of the instructor, 308 recommended
For Environmental Studies minors: 108 and permission of the instructor
Offered summer 2003 and alternate years
- 2405 VERTEBRATE BIOLOGY** 4
Morphology of the vertebrate body and evolution of vertebrate groups. Comparative anatomy and histology. Includes dissection of selected animals.
3 LEC, 1 LAB
Prerequisite: 194
Offered 2002-03 and alternate years
- 2705 INVERTEBRATE BIOLOGY** 4
Comparative anatomy, functional morphology, systematics, and evolution of major and minor invertebrate phyla to achieve an understanding of unity, diversity and evolution in these animals. Laboratory includes some fieldwork.
3 LEC, 1 LAB
Prerequisite: 193
Offered 2001-02 and alternate years
- 280f ANIMAL BEHAVIOR** 4
Development, ecology and causation of animal behavior. Emphasis on comparative analysis of mechanisms underlying the production of species-specific behavior.
3 LEC, 1 LAB
Prerequisite: 194
Offered 2002-03 and alternate years
- 301s MICROBIOLOGY** 4
Cell biology, metabolism, genetics, and phylogeny of Bacteria and Archaea. Introduction to eukaryotic microbes and viruses. Principles of pathogenesis, immunology, and environmental microbiology. Applications in biotechnology, medicine, and industry. Individual laboratory project and use of representative literature in the discipline.
3 LEC, 1 LAB
Prerequisite: 192; Chemistry 102 (Chemistry 201 recommended)
Offered 2001-02 and alternate years
- 3025 MORPHOLOGY AND DEVELOPMENT OF PLANTS** 4
Functional anatomy and morphology. Environmental and physiological regulation of growth and development. Reproduction and dispersal. Evolution of land plants. Interactions with other organisms. Investigations include field and laboratory components.
3 LEC, 1 LAB
Prerequisite: 191,193; Chemistry 102
Offered 2002-03 and alternate years
- 305s ANIMAL PHYSIOLOGY** 4
Comparative study of respiration, circulation, sensory and neural integration, locomotion, metabolism and temperature and water regulation in animals. Balanced emphasis on lower vertebrates, invertebrates and human systems. Selected topics studied in depth in the laboratory.
3 LEC, 1 LAB
Prerequisite: 191, 193, Chemistry 201
Offered 2001-02 and alternate years
- 308f ECOLOGY** 4
Interactions of organisms with their abiotic and biotic environments. Populations, communities and ecosystems from ecological and environmental perspectives. Laboratory and field studies, environmental analysis.
3 LEC, 1 LAB
Prerequisite: 194, Mathematics 117 (or 118 or 119) recommended
For Environmental Studies minors: 108 with an additional one-hour noncredit tutorial
Offered 2002-03 and alternate years
- 309f CELL BIOLOGY** 4
Form and function at the cellular level of organization. Prokaryotic and eukaryotic cell structure, the cell cycle, energy and information flow, major modes of nutrition and metabolism. Specialized cellular functions, including motility and electrical activity.
3 LEC, 1 LAB
Prerequisite: 192; Chemistry 102
Offered 2002-03 and alternate years
- 310s BIOCHEMISTRY OF CELLS** 4
Biochemistry of proteins, lipids, carbohydrates, and nucleic acids. Protein structure and function. Enzyme activity and energy flow in metabolic processes. Biosignaling. Major anabolic and catabolic pathways. Oxidative phosphorylation and photosynthesis. Emphasis on integration and regulation of metabolism.
3 LEC, 1 LAB
Prerequisite: 192; Chemistry 201
For Chemistry majors: 191 with an additional one-hour noncredit tutorial
Offered 2002-03 and alternate years
- 315f GENETICS** 4
Structure, function, regulation and transmission of hereditary materials in viruses, prokaryotes and eukaryotes.
3 LEC, 1 LAB
Prerequisite: 192; Chemistry 102
Offered 2002-03 and alternate years
- 316s MOLECULAR BIOLOGY** 4
Genes and their activities at the molecular level in viruses, prokaryotes, and eukaryotes. Mechanisms of gene expression and regulation in health and disease. Advanced topics in genetic engineering and biotechnology. Emphasis on experimental strategies and data analysis.
3 LEC, 1 LAB
Prerequisite: 192, Chemistry 201
Offered 2001-02 and alternate years
- 318f DEVELOPMENTAL BIOLOGY** 4
Morphological patterns and the developmental mechanisms in the ontogeny of animals. The role of development in the evolution of animal forms. Emphasis on classical vertebrate and

invertebrate models.

3 LEC, 1 LAB

Prerequisite: 192, 193, Chemistry 102

Offered 2002-03 and alternate years

380f,s RESEARCH IN BIOLOGY 2

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: 215, 220, 270, 280, 301, 302, 305, 308, 309, 310, 315, 316, 318. Open to Biology and Biochemistry and Molecular Biology majors only.

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. Prerequisite: appropriate advanced courses as required by the department. One credit hour is equivalent to a minimum of three hours of work per week.

490f,s INDEPENDENT OR COLLABORATIVE STUDY 4-8

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

491-496f,s SEMINAR AND RESEARCH 2

Integrative experience for senior Biology and Biochemistry and Molecular Biology majors. Connects knowledge and skills with current topics in biology. May involve literature study and analysis, a research internship, and/or laboratory research. Conducted under the guidance of a member of the biology faculty.

Prerequisite: Senior standing and permission of the instructor

491f,s SEMINAR AND RESEARCH IN PLANT EVOLUTIONARY ECOLOGY

492f,s SEMINAR AND RESEARCH IN NEUROBIOLOGY

493f,s SEMINAR AND RESEARCH IN MOLECULAR BIOLOGY

494f,s SEMINAR AND RESEARCH IN MICROBIOLOGY

495f,s SEMINAR AND RESEARCH IN EVOLUTIONARY GENETICS

496f,s SEMINAR AND RESEARCH IN DEVELOPMENTAL BIOLOGY

to complete the program, students must take at least seven of the courses listed in the program requirements.

Required Courses:

Economics: 100, 211, and 217

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

Mathematics 115* or 328 or Psychology 206 or Economics 338

Elective courses:

Economics: 210*, 212*, 213*, 220*, 225*

Other Recommended Courses:

Economics 309, English 210, Psychology 205, Psychology 240, Religious Studies 280*, Theatre 117

*These courses are recommended for students intending to pursue an M.B.A.

Chemistry

Faculty

Lilia C. Harvey, *associate professor*

T. Leon Venable, *associate professor*

Ruth E. Riter, *assistant professor*

Mikhail Bobylev, *visiting assistant professor*

Caroline E. Clower, *visiting assistant professor*

Bethany Lachele Foley, *visiting instructor*

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 nonscience majors. Two major options are available: an ACS-approved chemistry major 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.

Business Preparatory Program

Advisor: George A. Redmond, *visiting associate professor of economics*

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 constitute a major nor alter requirements for graduation; however, the fact that a student has taken the program is indicated in her transcript. In order

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, 301, 301L, 302, 311, 312

The non-ACS approved major requires an additional 8 hours beyond the core listed above.

The major approved by the ACS requires an additional 12 hours beyond the core. The 12 hours must include 431 and 431L for 4 hours.

Additional hours may be in advanced chemistry, biology, mathematics and/or physics, as approved by the department.

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.

100f CONTEMPORARY ISSUES IN CHEMISTRY 3

Designed for students not planning to major in the sciences, this course will explore social needs and research in chemistry. These may include pharmaceuticals, renewable energy and environmental clean-up. Case studies will illustrate the economic, ethical, technical and fundamental science issues. No previous course work in chemistry is assumed.

101f FUNDAMENTAL CONCEPTS OF MATTER AND REACTIONS 3

Introduction to structure of matter, ranging from atoms to biochemical macromolecules; and the basis of chemical reactions, including types of reactions common to inorganic, organic and biochemical systems. Corequisite: 101L

101Lf BASIC LABORATORY METHODS 1

Experimental methods in basic scientific measurement, elementary synthesis and analysis. Corequisite: 101

102S PERIODICITY AND CHEMICAL REACTIONS 3

Chemistry of the elements and their compounds, with emphasis on periodic relationships. A more detailed examination of the quantitative aspects of chemical reactions than seen in Chemistry 101.

Prerequisite: 101

Corequisite: 102L

102Ls BASIC LABORATORY METHODS II 1

Experimental methods to analyze elementary inorganic reactions both quantitatively and qualitatively.

Corequisite: 102

111S ENVIRONMENTAL CHEMISTRY 4

Central aspects of the chemistry underlying environmental problems in air, water and soil. Major topics include air pollution, the Greenhouse effect, global warming, water pollution, wastewater treatment, organic and heavy metal contamination of soils. Will fulfill the second

science requirement.

Not offered 2001-02

201f ORGANIC CHEMISTRY I 4

Systematic study of the chemistry of aliphatic and aromatic hydrocarbon compounds, including their derivatives, such as alkyl halides and alcohols. Stereochemistry, electronic effects, resonance theory, acid-base properties and reaction mechanisms emphasized. The laboratory introduces students to fundamental experimental techniques of organic chemistry. Aspects of chromatography and spectroscopy are explored.

3 LEC, 1 LAB

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

202S ORGANIC CHEMISTRY II 4

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. The course includes three hours of lecture and three hours of laboratory per week.

Prerequisite: 201

210f BIO-INORGANIC CHEMISTRY 3

Drug design/therapy and toxicity described through molecular structure and chemical activity; elements both essential and toxic to humans viewed in terms of overall chemical reactivity; nerve impulses regulated by alkali metals; transition metals as catalysts.

Prerequisite: Chemistry 102, 102L or permission of the instructor

300f BIOCHEMISTRY I 3

Fundamentals of biochemistry. Study of biomolecules, catabolic and biosynthetic pathways and storage, transmission and expression of genetic information.

Prerequisite: 202

300Ls BIOCHEMISTRY LABORATORY I 1

Fundamental biochemical laboratory methods including the study of acid-base properties of amino acids and proteins, spectrophotometric characterization, chromatographic separation techniques and electrophoresis.

Prerequisite: 202

301f PHYSICAL CHEMISTRY I 3

General principles of thermodynamics and equilibria. A study of gas phase kinetics, solution dynamics and catalysis.

Prerequisites: 202; Mathematics 118, 119; Physics 110, 111;

Mathematics 220 recommended

301Lf PHYSICAL CHEMISTRY LABORATORY 1

Survey of techniques used by physical chemists. Includes spectroscopy, reaction kinetics, thermochemistry and the characterization of the physical properties of materials. Emphasis is on measurements of changes in energy accompanying physical and chemical changes.

Prerequisite: 202; Mathematics 118, 119, (220 recommended); Physics 110, 111

Corequisite: 301

302S PHYSICAL CHEMISTRY II 4

Quantum theory, as applied in chemistry and biochemistry, including structure and spectral relationships. General principles of statistical mechanics.

Prerequisite: 301; 301L recommended

311f QUANTITATIVE CHEMICAL ANALYSIS 4

Integrated lecture-laboratory course in quantitative chemical analysis including gravimetric, titrimetric and electrochemical methods, chemical equilibrium and statistical analysis of data.

Prerequisite: 201

312S INSTRUMENTAL ANALYSIS 4

Advanced study of the instrumental and theoretical approaches for complete analysis. Course includes three hours of lecture and three hours of laboratory each week.

Prerequisite: 301; Physics 242

Corequisite: 302

Prerequisite or Corequisite: Physics 243

4005 BIOCHEMISTRY II 4

Fundamentals of biophysical and bio-analytical chemistry. Advanced experimental techniques for characterization of macromolecules, separatory methods and enzyme kinetics. Lecture 3 hours per week, laboratory 3 hours per week.

Prerequisite: 300, 300L or Biology 310; 301; 311

410f,s SPECIAL STUDY 2-4

Tutorial in an advanced topic of special interest to a chemistry major. The nature of the topic determines inclusion of a laboratory component. Each spring the department lists topics available for study the following year.

Prerequisite: varies according to topic

431f MODERN INORGANIC CHEMISTRY 3

Current theories of bonding and structure, stereochemistry and reaction mechanisms involving both main group elements and transition metals. Selected topics in organometallic and bio-inorganic chemistry.

Prerequisite: 302

431L f MODERN TECHNIQUES IN INORGANIC SYNTHESIS 1

Synthesis and characterization of inorganic and organometallic compounds. Inert atmosphere techniques. Nonaqueous chemistry. Spectroscopic characterization.

Prerequisite: 431

480s TOPICS IN CHEMISTRY 2-4

Topics of current interest in chemistry chosen by students and instructors. Depending on subject, this course may include a laboratory component.

Prerequisite: 301

490f,s INDEPENDENT STUDY 4-8

Independent research conducted under the supervision of a member of the department. Thesis and seminar presentation of results are required. Departmental recommendation for admission to the program is necessary and depends on choice of a suitable research problem, demonstrated potential for chemical research and student motivation for pursuing the laboratory and non-laboratory aspects of the project.

Prerequisite: 302, 311, 312 or permission of department

Corequisite: appropriate advanced courses, as approved by the department

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:

A total of 10 courses

6 courses in Greek or Latin, of which at least 2 must be at the 300-level or higher

At least 2 courses in each language

At least 2 courses in Classics

Other courses from Greek, Latin or Classics

Courses in other departments may count toward the major with approval of the major advisor.

Classical Civilization:

A total of 9 courses:

2 courses in Greek or Latin at the 200-level or higher

Classics 121 or 122

Other courses in Greek, Latin or Classics:

Courses in other departments may count toward the major with approval of the major advisor.

Requirements for the Minor:

Classical Civilization:

6 courses in Greek, Latin or Classics

At least 2 courses at the 300-level

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 4

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

Offered 2001-02 and every third year

Prerequisite for 211: Greek 102 or 3 entrance credits; for 311: 6 hours of 200-level Greek

212/312s DRAMA 4

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

Offered 2001-02 and every third year

Prerequisite for 212: Greek 102 or 3 entrance credits; for 312: 6 hours of 200-level Greek

215/315f HOMER	4	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 2002-03 and every third year	
216/316s HERODOTUS	4	"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 2002-03 and every third year	
217/317f HESIOD AND THE LYRIC POETS	4	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 2003-04 and every third year	
218/318s COMEDY	4	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 2003-04 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	2-4	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	
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	4	Review of Latin grammar with readings from Cicero and other Latin authors. Prerequisite: 102 or 3 entrance credits	
202s VERGIL'S AENEID I-VI	4	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. Prerequisite: 201 or permission of department	
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	4	Readings in the epic poetry of Vergil, Ovid and/or Lucan. Prerequisite: 202 or 4 entrance credits Offered 2001-02 and every third year	
302s COMEDY	4	Study of the themes and modes of production of Roman comedy, through reading selected plays of Plautus and Terence. Prerequisite: 202 or 4 entrance credits Offered 2001-02 and every third year	
311f DIDACTIC POETRY	4	Selections from De Rerum Natura of Lucretius and/or Vergil's Georgics, poems that teach how to live in harmony with nature. Prerequisite: 202 or 4 entrance credits Offered 2002-03 and every third year	
312s HISTORICAL WRITING	4	Examination of the assumptions of Latin historiography with readings from Caesar, Sallust, Livy and/or Tacitus. Prerequisite: 202 or 4 entrance credits Offered 2002-03 and every third year	
321f SATIRE	4	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 2003-04 and every third year	
322s LYRIC POETRY	4	Personal and intimate poetry of Horace in the Odes and the elegiac poets. Prerequisite: 202 or 4 entrance credits Offered 2003-04 and every third year	
350f,s ADVANCED READING COURSE	2-4	Selections from Latin prose and poetry, not covered in other courses, chosen to meet the needs of individual students. Prerequisite: 202 and 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	4
		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 2001-02 and alternate years

122f (HISTORY 122)

HISTORY OF ROMAN CIVILIZATION

4

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 2002-03 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.

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

Corequisite: Classics 122 (History 122)

242f (ART 201)

ART OF THE CLASSICAL ERA

4

See Art 201 for description.

331s (ANTHROPOLOGY 331)

MYTHOLOGICAL PATTERNS AND THEMES

4

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 2001-02 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.

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)

Corequisite: Classics 331 (Anthropology 331)

341s (SOCIOLOGY 341) (WOMEN'S STUDIES 341)

WIVES, WARRIORS, SLAVES AND CITIZENS

4

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

Offered 2002-03 and alternate years

341Ls (SOCIOLOGY 341L) (WOMEN'S STUDIES 341L)

(GREEK 241L/341L) (LATIN 241L/341L)

**WIVES, WARRIORS, SLAVES AND CITIZENS,
GREEK AND LATIN COMPONENT**

1

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

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)

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

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, *Hal and Julia T. Smith Professor of Free Enterprise*

Edward Sayre, *assistant professor*

Kanta Ahuja, *visiting professor*

George A. Redmond, *visiting associate professor*

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

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

In addition to a traditional economics major, students interested in a career in business may pursue a major in economics and 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

Four courses from the following: Economics 303, 309, 315, 320, 325, 334, 338, 355, 360, 410, 490

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

A major in economics requires a minimum of 32 hours in economics and one course in statistics.

Requirements for Economics Minor:

Economics 100 and either 306 or 307

Three courses at the 300-level

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

Requirements for Economics & Business Major:

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

At least three courses from the following:
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 44 hours in economics and one course in statistics.

Requirements for Economics & Business Minor:

Economics 100 and either 306 or 307

Three courses at the 200-level

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

100f,5 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.

210f INVESTMENTS 4

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

211f ACCOUNTING I 4

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.

2125 ACCOUNTING II 4

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

2135 MARKETING 4

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

217f THEORIES OF MANAGEMENT AND ORGANIZATION 4

Change and development in the management of complex organizations.
Does not satisfy the Distributional Standard in the Social Sciences.

2205 INTRODUCTORY FINANCE 4

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

225f TOPICS IN BUSINESS 4

Examination of a particular facet of business, such as business law, human resource management or microeconomic business applications. Course may be repeated if topic varies.
Topic for 2001-02: Business Law. A study of the social, ethical, economic and political issues that affect the legal environment of business. Topics will include contracts and sales, the Uniform Commercial Code, property rights, regulation, agency, business formation, bankruptcy and liability issues.

3065 MICROECONOMICS 4

Advanced study of the operation of markets with emphasis on consumer demand theory, theory of the firm, differing market structures and the pricing and employment of inputs. General equilibrium and the role of the government in markets are discussed.
Prerequisite: 100

307f MACROECONOMICS 4

General model is developed to analyze theories of inflation and unemployment. Evaluation of theoretical bases for different monetary and fiscal policies.
Prerequisite: 100

3095 MONEY AND BANKING 4

Evolution of the banking system and related issues of public policy. Analysis of monetary factors and their impact on economic activity.
Prerequisite: 100

315f COMPARATIVE PUBLIC POLICY 4

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

320f MICROECONOMIC POLICIES 4

Study of the microeconomic policies of labor and either health or urban economics emphasizing the participation, effects and role of women in these policies.
Prerequisite: 100

325f ENVIRONMENTAL ECONOMICS 4

Study of the causes of environmental degradation and the role that markets can play in both causing and solving pollution problems.
Prerequisite: 100

3305 POVERTY AND DISCRIMINATION 4

This seminar examines selected topics on poverty, discrimination and the distribution of income including the nature and extent of poverty in the U.S., race and sex discrimination in the workplace and changes in the distribution of income. Special attention is focused on policy issues including affirmative action, the minimum wage and welfare reform.
Prerequisite: 100

3345 ECONOMIC DEVELOPMENT 4

Historical patterns and contemporary theories of economic development are used to clarify major issues such as the distribution of income, stabilization policy and problems of trade and finance.
Prerequisite: 100

3365 (WOMENS STUDIES 336) GENDER AND DEVELOPMENT 4

Analysis of gender and the disparities between the relative status of men and women, their access to resources, control over assets and their decision making powers in developing nations.
Prerequisite: 100, Ant 101, Soc 101 or WS100

3385 ECONOMIC FORECASTING 4

Study of sampling, statistical significance, correlation and regression analysis with emphasis placed on their application to economic problems.
Prerequisite: 100; a course in statistics or the permission of the instructor

355f INTERNATIONAL ECONOMICS 4

Analysis of gains from trade, theory and policy of trade protection, foreign exchange rates and balance of payments.
Prerequisite: 100

400f SENIOR ECONOMIC SEMINAR 4

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

economics and in economics and business or by permission of the department chair.

Prerequisite: 100, 306 or 307, a course in statistics

410f,s SPECIAL STUDY 2-4

Supervised intensive study in a special field of economics.

490f,s INDEPENDENT STUDY 4-8

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

Education

Faculty

Jane West, *associate professor*

Kathy S. Froelich, *visiting assistant professor*

Edward Wolpert, *director of teacher education programs*

Beverly Lucey, *instructor, coordinator of field experiences*

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 secondary education (7-12) and in early childhood education through a five year B.A./M.A.T. program. (See graduate studies catalog.) 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 Department of Education 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 Committee, students are admitted to student teaching. Candidates for student teaching must apply to

the Committee during the spring semester of the year preceding student teaching. Applications are available from the director of teacher education programs. Candidates for secondary certification 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 certification, 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.)

See *graduate studies catalog* for requirements for admission to the *early childhood M.A.T. program*.

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 (BA/MAT)

(See *graduate studies catalog* for graduate courses.)

Certification Requirements:

Hold an undergraduate degree

Education 210, 213, 217, 320, 404, 580, 604, 605, 606, 607, 608, 620, 621

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

One course in mathematics (101, 115, 117 or 118)

Additionally, Mathematics 104 recommended

One course in American history

Completion of the early childhood program requires admission to the M.A.T. in Early Childhood Education Program. Consult the *graduate studies catalog* for further information.

Secondary Certification

Certification Requirements:

Completion of a major in one of the fields approved for certification:

astrophysics, biology, chemistry, economics, English, history, mathematics, physics, political science

Education 210, 217, 311, 312, 380, 430, 431

Additional requirements:

English majors: Education 320 and a course in the teaching of reading at the secondary level

Mathematics majors: Mathematics 150, 314

210f,s UNDERSTANDING LEARNERS 4

Current theory and research on learning. Includes cognitive development, theories of learning and motivation and qualitative methods of classroom research.

Prerequisite: Sophomore standing

212f THE ARTS IN EDUCATION 2

Exploration of the role of the arts in education; approaches to integrating the arts throughout the curriculum.

Offered 2001-02 only

213f TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL 2

Methods, materials and techniques used in teaching physical education in the elementary school.

Offered spring of 2002-03

217f (SOCIOLOGY 217) SCHOOLS AND SOCIETY 4

See Sociology 217 for description.

Prerequisite: Sociology 101, Anthropology 101 or Education 210

300f (GLOBAL AWARENESS 300) GLOBAL AWARENESS CONCEPTS FOR STUDENT TEACHING ABROAD 2

Concepts and theories of culture, cultural diversity and cross-cultural communications. Discussions of selected themes common to the study of cultures. Concepts in comparative education. Preparation for extended home stay and student teaching abroad.

Prerequisite: admission to the Teacher Education Programs and approval of the Undergraduate Teacher Education Committee

305f LANGUAGE AND LITERACY II 4

Further development of themes introduced in 304 in an interdisciplinary context. Includes field experience.

Prerequisite: 210, 211, 304

Corequisite : 308

Offered 2001-02 only

308f EXPLORING THE NATURAL WORLD WITH CHILDREN 4

Examination of science processes and content in an interdisciplinary context. Includes field experience.

Prerequisite: 210, one lab science course

Corequisite: 305

Offered 2001-02 only

311f PRACTICUM IN SECONDARY EDUCATION 4

Supervised field experience in secondary settings. Includes 6 hours per week of field experience, one hour weekly seminar and five-day opening of school experience.

Prerequisite: 210, junior or senior standing

Corequisite: 312

312f CURRICULUM AND METHODS FOR SECONDARY EDUCATION 4

Philosophical and historical foundations of secondary curriculum development and implementation. Content-specific applications of pedagogies and instructional technology for the secondary school.

Prerequisite: 210, junior or senior standing

Corequisite: 311

320f EXPLORING CHILDREN'S/ADOLESCENTS' LITERATURE 4

Study of major authors and illustrators and notable books for young people; development of criteria for selecting quality children's literature.

Prerequisite: 210 or permission of instructor

380/580f TEACHING DIVERSE LEARNERS 4

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

Prerequisite: Psychology 200 or Education 210

404s INTRODUCTION TO LANGUAGE AND LITERACY 4

Introduction to language and literacy acquisition and development with a focus on the teaching of reading. Includes field experience.

Prerequisite: 210, 320

410f,s SPECIAL STUDY 2-4

Supervised study in a selected field of education.

Prerequisite: Permission of the department

420s STUDENT TEACHING, EARLY CHILDHOOD 12

Full-time professional experience in a public school.

Prerequisite: Successful completion of all other program requirements with a grade of C or better in all courses required for certification, a GPA of 2.5 or above and passing scores on Praxis I. Praxis II recommended.

Corequisite: 421, 440

420 not offered after spring 2002

421s STUDENT TEACHING SEMINAR, EARLY CHILDHOOD 4

Scholarly analysis of teaching experiences, including conducting research in the classroom. Creation of a cumulative teaching and learning portfolio.

Corequisite: 420, 440

421 not offered after spring 2002

421Gs STUDENT TEACHING SEMINAR (ABROAD), EARLY CHILDHOOD 2

Scholarly analysis of school experiences, including reflective discussion, classroom research and professional reading, abbreviated to accommodate Student Teaching Abroad.

Prerequisite: GA/EDU 300; permission of the Undergraduate Teacher Education Committee

Corequisite: EDU 428, 429

428s STUDENT TEACHING (ABROAD), EARLY CHILDHOOD 6

Full-time professional experience in a local public school, abbreviated to accommodate student Teaching Abroad.

Prerequisite: Completion of all other requirements of the teacher education program; permission of the Undergraduate Teacher Education Committee.

Corequisite: EDU 421G and Edu 429

429s ADVANCED STUDENT TEACHING, STUDENT TEACHING ABROAD, EARLY CHILDHOOD 8

Six week student teaching abroad under the direct supervision of a local master teacher. Includes weekly communication with Agnes Scott instructor while abroad and research assignments due upon return.

Prerequisite: GA/EDU 300; permission of the Undergraduate Teacher Education Committee.

Corequisite: EDU 421G and EDU 428.

430s STUDENT TEACHING, SECONDARY 12

Full-time professional experience in a public school.

Prerequisite: Successful completion of all other program requirements with a grade of C or better in all courses required for certification. A GPA of 2.5 or above and passing scores on Praxis I. Praxis II recommended.

Corequisite: 431

431s STUDENT TEACHING SEMINAR, SECONDARY EDUCATION 4

Scholarly analysis of teaching experiences, including conducting research in the classroom. Creation of a cumulative teaching and

learning portfolio.

Prerequisite: Successful completion of all other program requirements with a C or better in all courses required for certification, a GPA of 2.5 or above and passing scores on Praxis I. Praxis II recommended.

Corequisite: 430

431G STUDENT TEACHING SEMINAR (ABROAD), SECONDARY 2

Scholarly analysis of school experiences, including reflective discussion, classroom research and professional reading, abbreviated to accommodate Student Teaching Abroad.

Prerequisite: GA/EDU 300; permission of the Undergraduate Teacher Education Committee

Corequisite: EDU 438, 439

438s STUDENT TEACHING (ABROAD), SECONDARY 6

Full-time professional experience in a local public school, abbreviated to accommodate Student Teaching Abroad.

Prerequisite: Completion of all other requirements of the teacher education program; permission of the Undergraduate Teacher Education Committee

Corequisite: EDU 431G and EDU 439

439S STUDENT TEACHING ABROAD, SECONDARY 8

Seven weeks student teaching abroad under the direct supervision of a local master teacher. Includes weekly communication with Agnes Scott instructor while abroad and research assignments due upon return.

Prerequisite: GA/EDU 300; permission of the Undergraduate Teacher Education Committee

Corequisite: EDU 431G and EDU 438

440S 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 430 and 431

English

Bona W. Ball, *Ellen Douglas Leyburn Professor*

Steven R. Guthrie, *professor*

Linda L. Hubert, *professor*

Patricia C. Pinka, *professor*

Peggy Thompson, *professor*

Christine S. Cozzens, *associate professor*

Waqas Khwaja, *assistant professor*

Willie Tolliver, *assistant professor*

Cretchen Papazian, *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 ability in creative writing.

English 101 is a service course for the College in which students sharpen their writing skills and improve their critical and analytical reading. The department also provides the Center for Writing and Speaking, where students working on papers or other written assignments, or on oral presentations, can receive help from trained tutors.

A student majoring in English is required to take courses from three 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 Literature-Creative Writing.

With approval, a student may plan a program of concentrated study in which she emphasizes her major interests in literature and chooses contemporary courses from other disciplines. For example, she may plan a program in medieval studies, renaissance studies or American studies.

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 Majors:

Requirements for the English Major:

English 101 or 103 do not count toward the 10 courses required for the major or the 13 course maximum in the major.

Courses required for the major: 280 and 480

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.)

Two courses from each of the following categories:

Medieval and Early Renaissance:
306, 307, 308, 313, 314, 315, 316, 318

Late Renaissance through Victorian:
319, 321, 322, 328, 329, 331, 335, 338, 351

Modern and Contemporary:
320, 323, 332, 333, 334, 336, 337, 339, 352

Two courses in creative writing or advanced composition may be counted toward the major hours.

Requirements for the English Literature-Creative Writing Major:

English 101 or 103 do not count toward the 11 courses required for the major or the 13 course maximum.

Courses required for the major: 280 and 480

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

Two courses from one of the following categories, one course from each other category:

Medieval and Early Renaissance:
306, 307, 308, 313, 314, 315, 316, 318

Late Renaissance through Victorian:
319, 321, 322, 328, 329, 331, 335, 338, 351

Modern and Contemporary:
320, 323, 332, 333, 334, 336, 337, 339, 352

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, 490

Requirements for the Minor:

A minor in English must contain at least 6 courses. (101 and 103 do not count toward the minor.)

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 is the basic course for all other work in the department, except for students admitted to English 103. A student is admitted to English 103 by the chair of the department on the basis of the CEEB verbal score and secondary school record.

- 101f LITERATURE AND COMPOSITION** 4
Combines instruction in 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. Frequent individual conferences.
- 101Lf WRITING LABORATORY** 0
The Writing Laboratory (usually taken in conjunction with English 101) 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 and conferences. Enrollment in the lab is limited and is determined by the Department of English.
Corequisite: 101
- 103f HONORS LITERATURE AND COMPOSITION** 4
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.
- 210f ADVANCED COMPOSITION** 4
Expository writing for the student who wishes to develop and refine her use of language and her understanding of the writing process. Emphasis on forms of academic discourse, revision and research writing.
Prerequisite: 101 and FYS 190

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 or 103.

- 211f MAJOR BRITISH WRITERS, C. 1350 TO 1674** 4
Major literary texts in historical context and sequence. Writers include Chaucer, Spenser, Shakespeare, Donne and Milton.
Prerequisite: 101 and FYS 190 or equivalent
- 212S MAJOR BRITISH AUTHORS AFTER 1674** 4
Historical and critical study of several authors chosen from a group including Swift, Pope, Austen, Wordsworth, Keats, M. Shelley, Browning, Yeats, Woolf and Beckett.
Prerequisite: 101 and FYS 190 or equivalent
- 213f, 331f EARLY AMERICAN WRITERS** 4
Perspectives through literature of the amalgam of cultures in America from pre-colonial times to the Civil War. Such writers as Bradstreet, Wheatley, Irving, Poe, Jacobs, Emerson and Hawthorne. Most class meetings for 213 and 331 are held in common, but advanced students

conduct sophisticated independent and collaborative research. Additional emphasis on certain writers, including Melville.
Prerequisite: 101 or 103 and FYS 190 or equivalent for 213; 200-level literature course for 331

- 214S MODERN AMERICAN WRITERS** 4
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.
Prerequisite: 101 or 103 and FYS 190 or equivalent
- 216f (WOMEN'S STUDIES 216) (AFRICANA STUDIES 216) WHEN THE TOPIC RELATES TO AFRICA OR THE AFRICAN DIASPORA) TOPICS ON WOMEN AND LITERATURE** 4
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.
Prerequisite: 101 or 103 and FYS 190 or equivalent
Topic in Fall 2001:
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** 4
Topics linking diverse cultures and their literatures in English. Fulfills the distributional standard in literature.
Prerequisite: 101 or 103 and FYS 190 or equivalent
Not offered 2001-2002
- 230S INTRODUCTION TO FILM STUDY** 4
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.
- 280S PERSPECTIVES ON LITERATURE** 4
An overview of literary history, criticism and analysis. A required course for majors in English or English Literature-Creative Writing, to be taken as early as possible in the major.
Prerequisite: 101 or 103 and FYS 190 or equivalent
- 306f CHAUCER** 4
The Canterbury Tales and selected early works in literary and historical context.
Prerequisite: 200-level literature course
Offered 2001-02 and alternate years
- 307f LOVE AND POETRY IN THE MIDDLE AGES** 4
Continental and British lyric and narrative works from the courtly love tradition and in response to the same tradition. Explores the relationships among sensual, romantic and religious ideas of love between the 12th and 15th centuries. Focuses on Dante's *Vita Nuova* and *Divine Comedy* (in English translation) and Chaucer's *Troilus and Criseyde*.
Prerequisite: 200-level literature course
Offered 2002-03 and alternate years
- 308S HISTORY OF THE ENGLISH LANGUAGE** 4
The origins and development of the language, from Anglo-Saxon to the present day, including emphasis on forms of American English and current processes of language change.
Prerequisite: 200-level literature course
Offered 2001-02 and alternate years
- 313S SHAKESPEARE** 4
The comedies and histories.
Prerequisite: 200-level literature course
- 314f SHAKESPEARE** 4
The tragedies.
Prerequisite: 200-level literature course

- 315f MEDIEVAL AND RENAISSANCE DRAMA** 4
(Excluding Shakespeare)
Dramatic embodiments of religious texts and beliefs from the Medieval period. Tragedies, comedies and history plays from the Renaissance. Focus on dramatic forms, cultural and political themes and contexts and theatre history.
Prerequisite: 200-level literature course
Offered 2002-03 and alternate years
- 316f POETRY AND PROSE OF THE 16TH CENTURY** 4
Selections from *The Faerie Queen*, the sonnet sequences of Sidney, Spenser and Shakespeare. More's *Utopia* and Sidney's *Defense of Poetry*.
Prerequisite: 200-level literature course
Offered 2001-02 and alternate years
- 318f POETRY AND PROSE OF THE SEVENTEENTH CENTURY** 4
A study of metaphysical and cavalier poetry and significant prose of the English Renaissance with emphasis on the writings of Donne, Johnson, Herbert, Herrick, Marvell, Wroth, Bacon, Browne and Walton.
Prerequisite: 200-level literature course
Offered 2002-03 and alternate years
- 319S MILTON** 4
Most of the English poetry and selections from the prose.
Prerequisite: 200-level literature course
Offered 2001-02 and alternate years
- 320S MODERN POETRY** 4
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.
Prerequisite: 200-level literature course
Offered 2001-02 and alternate years
- 321f ENGLISH ROMANTIC POETRY** 4
Study of the English Romantics, including Blake, Wordsworth, Coleridge, Keats, Shelley and Byron, as well as the works of lesser-known poets of the era.
Prerequisite: 200-level literature course
- 322S VICTORIAN POETRY** 4
Tennyson, Browning, Arnold and Hopkins.
Prerequisite: 200-level literature course
Offered 2002-03 and alternate years
- 323S MODERN AND CONTEMPORARY DRAMA** 4
A selection of plays by international playwrights from Ibsen to the present, with concern for the relationship between text and performance. Works by such writers as Chekhov, Beckett, Brecht, Shaw, Soyinka, O'Neill, Williams, Baraka, Wilson, Hellman, Norman and Howe.
Does not satisfy distributional standard in literature
Prerequisite: 200-level literature course
Offered 2002-03 and alternate years
- 328f RESTORATION AND EIGHTEENTH-CENTURY LITERATURE** 4
British poetry and prose written between 1660 and 1800. Includes focus on political and social themes, the interrelationship of texts and the development of literary forms and traditions.
Prerequisite: 200-level literature course
Offered 2001-02 and alternate years
- 329S BRITISH DRAMA OF THE RESTORATION AND EIGHTEENTH CENTURY** 4
Emphasis on changing dramatic forms, especially comedy, in relation to cultural and political themes and contexts, theatre history and biography, particularly of women playwrights.
Prerequisite: 200-level literature course
Offered 2001-02 and alternate years
- 331f EARLY AMERICAN WRITERS** 4
See English 213 for description.
- 332f REALISM AND NATURALISM IN AMERICAN LITERATURE** 4
Emphasis on figures writing from 1880 to 1920, who express the dominant literary modes of the time. Authors include Twain, James, Wharton, Chesnut, Crane, Dreiser and Cather. Attention to their influence on later writers like Steinbeck and O'Neill and upon the films of the 1930s and 1960s.
Prerequisite: 200-level literature course
Offered 2001-02 and alternate years
- 333S MODERN AMERICAN FICTION** 4
Focus on fiction from 1920 to the present, representative of the wide range of cultures and themes that shape our American literature(s). Writers such as Hemingway, Fitzgerald, Ellison, Malamud, Morrison, Oates and Atwood.
Prerequisite: 200-level literature course
Offered 2001-02 and alternate years
- 334f SOUTHERN LITERATURE** 4
Readings that explore the black and white intersections of the American South, beginning with the literature of the "Southern Renaissance" of the early 20th Century. Emphasis on such figures as Ransom, Faulkner, Warren, O'Connor, Welty, Walker and Gaines.
Prerequisite: 200-level literature course
Offered 2002-03 and alternate years
- 335S NINETEENTH-CENTURY AMERICAN WOMEN WRITERS** 4
A study of women's fiction as both social commentary and literary art with emphasis on its contributions to the discourse of slavery, feminism, national identity and literary vocation. Works by Fuller, Stowe, Alcott, Hopkins, Jewett and others.
Prerequisite: 200-level literature course
Offered 2002-03 and alternate years
- 336S THE MODERN BRITISH NOVEL** 4
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.
Prerequisite: 200-level literature course
Offered 2002-03 and alternate years
- 337f POSTMODERN FICTION** 4
A study of experimental fiction written since 1950, with attention to cyberfiction and futuristic films. Writers studied generally include Borges, Nabokov, Winterson, Barthelme, Morrison.
Prerequisite: 200-level literature course
Offered 2002-03 and alternate years
- 338S THE VICTORIAN NOVEL** 4
A study of the novels of Victorian Britain in cultural and historical context with emphasis on the novels of the 1840s and 1850s along with those that look toward the twentieth century.
Prerequisite: 200-level literature course
Offered 2002-03 and alternate years
- 338LS (FRENCH 338L) THE VICTORIAN NOVEL, 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.
Not offered 2001-2002
Prerequisite: FRE 202 or permission of instructor
Corequisite: ENG 338 (students may have taken ENG 338 in the past)
- 339f (AFRICANA STUDIES 339) AFRICAN-AMERICAN LITERATURE** 4
Examination of the major texts within the African American literary tradition, from the colonial period to the present, including works by Douglass, DuBois, Toomer, Wright, Baldwin, Morrison and others.

- Prerequisite: 200-level literature course
Offered 2002-03 and alternate years
- 3515 TOPICS IN NINETEENTH-CENTURY BRITISH LITERATURE 4**
Thematic or generic studies of the literature of nineteenth-century Britain.
Prerequisite: 200-level literature course
Offered 2001-02 and alternate years
- 3525 POSTCOLONIAL LITERATURE 4**
Study of literature written in nations that were formerly European colonies. Works will be drawn from some of the following regions: South Asia, Africa, the Caribbean, Australia and Canada.
Prerequisite: 200-level literature course
- 410f,s SPECIAL STUDY 2-4**
Selected texts to meet the interests of individual students.
- 480f SENIOR COLLOQUIUM 4**
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.
Prerequisite: must be a senior major
Topic for Fall 2001: Self-representation and Narrative Voice
- 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

- 2005 INTRODUCTION TO NONFICTION 4**
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.
- 201f NARRATIVE WRITING 4**
Principles and forms of narrative writing. Illustrative readings and frequent writing.
Prerequisite: permission of the instructor
- 202f POETRY WRITING 4**
The craft of poetry, through regular written assignments and readings in a variety of contemporary poets and poetic movements and traditions.
Prerequisite: permission of the instructor
- 203S (THEATRE 203) DRAMATIC WRITING I 4**
See Theatre 203 for description.
- 205f (THEATRE 205, WHEN THE TOPIC RELATES TO DRAMATIC WRITING) TOPICS IN CREATIVE WRITING 4**
Different topics in creative writing, including, on occasion, courses taught by visiting writers.
- 340f NONFICTION WORKSHOP 4**
Intermediate nonfiction writing with emphasis on the feature article, the personal essay and experimental forms.
Prerequisite: permission of the instructor
- 341f WRITING WORKSHOP: FICTION 4**
Intermediate fiction writing. Readings in theory and practice; the writing and rewriting of a group of stories. Individual conferences and group sessions.
Prerequisite: 201, 205 or permission of the instructor
- 342S POETRY WORKSHOP 4**
The presentation and discussion of student work and the exploration of elements of poetic craft and of current issues in poetry

- and poetics.
Prerequisite: 202
- 344S (THEATRE 344) DRAMATIC WRITING II 4**
See Theatre 344 for description.
- 490f,s INDEPENDENT STUDY IN WRITING 4-8**
Independent research arranged under the supervision of a member of the department

Environmental Studies

Director: J. Phil Gibson, *associate professor of biology*

Environmental Studies is an interdisciplinary program of study that brings together faculty and students from different academic disciplines to investigate the interaction between humans and their environment. The Environmental Studies minor includes courses that address the ecological, ethical, economic and political aspects of current environmental conditions, particularly those related to the impact of humans on natural ecosystems. This integrated program is composed of seven required courses. These courses meet both distributional and minor requirements. There are also courses that are strongly recommended for program participants.

Requirements for the minor:

Biology 108, 308
Chemistry 111
Philosophy 108
Economics 325
Environmental Studies 408

One of the following or appropriate courses at area institutions:

Political Science
102 American Politics in Global Perspective 4
103 Introduction to World Politics 4
203 Constitutional Law 4

Recommended courses:

Biology 193
Mathematics 115

Field experience or internship related to the environment such as Biology 215su (Marine Biology), Biology 225su (Forest Ecology), or other experiences such as internships.

Students who plan to minor in environmental studies should consult with the program director early in their college careers to ensure normal progression.

408S ENVIRONMENTAL STUDIES CAPSTONE SEMINAR 2
Discussion and project based seminar focusing on the interaction of ecological and human factors that shape environmental issues. Topics covered each year will be determined by instructor(s).
Prerequisite: Open to seniors minoring in environmental studies or by permission

First-Year Seminars

First-year seminars are designed to introduce students to advanced study at the college level. Students learn to write more effectively, begin to think more deeply and develop an extensive knowledge of the seminar topic. First-year seminars are open only to entering students, are limited in size, are led by a faculty member who has selected and researched the special topic for the course and are interdisciplinary so that students may explore the topic from different perspectives.

190f,s FIRST-YEAR SEMINAR 4

Seminars offering first-year students an opportunity to study focused topics in small groups. Some sections may be connected and organized around a related theme. All courses include a significant writing component.

Open only to first-year students; class size limited to 15

Global Awareness

Director: Jennifer A. Lund, *director of international education*

The Global Awareness program combines coursework in the fall or spring semester with a December-January or May-June study-abroad experience and a follow-up seminar. The purpose of this two-course program is to make the theory of culture real by providing background theory, experience in the selected country and a time to integrate the experience upon return. The purpose is also for students to see personal and global issues from a cross-cultural perspective. Although this program does not have a language prerequisite in some instances, the course will include a survival language component. Students must apply and be accepted to the program to register for 200 and 201.

200f,s GLOBAL AWARENESS CONCEPTS 4

Concepts and theories of culture, cultural diversity and cross-cultural perspectives and communications will be applied to the student, to the cultures of the country to be visited, to cultures represented in class and to global issues and their solutions.

Prerequisite: 12 hours of Agnes Scott credit

201f,s GLOBAL AWARENESS EXPERIENCE 4

The global awareness faculty will lead students on a 2-4 week international experience to enhance their cultural learning by experiencing aspects of the host country and culture. A nine-hour post-experience seminar will occur to integrate the experience with theory. Destinations vary from year to year.

Prerequisite: 200

Special fees required for international travel experience. Students may be eligible for partial financial support.

See Office of International Education.

300f (EDUCATION 300) GLOBAL AWARENESS CONCEPTS FOR STUDENT TEACHING ABROAD 2

See Education 300 for description.

History

Faculty

Mary Brown Bullock, *professor, President of the College*

Penelope Campbell, *Charles A. Dana Professor*

Katharine D. Kennedy, *professor*

Violet M. Johnson, *associate professor*

Mary C. Cain, *assistant professor*

Michael R. Lynn, *assistant professor*

The central purpose of the history curriculum is to give students who come from a variety of cultural traditions an understanding of the development of values, institutions and social structures 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. Resources in Atlanta enable history majors to undertake research in archives and specialized collections and to participate in internships in historic preservation, museums, libraries, business, government agencies and nonprofit organizations.

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

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

Requirements for the Major:

History 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 six additional courses, five of which must be above the 200 level. These courses must include at least one course from each of the following groups:

European History: 215, 220, 305, 308, 309, 310, 311, 312, 313, 314, 318, 343, 344

United States History: 325, 326, 327, 330, 334, 335, 336, 338

Non-Western History: 350, 353, 354, 355, 356, 364, 363

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

A major in history requires the completion of at least 36 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 24 hours of work in history, at least twelve of which must be above the 200 level. The program must reflect a degree of thoughtful planning and coherence and must have the approval of the chair of the department.

- 101f EUROPE FROM THE MIDDLE AGES TO THE FRENCH REVOLUTION** 4
European society and culture from the High Middle Ages to the Age of Revolutions including: marriage and family, religion and religious reform, women and gender, popular and elite culture, science and medicine, interaction with world cultures and state building.
- 102s EUROPE IN MODERN TIMES** 4
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 THE UNITED STATES TO 1877** 4
Survey of the history of the United States from European conquest through Reconstruction.
- 109s THE UNITED STATES IN MODERN TIMES** 4
Survey of the history of the United States since Reconstruction.
- 110f INTRODUCTION TO THE ASIAN WORLD** 4
Major civilizations on the Asian continent from India to Japan before the twentieth century.
- 111s THE ASIAN WORLD IN MODERN TIMES** 4
History and politics of Asian societies and their interaction with the West in the twentieth century.
- 121f (CLASSICS 121) HISTORY OF GREEK CIVILIZATION** 4
See Classics 121 for description.
- 122f (CLASSICS 122) HISTORY OF ROMAN CIVILIZATION** 4
See Classics 122 for description.
- 215s (RELIGIOUS STUDIES 215) RELIGION, MAGIC AND SCIENCE IN EARLY MODERN EUROPE** 4
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.
Offered 2002-03 and alternate semesters

- 220s (WOMEN'S STUDIES 222) EUROPEAN WOMEN SINCE THE MIDDLE AGES** 4
Experiences of and ideas about European women in the public and private spheres from the late Middle Ages through the twentieth century.
- 221Lf (CLASSICS 221L) (GREEK 221L) (GREEK 321L) HISTORY OF GREEK CIVILIZATION, GREEK COMPONENT** 1
See Classics 221L for description.
- 222Lf (CLASSICS 222L) (LATIN 222L) (LATIN 321L) HISTORY OF ROMAN CIVILIZATION, LATIN COMPONENT** 1
See Classics 222L for description.
- 250f (AFRICANA STUDIES 250) AFRICAN SOCIETIES FROM 1500 TO THE PARTITION** 4
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) AFRICAN SOCIETIES FROM THE COLONIAL ERA TO THE PRESENT** 4
Changes which followed western domination, African responses to the new structures and the road to independence.
- 253f (AFRICANA STUDIES 253) AFRICAN-AMERICAN HISTORY TO EMANCIPATION** 4
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 2001-02 and alternate years
- 254s (AFRICANA STUDIES 254) AFRICAN-AMERICAN HISTORY SINCE EMANCIPATION** 4
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 2001-02 and alternate years
- 305s MEDIEVAL CIVILIZATION** 4
Emergence of European cultural traditions, political institutions and social organization between the decline of the Roman Empire and the end of the high Middle Ages.
Prerequisite: sophomore standing or permission of the instructor
Offered 2001-02 and alternate years
- 308s (RELIGIOUS STUDIES 309) RENAISSANCE AND REFORMATION EUROPE** 4
Culture, politics, religion and society in Europe from approximately 1350 to 1648. The rise of Italian city-states, humanism, northern Renaissance, Luther, Calvin and Wars of Religion.
Prerequisite: sophomore standing or permission of the instructor
Offered 2001-02 and alternate years
- 309f THE ENLIGHTENMENT AND THE FRENCH REVOLUTION** 4
European culture and society in the age of the Enlightenment; causes and events of the French Revolution and its impact upon Europe.
Prerequisite: sophomore standing or permission of the instructor
- 309Lf (FRENCH 309L) THE ENLIGHTENMENT AND THE FRENCH REVOLUTION, FRENCH COMPONENT** 1
See French 309L for description
- 310f EARLY MODERN ENGLAND** 4
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.
Prerequisite: sophomore standing or permission of the instructor
Offered 2002-03 and alternate years
- 311S EUROPE IN THE VICTORIAN ERA** 4
Industrialization, nationalism, imperialism, international affairs, culture, gender and public and private life in nineteenth-century Europe.
Prerequisite: sophomore standing or permission of the instructor
Offered 2002-03 and alternate years
- 312S RUSSIA AND THE SOVIET UNION IN THE TWENTIETH CENTURY** 4
Revolution, ethnicity, reform, stagnation and disintegration in Russian and Soviet politics, culture, economy and society from 1905 to the present.
Prerequisite: sophomore standing or permission of the instructor
Offered 2002-03 and alternate years
- 313f EUROPE IN THE ERA OF THE WORLD WARS** 4
World War I, Nazism, the interwar years, World War II and the Holocaust, with emphasis on ideology, culture and diplomacy.
Prerequisite: sophomore standing or permission of the instructor
Offered 2001-02 and alternate years
- 314S EUROPE IN THE NUCLEAR AGE** 4
Society, economy, culture and foreign affairs in Western and Eastern Europe in the nuclear age.
Prerequisite: sophomore standing or permission of the instructor
- 314Ls (GERMAN STUDIES 314L) EUROPE IN THE NUCLEAR AGE, GERMAN COMPONENT** 1
See German 314L for description.
Not offered 2001-02
- 315Lf (GERMAN STUDIES 315L) EUROPE IN THE ERA OF THE WORLD WARS, GERMAN COMPONENT** 1
See German 315L for description.
Offered 2001-02
- 318f THE HOLOCAUST** 4
Victims and perpetrators of German genocide, with emphasis on anti-Semitism, origins of the Final Solution, Nazi ideology, survivors' memories and historiographical controversies.
Prerequisite: sophomore standing or permission of the instructor
Offered 2001-02 and alternate years
- 325f THE AMERICAN REVOLUTION AND THE EARLY REPUBLIC** 4
Relationship between economic, social, cultural and religious change and the great political events of the American Revolution and nation-building.
Prerequisite: sophomore standing or permission of the instructor
Offered 2001-02 and alternate years
- 326S THE CIVIL WAR AND RECONSTRUCTION** 4
Economic, political and social change in the antebellum America; the sectional struggle over slavery; the war experience; emancipation and the limits of reconstruction.
Prerequisite: sophomore standing or permission of the instructor
Offered 2001-02 and alternate years
- 327S HISTORY OF THE SOUTH** 4
Social, cultural, economic and political factors that have made the South a distinctive part of the U.S. from English settlement to the present.
Prerequisite: sophomore standing or permission of the instructor
Offered 2002-03 and alternate years
- 330S (WOMEN'S STUDIES 330) THE HISTORY OF WOMEN IN AMERICA** 4
Women's roles and contributions from the colonial period to the present with emphasis on the impact of industrialization, reform move-
- ments and differences across race, ethnicity, class and region.
Prerequisite: sophomore standing or permission of the instructor
Offered 2002-03 and alternate years
- 334f THE UNITED STATES FROM 1914 TO 1945** 4
World War I, the New Era of the 1920s, the New Deal and World War II.
Prerequisite: sophomore standing or permission of the instructor
Offered 2002-03 and alternate years
- 335S (AFRICANA STUDIES 335) (RELIGIOUS STUDIES 340) BLACK PROTEST THOUGHT IN AMERICA FROM SLAVERY TO THE PRESENT** 4
Political, social and ideological currents which influenced and shaped the Black struggle for freedom, citizenship and equality.
Prerequisite: sophomore standing or permission of the instructor
Offered 2001-02 and alternate years
- 336f TOPICS IN THE HISTORY OF RACE, ETHNICITY AND IMMIGRATION IN THE UNITED STATES** 4
Racial and ethnic diversity in the United States from colonial times to the present, with particular focus on the various waves of immigration; acculturation of immigrants and their influence on the American society; and relationships between and within ethnic groups.
Prerequisite: sophomore standing or permission of the instructor
- 338S UNITED STATES SINCE 1945** 4
Domestic change and international involvements since World War II.
Prerequisite: sophomore standing or permission of the instructor
Offered 2002-03 and alternate years
- 340S (POLITICAL SCIENCE 328) U.S.-LATIN AMERICAN RELATIONS** 4
See Political Science 328 for description.
- 343S FAMILY, LOVE AND MARRIAGE IN PREMODERN EUROPE** 4
The social and cultural history of families, love and marriage in Europe prior to 1800. Topics include: family and marriage structures; developing gender identities; sexuality; patriarchy; childhood, adolescence and old age; family planning; celibacy and virginity; family, sex and law.
Prerequisite: sophomore standing or permission of the instructor
- 344f SCIENCE AND SOCIETY FROM THE BLACK DEATH TO DARWIN** 4
An examination of the relationship between people and the natural world from about 1350 to 1850. Topics include: the scientific and medical revolution; plagues; the conquest of nature; scientific institutions; monsters and unnatural nature; the expanding universe; science and religion; professionalization; evolution.
Prerequisite: sophomore standing or permission of the instructor
- 350f (AFRICANA STUDIES 350) THE AFRICAN DIASPORA** 4
History of the dispersal of Africans from the continent to various regions of the world; the catalysts of dispersal; the distribution of Africans, especially in the Americas; and the communities which evolved out of the diaspora.
Prerequisite: sophomore standing or permission of the instructor
Offered 2002-03 and alternate years
- 350Lf (SPANISH 350L) THE AFRICAN DIASPORA, SPANISH COMPONENT** 1
See Spanish 350L for description.
Not offered 2001-2002
- 353S SOUTH ASIA** 4
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.
Prerequisite: sophomore standing or permission of the instructor
Offered 2001-02 and alternate years

- 354s (AFRICANA STUDIES 354, WHEN THE TOPIC RELATES TO AFRICA OR THE AFRICAN DIASPORA) TOPICS IN AFRICAN AND ASIAN HISTORY** 4
Prerequisite: sophomore standing or permission of the instructor
Offered 2002-03 and alternate years
- 355f THE RISE OF CONTEMPORARY SOUTHEAST ASIA** 4
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.
Prerequisite: sophomore standing or permission of the instructor
Offered 2002-03 and alternate years
- 356f THE UNITED STATES AND CHINA** 4
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.
Prerequisite: sophomore standing or permission of the instructor
Offered 2001-02 and alternate years
- 361f EMERGENCE OF JAPAN AS A WORLD POWER** 4
Political, economic and social transformation of Japan in the last century; the troubled relationship with the United States; new challenges to the nation and people.
Prerequisite: sophomore standing or permission of the instructor
Offered 2001-02 and alternate years
- 363f CHINA SINCE THE REVOLUTION** 4
The establishment of the People's Republic in 1949, the revolutionary remodeling of Chinese society and factors in its contemporary development.
Prerequisite: sophomore standing or permission of the instructor
Offered 2002-03 and alternate years
- 410f,s SPECIAL STUDY** 2-4
Supervised study in some field or period of history.
- 420f SENIOR COLLOQUIUM** 4
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.

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 11 courses

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 105, 282, 322, 429; Economics 315, 334, 355;

Anthropology 307

Geographic Areas:

Those students who wish to include study abroad as a component of the major are encouraged to plan as soon as possible.

Three courses from no more than two different areas. No more than one area course may be at the 100-level.

Europe: History 102, 311, 312, 313, 314, 318, 322

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

Africa: History 250, 251, 350, 354 (African topics only);

Political Science 355

Latin America: Political Science 211, 220, 325, 328, 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:

Four hours of coursework beyond the intermediate level in a modern foreign language. This course work should correspond to a geographic area as much as possible.

400s SENIOR SEMINAR IN INTERNATIONAL RELATIONS 4

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.

Mathematics

Faculty

Myrtle H. Lewin, *professor*
Lawrence H. Riddle, *professor*
Robert A. Leslie, *associate professor*
Alan Koch, *assistant professor*
Christopher Moseley, *visiting instructor*

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

The courses develop the student's ability to analyze problems, understand and use the theory and techniques of mathematics and acquire the skills and mathematical tools needed in the application of mathematics.

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

The mathematics faculty provides placement advising for mathematics courses to incoming students (see Advanced Placement Credit section). 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

The minimum number of hours required to fulfill a major in Mathematics is 38.

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 4**
Exposure to some basic concepts and techniques of mathematics in concrete and relevant ways. Possible topics include: the mathematics of voting, scheduling problems, counting problems, networks, symmetry (architectural designs and naturally occurring geometrical patterns), censuses and surveys, graphing and summarizing data, financial mathematics and rudimentary probability.
- 104S INTRODUCTION TO MATHEMATICAL THOUGHT 4**
Introduction to some of the major themes and ideas in mathematics, methods used in their applications and their historical context.
- 115f,s ELEMENTARY STATISTICS 4**
Statistical measures and distributions, probability and its application to statistical inference, linear correlation, hypothesis testing, confidence intervals and applications in the natural and social science.
- 117f 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 4**
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 4**
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.
2001-02 Topic: Mathematics in Medicine and Health
Mathematical modeling that addresses issues in medicine and public health. Topics include epidemiology, disease diagnosis, genetics, anatomy and health studies including an introduction to survey methods in community medicine. Matrices, compartmental models and elementary probability will be studied as tools for investigating these topics.
This topic fulfills the second science requirement.
Prerequisite: 118 or permission of the instructor

- 204f THE ART OF MATHEMATICAL THINKING** 4
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** 4
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 2002-03 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 2001-02 and alternate years
- 314f MODERN GEOMETRIES** 4
Affine, projective and Euclidean geometries and their postulational development.
Prerequisite: 220 or permission of the instructor
Offered 2001-02 and alternate years
- 315S TOPOLOGY** 4
Topological and metric spaces, continuity, compactness and connectedness, with special emphasis on the topology of \mathbb{R}^n .
Prerequisite: 204 and 220
Not offered 2001-02
- 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 2002-03 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 2002-03 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 2001-02 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 2002-03 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 two 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 24 semester hours in mathematics and 24 semester hours in physics. Other courses may be elected in mathematics and physics, not to exceed a combined total of 64 semester hours.

Basic Courses Required:

The minimum number of hours required to fulfill an interdisciplinary major in Mathematics-Physics is 48.

Mathematics 118, 119, 206, 220, 309 and at least 4 additional hours. The additional mathematics course must be at the 200-level or above and must be approved by the advisor to the major in mathematics.

Physics 110, 111 and 16 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

Julia K. De Pree, *assistant professor*
 Rosemary Eberiel, *assistant professor*
 Edward Tilson, *assistant professor*

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 distribution 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:

230, 240, 241 and 242

Four topics courses at the 300-level

207 and global connections courses do not count toward the minimum major.

Majors are strongly encouraged to study abroad and to participate in language across the curriculum courses.

Requirements for French Minor:

230, 2 courses from 240, 241 and 242: 1 300-level course

207 and global connections courses do not count toward the minimum minor.

101f	ELEMENTARY FRENCH	4
	For students who begin French in college. Introduction to the French language and culture. Three class periods followed by a session and oral practice.	
102f,s	ELEMENTARY FRENCH	4
	Continuation of 101; 101 and 102 are the equivalent of two years of secondary school preparation.	
	Prerequisite: 101	
201f,s	INTERMEDIATE	4
	Grammar review oral and written comprehension, reading, composition.	
	Prerequisite: 102	
202f,s	INTERMEDIATE	4
	Continuation of 201 with emphasis on selected readings.	
	Prerequisite: 201	
202Lf	(ART 202L)	
	ART OF THE MIDDLE AGES, FRENCH COMPONENT	1
	Reading and discussion of texts concerning the visual arts and their historical context during the Middle Ages. Conducted in French.	
	Prerequisite: French 202 or permission of the instructor.	
	Corequisite: Art 202	
	Not Offered 2001-02	
203Ls	(ART 103L)	
	HISTORY OF ART II, FRENCH COMPONENT	1
	Reading and discussion of texts on the major artistic periods from the Renaissance through the modern periods. Conducted in French.	
	Prerequisite: French 202 or permission of the instructor	
	Corequisite: Art 103	
	Not offered 2001-02	
207f,s	INTERMEDIATE FRENCH CONVERSATION	2
	This course may be repeated once with permission from the department or faculty members designated by the department chair.	
	Prerequisite: 202 with a grade of B minus or above or permission from the department.	
221Lf	(MUSIC 221L) (WOMEN'S STUDIES 221L)	
	WOMEN IN MUSIC: THE WESTERN MUSICAL TRADITIONS, FRENCH COMPONENT	1
	Reading and discussion of texts concerning French and other Francophone women as composers, performers, teachers and musical support personnel. Conducted in French.	
	Prerequisite: 202	
	Corequisite: Music 220 (Women's Studies 220)	
	Offered 2001-02	
230f,s	FRENCH LANGUAGE AND CULTURE	4
	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	
240s	READINGS IN FRENCH LITERATURE BEFORE 1600	4
	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** 4
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
Offered 2002-03 and alternate years
- 242f SELECTED READINGS IN FRENCH LITERATURE, 1800 TO THE PRESENT** 4
Literary selections from Romanticism onward studied in their historical and cultural contexts. Discussion topics may include: Romanticism and the self; Realism and industrial culture; relations among the arts; Symbolist poetry and prose; avant-garde prose, poetry and theatre; colonialism and exoticism; political engagement and "disengagement"; feminism and the novel; literature in French produced outside France.
Prerequisite: 230 or equivalent
- 309Lf (HISTORY 309L) THE ENLIGHTENMENT AND THE FRENCH REVOLUTION, FRENCH COMPONENT** 1
Reading and discussion of complementary and parallel texts to those used in History 309. Conducted in French.
Prerequisite: 202 or permission of instructor
Corequisite: History 309
Not offered 2001-02
- 338Ls (ENGLISH 338L) THE VICTORIAN NOVEL, FRENCH 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 2001-02
- 345f FRENCH LITERATURE AND GENRE** 4
Prose, poetry and theatre will be considered either individually or in relation to one another.
Prerequisite: 230 and any one of 240, 241, 242
Offered 2002-03 and alternate years
- 350f FRENCH LITERATURE, THE AUTHOR AND AUTHORITY** 4
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
Offered 2001-02 and alternate years
- 355s FRANCOPHONE LITERATURE** 4
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 also may be considered.
Prerequisite: 230 and any one of 240, 241, 242
Offered 2002-03 and alternate years
- 360f FRENCH LITERATURE AND POLITICAL CHANGE** 4
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
Offered 2002-03 and alternate years
- 365f (WOMEN'S STUDIES 365) WOMEN AND FRENCH CULTURE** 4
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
Offered 2001-02 and alternate years
- 3705 FRENCH LITERATURE AND OTHER ARTS** 4
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
Offered 2001-02 and alternate years
- 375S FRENCH FILM** 4
Topics in French cinema from avant-garde to the present, with an introduction to film theory. Screenplays may also be studied.
Prerequisite: 230 and any one of 240, 241, 242
Offered 2002-03 and alternate years
- 380f AUTOBIOGRAPHY** 4
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
Offered 2002-03 and alternate years
- 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.

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 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 of the following: 305, 306, 310, History 313 with language component, History 314 with language component, Music 220 with language component

Only one of the following can be selected: History 313 with language component, History 314 with language component, Music 220 with language component

Minimum hours for the major: 32 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 32 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 of the following: 222, 305, 306, 310, 324, 480, History 313 with language component, History 314 with language component, Music 220 with language component

Only one of the following may be selected: History 313 with language component, History 314 with language component, Music 220 with language component

Minimum hours: 16 beyond the intermediate level

Recommendations for the Minor:

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.

- 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.
- 102S 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.
Prerequisite: 101 or equivalent
- 201f INTERMEDIATE GERMAN** 4
Practice in spoken German, accompanied by grammar review. Reading and discussion of literary texts. All students with one or more years of German in high school are required to take the placement test.
Prerequisite: 102 or equivalent
- 202S INTERMEDIATE GERMAN** 4
Continuation of 201. All students with one or more years of German in high school are required to take the placement test.
Prerequisite: 201 or equivalent
- 210f COMPOSITION** 4
Practical course designed to develop fluency in writing German.
Prerequisite: 202

- 211f CONVERSATION** 2
Theoretical and practical aspects of German pronunciation with intensive drills.
Does not fulfill the language requirement for the International Relations major
Prerequisite: 102 or permission of the department or faculty members designated by the chair
- 212S ADVANCED CONVERSATION** 4
Practical course designed to develop fluency in oral communication.
Prerequisite: 202 or equivalent
- 222f INTRODUCTION TO LITERATURE** 4
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
- 305S TWENTIETH-CENTURY DRAMA IN THE GERMAN-SPEAKING COUNTRIES** 4
Emphasis on Brecht's epic theatre. Also includes Swiss playwrights (Durrenmatt and Frisch), the documentary play in Germany (Hochhuth), Austrian contemporary drama (Bernhard).
Prerequisite: 222
Offered 2002-03 and alternate years
- 306f FRANZ KAFKA** 4
Discussion of major short stories, excerpts from letters and diaries and selections from one novel. Taught in German.
Prerequisite: 222
Offered 2001-02 and alternate years
- 310S GERMAN LIFE AND THOUGHT** 4
Society and culture in the contemporary German-speaking world. Taught in German.
Prerequisite: 222
Offered 2002-03 and alternate years
- 314Ls (HISTORY 314L) EUROPE IN THE NUCLEAR AGE, GERMAN COMPONENT** 1
Reading and discussion of texts about post-World War II Germany, from division through unification. Conducted in German.
Prerequisite: German 202 or equivalent
Corequisite: History 314
Not offered 2001-02
- 315Lf (HISTORY 315L) EUROPE IN THE ERA OF THE WORLD WARS, GERMAN COMPONENT** 1
Study of Weimar and Nazi Germany based on selected primary sources in German.
Prerequisite: 202 or equivalent
Corequisite: History 313
Offered 2001-02
- 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)
Not offered 2001-02
- 324S ADVANCED GERMAN LANGUAGE STUDY** 4
Emphasis on stylistics, composition styles and vocabulary building working with contemporary text materials.
Prerequisite: 210 or permission of the department

35of,s	ADVANCED READING	4
Subject matter chosen according to student interest and needs. May be repeated for credit when topic varies Prerequisite: 210 or permission of program director		
41of,s	SPECIAL STUDY	2-4
Supervised to meet the needs of individual students.		
480s	ADVANCED TOPICS IN GERMAN LITERATURE	4
Intensive study of a single author, genre or period. May be repeated for credit when topic varies. Prerequisite: 210 or permission of program director		
49of,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

To support students in their international studies, the College attempts to offer three years of Japanese.

101f	ELEMENTARY JAPANESE I	4
Fundamentals of spoken and written Japanese. Development of reading, writing, speaking and listening skills, with emphasis on the development of conversational fluency in socio-cultural contexts.		
102s	ELEMENTARY JAPANESE II	4
Continuation of Japanese 101. Prerequisite: 101 or equivalent		
201f	INTERMEDIATE JAPANESE I	4
A continuation of elementary Japanese, focusing on the further development of oral proficiency, reading and writing skills. Prerequisite: 102 or equivalent		
202s	INTERMEDIATE JAPANESE II	4
A continuation of Japanese 201. Prerequisite: 201 or equivalent		
301f	ADVANCED JAPANESE I	4
A continuation of intermediate Japanese, focusing on further development of oral proficiency, reading and writing skills. Prerequisite: 202 or equivalent		
302s	ADVANCED JAPANESE II	4
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*
 Laura Mungavin-Salva, *visiting instructor*

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 28 hours from among the following courses: 205, 207, 208, 280, 281, 344, 351, 354, 370, 380

Credits from the Spanish component of Language Across the Curriculum (LAC) courses as well as Spanish program-sponsored Global Connections and Global Awareness 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 32 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 16 hours beyond Spanish 202 from among the courses offered by the department. Credits from the Spanish component of Language Across the Curriculum (LAC) courses as well as the Spanish-program sponsored Global Connections and Global Awareness 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	4	
	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	4	
	Continuation of 201. All students with more than one year of Spanish are required to take the placement test.		
	Prerequisite: 201		
205f,s	READING AND WRITING ABOUT THE HISPANIC WORLD	4	
	Continued study of the Hispanic cultures through readings, film and music. Special emphasis on the development of oral and written expression in Spanish.		
	Prerequisite: 202		
207f	SPANISH CIVILIZATION AND CULTURE	4	
	Important historical events, trends and ideas of Spain from earliest times to the present.		
	Prerequisite: 205 or permission of the department chair or faculty members designated by the chair		
	Offered 2001-02 and alternate years.		
208f	LATIN AMERICAN AND CARIBBEAN CIVILIZATIONS AND CULTURES	4	
	Important trends, ideas and historical events of Latin America and the Caribbean from pre-conquest and colonial periods to the present.		
	Prerequisite: 205 or permission of the department chair or faculty members designated by the chair		
	Offered 2002-03 and alternate years		
280s	INTRODUCTION TO LATIN AMERICAN LITERATURE	4	
	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: 205		
	Offered 2001-02 and alternate years		
281f	INTRODUCTION TO THE LITERATURE OF SPAIN	4	
	A historic and thematic introduction to representative works of significant literary movements from the Middle Ages to present-day Spain.		
	Prerequisite: 205		
	Offered 2002-03 and alternate years		
300Lf	(ANTHROPOLOGY 300L) 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 2001-02		
301Ls	(POLITICAL SCIENCE 211L) (SOCIOLOGY 214L) (WOMENS STUDIES 211L) WOMEN IN LATIN AMERICA, SPANISH COMPONENT	1	
	See Political Science 211L for description.		
	Not offered 2001-02		
302Lf	(POLITICAL SCIENCE 442L) (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 2001-02		
344s	CONTEMPORARY SHORT STORIES	4	
	Traces the history and development of the genre with emphasis on examining the elements specific to the short story and techniques that distinguish the contemporary short story in Hispanic literature.		
	Prerequisite: 280 or 281		
	Offered 2001-02 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 2001-02		
351f	CONTEMPORARY SPANISH LITERATURE	4	
	An analysis of the literature of post-1975 Spain. Examines how societal changes during and after the transition to democracy are reflected in representative works of literature and other artistic media (film and painting).		
	Prerequisite: 280 or 281		
	Offered 2002-03 and alternate years		
354s	POST-BOOM LATIN AMERICAN LITERATURE	4	
	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 postmodern intellectual trends.		
	Prerequisite: 280 or 281		
	Offered 2002-03 and alternate years		
380f	INTERDISCIPLINARY APPROACHES TO HISPANIC LITERATURES AND CULTURES	4	
	Examination of selected aspects of the cultures of Spain and/or Latin America through the study of literature, film, mass media, social institutions and movements. May be repeated for credit when the instructor changes.		
	Prerequisite: 280 or 281		
	Offered 2001-02 and alternate years		
410f,s	SPECIAL STUDY	2-4	
480f	(WOMEN'S STUDIES 481, WHEN THE TOPIC RELATES TO WOMEN'S STUDIES) TOPICS IN HISPANIC THEMES	4	
	A detailed critical analysis of a specific topic, genre or period in Peninsular or Latin American literatures and other media.		
	Topic for 2001-02: Representation of Women in Spanish Literature and Culture – While this course will trace the ways in which men have portrayed women, it will also, more importantly, explore how they have portrayed themselves in different periods of Spanish literature. The analysis of literary texts and the visual arts will accompany interdisciplinary explorations of the experience of women throughout Spanish history.		
	Prerequisite: 205 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.		
	Offered 2001-02 and alternate years		
490f,s	INDEPENDENT STUDY	4-8	
	Independent research arranged under the supervision of a member of the program.		

Music

Faculty

Calvert Johnson, *professor*
Theodore K. Mathews, *professor*
Tracy E. W. Laird, *assistant 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 the history, theory and performance of music, and it ends with a capstone senior seminar. Music majors and minors generally pursue a course of study that emphasizes one of the primary areas within the discipline. The program prepares its majors sufficiently to enter graduate programs should they wish to do so. The student body in general can choose from a variety of courses in history/appreciation, theory, applied music and ensemble performance. Some of the academic courses have language across the curriculum components or are cross-listed with other departments.

Presser Hall, which houses the Department of Music, 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:

Students may elect to emphasize theory, history or performance within their major. The required courses for all students include the following:

Theory: 111, 211, 212

History: 106, 480 and two courses selected from 219, 303, 304 or 305

Students who choose performance as their emphasis must elect 499 (senior recital). Students who choose to emphasize history or theory in their major must elect at least one additional course in the chosen discipline at the 300-level or above. Students may elect more than one emphasis (e.g. performance and theory, theory and history, etc.) as long as they can satisfy the requirements for each.

Performance: A minimum of 6 semester hours in one instrument or voice and a maximum of 18 semester hours in applied music. A minimum of 9 semester hours in one applied area including 499 if the student elects performance as her emphasis.

Students in voice must satisfy piano proficiency requirements prior to graduation or prior to student teaching (see music student hand-book).

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 of a music major at Agnes Scott College is 41 for those who elect performance as their emphasis and 42 for those who elect history or theory as their emphasis.

Requirements for the Minor:

A minimum of 20 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 a full-time member of the department.

Minors may apply a maximum of 14 hours of credit in applied music toward graduation.

Music Appreciation

106f,s INTRODUCTION TO THE ART OF MUSIC I 4

Basic concepts and terminology appropriate to various kinds of music. The relationship of music to society and the other arts.

204s HISTORY OF JAZZ 4

A study of the personalities and styles that define American jazz and an examination of the socio-economic conditions that both fostered and nurtured it.

Not offered 2001-02

205f AMERICAN POPULAR MUSIC 4

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 4

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.

Not offered 2001-02

207s HISTORY OF THE AMERICAN MUSICAL THEATRE 4

The history of the American musical theatre from the eighteenth century through the present, using readings, lectures and class discussions. A significant portion of the class will be the listening component.

Women's roles will be emphasized and studied whenever possible.

Not offered 2001-02

Theory and History of Music

108f FOUNDATIONS OF MUSIC 4

Designed for students with little or no knowledge of music theory, the course teaches the elements of music in sufficient depth to enable the student to read music and 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: 108 or permission as determined by examination

- 208S (RELIGIOUS STUDIES 208)**
HISTORY OF SACRED MUSIC 4
 Development of liturgy and worship practices and especially of the role of music in Jewish and Christian worship.
 Offered 2002-03 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
- 217S SYNTHESIZER I** 1
 A study of the properties and potentials of synthesizers and their ancillary software.
 Prerequisite: permission of the instructor
- 219f (WOMEN'S STUDIES 219)**
WOMEN IN WORLD MUSIC 4
 An historical and sociological overview of the various roles women have played in music in cultures around the world as composers, performers, teachers, entertainers and patrons, etc., from antiquity to the present day, with emphasis on non-Western traditions.
 Offered 2002-03 and alternate years
- 220f (WOMEN'S STUDIES 220)**
WOMEN IN MUSIC: THE WESTERN MUSICAL TRADITIONS 4
 A historical survey of women composers, performers, teachers and support personnel from Hildegard von Bingen to such contemporaries as Laurie Anderson, Sofia Gubaidulina, 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 2001-02 and alternate years
- 220Lf (WOMEN'S STUDIES 220L) (GERMAN 320L)**
WOMEN IN MUSIC: THE WESTERN MUSICAL TRADITIONS, GERMAN COMPONENT 1
 See German 320L for description.
 Not offered 2001-02
- 221Lf (WOMEN'S STUDIES 221L) (FRENCH 221L)**
WOMEN IN MUSIC: THE WESTERN MUSICAL TRADITIONS, FRENCH COMPONENT 1
 See French 221L for description.
 Offered 2001-02
- 303f MUSIC BEFORE 1750** 4
 A chronological study of Western art music from the Greek civilization through Baroque era.
 Prerequisite: 111
- 304S MUSIC OF THE CLASSICAL AND ROMANTIC PERIODS** 4
 A chronological study of Western art music from the late eighteenth, nineteenth and early twentieth centuries.
 Prerequisite: 111 or permission of the instructor
- 305f TWENTIETH-CENTURY MUSIC** 4
 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 4
 A study of sacred music, the genres, the participants, and the doctrinal and cultural contexts of religions outside the Judeo-Christian traditions,

including Islam (including Sufism), Hinduism, Buddhism, Shintoism, and the traditional religions of Native Americans, Africans (including American descendants), Australian Aborigines and other animist and ancestor-related religious groups.

- 311f ORCHESTRATION** 4
 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 2001-02 and alternate years
- 312f FORM AND ANALYSIS** 4
 A detailed examination of formal controls as revealed in selected contrapuntal and homophonic works of music.
 Prerequisite: 212
 Offered 2002-03 and alternate years
- 313S TECHNIQUES OF COMPOSITION** 4
 Not offered 2001-02
- 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** 4
 Specialized areas of music designed to meet the needs of students in the seminar.
 Open to senior music majors only
- 490f,s INDEPENDENT STUDY** 4-8
 Independent research arranged under the supervision of a member of the department.

Applied Music

For the 2001-2002 academic year, the applied music fee for full-time students is \$29 per contact hour of instruction. The applied music fee for 150, 170, 180 and 190 is \$15 per hour of instruction, provided there are at least two students studying with the same professor. Part-time students are billed the hourly tuition rate for applied music. Depending on funding available, there is no fee for music majors or minors for instruction on their primary instrument if they also participate actively in an approved campus ensemble.

Credit is awarded for applied music offered by the College as follows: One credit hour for each hour of instruction. Two hours of credit for an optional junior recital (399) and four hours of credit for a senior recital (499). Student may register for half-hour lessons for one-half of the credit and one-half the fee; however, this option is not available for group instruction or for 399 or 499. Students who do not major or minor in music may apply a maximum of 14 credit hours toward graduation.

Applied music lessons do not satisfy the Distributional Standard in fine arts. The prerequisite for applied music is written permission of the department chair

The college offers beginning level instruction 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 I** 1
Development of elementary singing skills, including fundamentals of vocal technique, diction and pedagogy. Develops self-confidence for small ensemble and solo singing. Repertoire includes popular, musical theatre, classical and traditional musics. This course is a prerequisite for further applied voice study.
- 180Bf,s CLASS VOICE II** 1
Continuation of 180A for advanced beginners.

Nonmajors may apply a maximum of fourteen credit hours for applied music toward graduation.

Courses in applied music are numbered as follows:

Accompanying: 153, 154; 253, 254; 353, 354; 453, 454

Harpichord: 141, 142; 241, 242; 341, 342; 441, 442

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, 180B (for beginners), 181, 182; 281, 282; 381, 382; 481, 482

Winds: 190A, 190B (for beginners), 191, 192; 291, 292; 391, 392; 491, 492

399 (Junior Recital) – 2 hours of credit

499 (Senior Recital) - 4 hours of credit

Ensembles

Many opportunities exist for participation in musical ensembles for students, staff and faculty. The ensembles that require an audition for membership include Collegiate Chorale, Chamber Choir and Agnes Scott Community Orchestra. Those that do not require an audition include Joyful Noise (gospel choir), Jazz Ensemble, Chamber Ensemble and Musical Theatre Workshop.

Students may receive a maximum of 8 semester hours of credit for participation in ensembles. The ensembles offer one hour of credit and are numbered as follows:

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 for those ensembles that require an audition.

Ensemble courses do not satisfy the distributional standard in fine arts.

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 of 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, 106, 108, 130 or 240

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 courses required for a philosophy major is 10.

Requirements for the Minor:

Logic: 103 or 220

History of Philosophy: 206, 209, 210

Value Theory: 104, 106, 108, 130 or 240

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.

The minimum number of courses for a philosophy minor is seven.

- 103s INTRODUCTION TO LOGIC** 4
An introduction both to the rudiments of critical thinking, with emphasis on analysis of ordinary discourse into formal symbolism, and to the properties of formal systems.
- 104f ETHICS** 4
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.
- 106f MEDICAL ETHICS** 4
Recent moral issues in medicine, such as euthanasia, abortion, experimentation on human and other animal subjects, justice in providing health care and in the allocation of scarce resources.
- 108s ENVIRONMENTAL ETHICS** 4
Moral issues arising from the relation of humans to the environment, including valuing natural entities, population growth, economic development, pollution and climate change.
- 115s MIND, SELF AND PERSONAL IDENTITY** 4
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 2001-02 and alternate years
- 130f LAW, MORALITY AND THE STATE** 4
The major figures in political and legal philosophy from Plato to Marx.
- 206f HISTORY OF ANCIENT PHILOSOPHY** 4
The thought of major figures in Western philosophy from the pre-Socratic era to the Hellenistic age.
- 209s SEVENTEENTH- AND EIGHTEENTH-CENTURY PHILOSOPHY** 4
The historical development of philosophic thought in the seventeenth and eighteenth centuries. Readings in Descartes, Locke, Berkeley and Hume.
- 210s KANT'S CRITICAL PHILOSOPHY** 4
Kant's Critique of Pure Reason.
Prerequisite: 209
Offered 2001-02 and alternate years
- 220f SYMBOLIC LOGIC** 4
The language and rules of derivation for sentential and predicate logic.
Prerequisite: permission of the instructor
Offered 2001-02 and alternate years
- 225s FAITH AND REASON IN THE MIDDLE AGES** 4
Major themes from medieval philosophy considered from several religious traditions.
- 230f PHILOSOPHY OF SCIENCE** 4
An introduction to basic issues in the philosophy of science: induction, lawlikeness, realism and instrumentalism, confirmation and explanation.
Offered 2001-02 and alternate years
- 240f INTERNATIONAL MORAL PROBLEMS** 4
Consideration of moral questions requiring internationally coordinated activity, such as promoting world peace, avoiding genocide and ethnic cleansing, dealing with climate changes from global warming and respecting the rights to national self-determination and autonomy.

- 310s EPISTEMOLOGY** 4
A critical study of major issues in contemporary epistemology.
Prerequisite: 209 or permission of the instructor
Offered 2002-03 and alternate years
- 315f (WOMEN'S STUDIES 340) CONTEMPORARY FEMINIST THEORY** 4
See Women's Studies 340 for description.
- 318f ADVANCED ETHICS** 4
Advanced critical study of moral philosophy, both normative and meta-ethical.
Prerequisite: one course in value theory and any 200-level course in philosophy
- 320s PLATO** 4
Intensive study of selected dialogues.
Prerequisite: 206 or 104
Offered 2001-02 and alternate years
- 325s METAPHYSICS** 4
A critical survey of philosophical theories about the fundamental nature of reality.
Prerequisite: 206 and 209 or permission of the instructor
Offered 2002-03 and alternate years
- 326s DESCARTES** 4
Descartes' major philosophic works in the context of his natural science.
Prerequisite: 209
Offered 2001-02 and alternate years
- 333f TOPICS IN PHILOSOPHY** 4
Prerequisite: Any two courses in philosophy and permission of the instructor
Topic for Fall 2001: Aristotle
- 341f CONTEMPORARY ISSUES IN LANGUAGE PHILOSOPHY** 4
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 2002-03 and alternate years
- 344 (WOMEN'S STUDIES 344) FEMINIST EPISTEMOLOGY** 4
Explores how gender influences the construction and understanding of knowledge. Likely topics include: feminist empiricism, standpoint theory, postmodernism, how beliefs about knowledge influence empirical research, the meaning of and proffered justifications for such claims as reason and objectivity being "masculine."
Prerequisite: one philosophy course
Not offered 2001-01
- 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 & Athletics

Faculty

- A. Page Remillard, *director of athletics, instructor*
Laura LeDuc, *head soccer coach, instructor, assistant director of athletics*
Billie Good, *head athletic trainer, instructor*
Laura Vanderbeck, *head basketball coach, sports information director, 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 128 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 STRENGTH TRAINING** 1
Fitness through use of weight training.
- 103f FITNESS SWIMMING** 1
Fitness through lap swimming and interval workouts.
Prerequisite: Intermediate level swimming strokes
- 104f,s LIFETIME FITNESS** 1
First two weeks in each semester will focus on each student's personal fitness assessment (body mass index, body fat, Harvard Step Test, etc). Following personal assessment, each participant will be exposed to multiple "cross-training" aerobic activities such as: jogging, step aerobics, swimming, weight training, cycling (indoor and outdoor).
- 105f,s HYDROBICS** 1
Fitness through vigorous water exercises.
- 106f,s JOGGING FOR FITNESS** 1
Fitness through individualized running programs.
Not offered 2001-02
- 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.

Not offered 2001-02

- 111 RACQUETBALL** 1
Skills, etiquette, safety and injury prevention of racquetball.
Not offered 2001-02
- 112f,s FENCING** 1
Foil fencing for the individual with little or no experience. Skills, techniques and boutng covered.
- 115S GOLF** 1
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 overed.
- 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.
Not offered 2001-02
- 124f SOCCER** 1
Basic skills, rules and strategies of soccer.
- 125 VOLLEYBALL** 1
Basic skills, rules and offensive and defensive strategies associated with volleyball.
Not offered 2001-02
- 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
Not offered 2001-02
- 211S INTERMEDIATE GOLF** 1
Continuation of beginning golf with emphasis on advanced stroke techniques.
Prerequisite: 115
Not offered 2001-02
- 213 INTERMEDIATE TENNIS** 1
Building on beginning skills while developing advanced shot techniques and strategy of both singles and doubles.
Prerequisite: 123
Not offered 2001-02

Team Sports

- 113f INTRODUCTION TO TEAM SPORTS** 1
First two weeks in each semester will focus on personal fitness assessment (body mass index, body fat, Harvard Step Test, etc). Following the fitness assessment, each student will be introduced to the following activities: soccer, softball, flag football, volleyball, basketball and field hockey.
- 132S SOFTBALL** 1
Basic skills covered, including team play and rules.
Not offered 2001-02

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)
Not offered 2001-02
- 145f,s SELF DEFENSE** 1
Emphasis on awareness and warning signs which may prevent an assault from taking place. Basic attacks and counter-attacks will be addressed also.
- 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
Not offered 2001-02
- 147 WATER SAFETY INSTRUCTORS** 1
Red Cross water safety instructor course. Students perfect swimming skills, learn techniques of teaching all levels of swimming. (fee required)
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.
Not offered 2001-02
- 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
Not offered 2001-02

Varsity Intercollegiate and Club Sports

Varsity student-athletes 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. Team selections for competitive play are made each pre-season by the head coach and her/his assistants.

- 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
- 212s VARSITY SOFTBALL TEAM** 1
Prerequisite: permission of the instructor

Physics & Astronomy

Faculty

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

Physics 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:

Requirements for a major in Physics:

Courses required in the discipline:

Physics 110, 111, 210, 211, 242, 243, 310, 312, 321, 331, 341, 361

Courses required outside the discipline:

Mathematics 220

Requirements for a major in Astrophysics:

Courses required in the discipline:

Astronomy 120, 121, 300, 301, 400

Physics 110, 111, 210, 211, either 310 or 312

Two additional 300-level Physics courses as approved by the department

Courses required outside the discipline:

Mathematics 220

The minimum number of hours required for the Astrophysics major is 46 hours in physics and astronomy plus 4 hours of mathematics.

Requirements for the Minors:

Requirements for a minor in physics:

Physics 110, 111, 210, 211, and 8 additional hours as approved by the department

Requirements for a minor in astrophysics:

Astronomy 120 and 121, and one additional astronomy or physics course as approved by the department
Physics 110, 111, 210

Physics

- 102f ELEMENTS OF PHYSICS I** 4
Quantitative discussion of physical phenomena, illustrated by laboratory experiments. Knowledge of algebra and trigonometry is essential. This course does not count toward a concentrate 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.
3 LEC, 1 LAB
- 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, AP Calculus 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
- 210f MODERN PHYSICS** 4
One-semester introduction to the fundamentals of optics and modern physics with integrated modern physics laboratory. Many examples and applications drawn from astronomy. Topics include: relativity, wave phenomena, quantum mechanics, nuclear and particle physics. Course provides a broad base of understanding of modern physics for use in upper-level astronomy and physics courses.
(Physics 210, 211 alternate with Astronomy 300, 301)
Prerequisite: 111
Offered 2001-02 and alternate years
- 211s SCIENTIFIC COMPUTING** 4
Lab-based course introducing computation and numerical analysis as used in the sciences. Introduction to the fundamentals of the Unix operating system and applications. Computer resources for scientists on the Internet. Students will use existing programs as well as writing their own. Semester projects will be built around areas of interest of enrolled students.
Prerequisite: Mathematics 150 or permission of the instructor; 111.
(Physics 210, 211 alternate with Astronomy 300, 301)
Offered 2001-02 and alternate years
- 242f ANALOG ELECTRONICS** 2
DC and AC circuits, semiconductor devices, operational amplifiers, power supplies.
1 LEC, 1 LAB
Prerequisite: 111
- 243s DIGITAL ELECTRONICS** 2
Number systems, Logic gates and theorems, memories, introduction to microprocessors.

1 LEC, 1 LAB

Prerequisite: 242

- 310f METHODS OF THEORETICAL PHYSICS I** 4
Mathematical methods appropriate to classical mechanics and quantum mechanics, with examples and illustrations chosen from both areas.
Prerequisite: 111
Offered 2001-02 and alternate years
- 312f METHODS OF THEORETICAL PHYSICS II** 4
Mathematical methods appropriate to electromagnetic theory and thermal physics, with examples and illustrations chosen from those areas.
Prerequisite: 111
Offered 2002-03 and alternate years
- 321s CLASSICAL MECHANICS** 4
Newton's system for describing and predicting motion, the formulations of Lagrange and Hamilton, central forces, oscillations, chaos, rigid bodies, accelerated reference frames, relativity, continua and waves.
Prerequisite: 310
Offered 2002-03 and alternate years
- 331s THERMAL PHYSICS** 4
Equilibrium thermodynamics, statistical methods, quantum methods in thermal physics, discussion of thermal phenomena such as phase transitions, superconductivity, superfluidity, magnetism and applications in chemistry and engineering.
Offered 2002-03 and alternate years
Prerequisite: 312
- 341s ELECTROMAGNETISM** 4
Maxwell's equations applied to static and to dynamic situations, production and propagation of electromagnetic radiation; optics and lasers.
Prerequisite: 312
Offered 2002-03 and alternate years
- 361s QUANTUM PHYSICS** 4
Spin and matrix mechanics. Dirac notation. Schroedinger's equation applied to one-dimensional situations, and then to atomic, nuclear and molecular phenomena. Systems of identical particles.
Prerequisite: 210, 310
Offered 2001-02 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 THE SOLAR SYSTEM** 4
A survey of the solar system, including the planets, minor bodies, and the Sun. An overview of orbital motion, the properties of light and fundamentals of astronomical instrumentation. Includes a laboratory component in which students learn introductory observational methods, including telescope alignment and calibration and visual and photographic observations of the Sun, the Moon, planets and stars.
3 LEC, 1 LAB
- 121s GALAXIES AND COSMOLOGY** 4
A survey of the universe beyond our solar system. Fundamental techniques and discoveries in galactic and extragalactic astronomy. Topics include: stellar evolution, structure of the Milky Way, large scale structure and cosmology. Includes a laboratory component in which students learn intermediate observational methods of astronomy. Use of computer-controlled telescopes, photographic and electronic (CCD) imaging and photometry.

3 LAB, 1 LEC
Prerequisite: 120

1505 TOPICS IN PHYSICS AND ASTRONOMY 4

A semester study of a topic chosen from such areas as planetary astronomy, the search for life in the universe, astrobiology, elementary particles, cosmology, energy and the environment. Possibility for interdisciplinary topics and informal astronomical observations.
Satisfies second science requirement
Topic for 2001-02: Unseen Matter
May be repeated for credit when topics change
Offered 2001-02 and alternate years

300f ASTROPHYSICS I: RADIATION 4

The application of physics to the study of astronomical radiation. Topics include multiwavelength astronomical telescopes and instruments, stellar and planetary radiation transfer, stellar evolution, the interstellar medium the intergalactic medium and magnetic fields.
Prerequisite: Astronomy 121 or placement exam
Prerequisite or Corequisite: Physics 110; Mathematics 118
Offered 2002-03 and alternate years

3015 ASTROPHYSICS II: DYNAMICS 4

The application of physics to the study of astronomical structures and motions. Topics include dynamics from planetary to galactic scales, distance determination, galaxy evolution, mass distributions, large-scale structure and cosmology.
Prerequisite: Astronomy 300
Prerequisite or Corequisite: Physics 111
Offered 2002-03 and alternate years

310f SCIENTIFIC COMPUTING 4

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 2002-03 and alternate years

400f ADVANCED SEMINAR 2

A capstone experience for astrophysics majors. May also be taken by physics majors. Topics will include use of on-line and other research resources, research methods and the ethics of scientific research. Students in the class will report regularly on their senior research experiences, or (if they are not actively engaged in a research project) will report on recent advances as reported in the scientific literature. Class will meet weekly for 2 hours.
Prerequisite: Enrollment limited to juniors and seniors, by permission of 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.

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. 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.

Political science majors are encouraged to supplement their academic studies by participation in programs like PLEN and other similar internships. Political science majors also are encouraged to enroll in the Washington Semester Program and to study politics off campus, as well as 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 of 8 courses and a maximum of 13:

102 or 103 or 105, 301 and 499

2 additional 300-level courses

1 400-level seminar in addition to 499

Requirements for the Minor:

To minor in political science, a student must take at least 5 courses, 3 of which must be chosen from the 300 level. Three of these courses must be taken at Agnes Scott.

102f AMERICAN POLITICS IN GLOBAL PERSPECTIVE 4

American political institutions and issues, including the Supreme Court, Congress, the presidency, parties, elections, interest groups and contemporary political ideologies viewed from comparative and global perspectives.

103f INTRODUCTION TO WORLD POLITICS 4

Examines issues in international conflict and global political economy, as well as the forces transforming the nation-state and the state system in an era of globalization, and the actors newly impressing themselves on global politics, such as human rights, environmental and feminist movements. Different approaches to world politics are also examined.

105s COMPARATIVE POLITICS 4

Comparative study of contemporary politics and political systems. Country studies used to examine broader issues such as the changing welfare state, democratization and development and specific topics such as elections, party dynamics and policy making. Stresses the interactive nature of global and domestic processes.

203s CONSTITUTIONAL LAW 4

Examination of the rights of individuals in the American constitutional framework. Includes issues of civil liberties and civil rights for women and minorities such as due process and equal protection. Emphasis on legal reasoning and the development of law.

Political Science, Sociology & Anthropology

Political Science

Faculty

Augustus B. Cochran III, *professor*
Catherine V. Scott, *professor*

- 2115 (SOCIOLOGY 214) (WOMEN'S STUDIES 211)**
WOMEN IN LATIN AMERICA 4
 Women in Latin American history, especially in the twentieth century. Focuses on women's social, political, economic and cultural struggles and contributions. Includes discussions of Latin American feminism, Indian women and women in revolutions, regime transitions and social movements.
 Offered 2002-03 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
- 270f (WOMEN'S STUDIES 271)**
GENDER POLITICS AND CULTURE IN ASIA 4
 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** 4
 Includes the political history of various post-World War II conflicts, especially the Vietnam War. Uses the pre-and post-Cold War eras to illuminate the changing nature of U.S. foreign policy with regard to the definition of threats and the use of force. Traces the evolution of foreign policy making within and between Congress and the President.
- 301f APPROACHES TO THE STUDY OF POLITICS** 4
 An examination of the evolving identity of American political science, the major approaches used in the study of politics and the ways in which political science research is developed and written. Required of all political science majors. Should be taken in the sophomore or junior year.
 Prerequisite: one 100-level course; open to political science majors only.
- 308s (AFRICANA STUDIES 308)**
SOUTHERN POLITICS, CIVIL RIGHTS AND THE TRANSFORMATION OF AMERICAN POLITICS 4
 Analysis of the role played by race in American politics through the study of the evolution of Southern politics, the struggle for civil rights and the impact of these developments on national politics.
 Prerequisite: one 100-level course or permission of instructor
 Offered 2002-03 and alternate years
- 311s LATINO/A POLITICS** 4
 Overview of the experience of Latinos/as in the United States. Examines the cultural background, demographics, economic struggles and political strategies of this fast growing minority group. Discusses issues important for Latinos/as, such as immigration, education, economic opportunities and bilingualism and looks at public policies affecting them.
 Prerequisite: one 100-level course or permission of instructor
 Offered 2001-02 and alternate years
- 313f (WOMEN'S STUDIES 313)**
GENDER POLITICS 4
 Analysis of feminist theories about women's political participation in public life, as well as the use of gender as a category of analysis for exploring what constitutes the political. Discusses empirical as well as theoretical issues surrounding topics such as citizenship, representation and difference. Engages the literature on masculinity.
 Prerequisite: one 100-level course or permission of instructor
 Offered 2002-03 and alternate years
- 320f LATIN AMERICAN POLITICS** 4
 Politics in contemporary Latin America with special emphasis on political participation, economic development, military rule, liberal democracy, revolution and human rights. Topics are discussed from a comparative politics perspective in several countries/regions such as Chile, Peru, Venezuela and Central America.
 Prerequisite: one 100-level course or permission of instructor
- 322s THEORIES OF DEVELOPMENT AND ANTI-DEVELOPMENT** 4
 Overview of development theory, including the modernization paradigm. Also examines criticisms of development theory and practice in the south (Latin America, Asia and Africa), which call into question many of the tenets of modernization and work consciously to define anti-development strategies. Includes examination of postcolonial social theory as well as environmental, feminist and other social movements in the south.
 Prerequisite: one 100-level course or permission of instructor
 Offered 2001-02 and alternate years
- 325f GLOBALIZATION AND SOCIETY IN LATIN AMERICA** 4
 Examines globalization and its political, economic and social impact on Latin America. Special attention is given to understanding its effects on social groups, and on how these groups adapt or resist. Topics are discussed from a political economy perspective in several countries/regions, such as Brazil, Mexico and the Caribbean.
 Prerequisite: one 100-level course or permission of instructor
 Offered 2002-03 and alternate years
- 326f APPROACHES TO INTERNATIONAL RELATIONS** 4
 Examines the development of international relations as an academic field, the major theories used to understand international relations and the ways research is carried out.
 Prerequisite: 103 or permission of the instructor
- 328s (HISTORY 340)**
UNITED STATES-LATIN AMERICAN RELATIONS 4
 Analyzes United States guiding rationales since the Monroe Doctrine for interaction and intervention in the region and Latin American responses to United States hegemony. Discusses current issues such as the war on drugs, immigration, military aid and economic integration.
 Prerequisite: one 100-level course or permission of instructor
 Offered 2002-03 and alternate years.
- 351f DEMOCRACY AND ITS CRITICS** 4
 Exploration of various meanings of democracy through the examination of selected contemporary issues arising in democratic societies. Critical questions include the nature and potential of deliberation, the role of the mass media, alternative conceptions of freedom, the role of voluntary associations and health of civil society, the shrinking public sphere, the efficacy of participation and the future of democracy in the global order.
 Prerequisite: one 100-level course or permission of instructor
 Offered 2001-02 and alternate years
- 355s SOUTH AFRICAN POLITICS** 4
 Analysis of the history, dynamics and dismantling of apartheid of South Africa. Examines the major actors and movements involved in the politics of the transition to a new order, with particular focus on efforts to address the legacies of apartheid.
 Prerequisite: one 100-level course or permission of instructor
 Offered 2002-03 and alternate years
- 360s RIGHTS AT WORK** 4
 Examination of workplace issues and the laws that govern the employment relationship. Special attention is given to race and sex discrimination, harassment and the legal processes for protecting employee rights.
 Prerequisite: one 100-level course or permission of instructor
- 410f,s SPECIAL STUDY** 2-4
 Supervised study in a selected field of political science.

- 421f THE END OF POLITICS? GLOBALIZATION, CORPORATIONS AND THE STATE** 4
 Study of several dimensions of globalization and contending positions about its impact on states and societies. Particular attention given to conflicting views about the role of the state and the implications of the emerging power of markets for democratic politics.
 Prerequisite: junior or senior standing or permission of instructor
 Offered 2001-02 and alternate years
- 429S ISSUES ON GLOBAL MIGRATION** 4
 Provide Students with the theoretical framework and empirical information needed to examine critically the structures conditioning migration and people's lived experiences of migration. The course will be divided into the following sections: historical context; labor migration and development; free trade and migration politics; nation-states, borders and national identities; and gender and migration.
 Prerequisite: junior or senior standing or permission of instructor
 Offered 2002-03 and alternate years
- 442f (RELIGIOUS STUDIES 350) RELIGION AND POLITICS IN LATIN AMERICA** 4
 Surveys the role religion plays in politics and civil society. Focuses on Roman Catholicism and Pentecostalism and covers other religions, also. Special attention is given to Bible interpretation, liberation theologies, popular church movements and church-state relations.
 Prerequisite: junior or senior standing or permission of instructor
 Offered 2001-02 and alternate years
- 442Lf (RELIGIOUS STUDIES 350L)(SPANISH 302L) RELIGION AND POLITICS IN LATIN AMERICA, SPANISH COMPONENT** 1
 See Spanish 302L for description
 Not offered 2001-02
- 444f WARFARE AND HUMAN RIGHTS** 4
 Analyzes human rights violations of individuals and groups when deadly conflict engulfs political systems. Discusses the evolution of the concept of human rights and how domestic and international politics interact to strengthen or undermine them. Assesses the prospects for international protection of human rights, including humanitarian intervention, war tribunals and efforts to end impunity. Several recent case studies are examined, such as Chile, East Timor, Guatemala, Rwanda and former Yugoslavia.
 Prerequisite: junior or senior standing or permission of instructor
 Offered 2002-03 and alternate years
- 454f MARX AND RETHINKING MARXISM** 4
 Topics include the thought of Karl Marx and subsequent developments in socialist theory and practice, the adaptation of neo-Marxism to the failures of Marxist revolution, the confrontation of Marxism with later radical thought, including feminism and post-modernism and the relevance of Marxism for analyzing contemporary capitalism.
 Prerequisite: junior or senior standing or permission of instructor
 Offered 2002-03 and alternate years
- 490f,s INDEPENDENT STUDY** 4-8
 Independent research arranged under the supervision of a member of the program.
- 492S MANIFEST DESTINIES: MYTHS AND MISSIONS IN U.S. FOREIGN POLICY** 4
 Seminar that examines the centrality of cultural myths in popular understandings as well as official legitimations of U.S. foreign policy. Combines an analysis of mythical categories such as captivity, race war and heroic masculinity with the study of foreign policy crises and interventions since the Vietnam era. Cases include the Iranian hostage crisis, the invasion of Grenada and Bosnia.
 Prerequisite: any 300-level course in political science; junior or senior standing
 Offered 2001-02 and alternate years

- 499S CRITICAL READINGS ON POLITICS** 4
 Departmental faculty and senior political science majors discuss selected texts on politics. Integrates both substantive fields and major methods of inquiry in the discipline. Required of all senior majors. Open only to senior majors in political science

Sociology & Anthropology

Faculty

- Rosemary Levy Zumwalt, *professor, Vice President for Academic Affairs/Dean of the College*
 Brenda A. Hoke, *associate professor*
 Martha Woodson Rees, *associate 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 or 202

Sociology: 101, 251

Anthropology or Sociology: 290, 391

3 electives: 2 at the 300 level (2 in sociology and 1 in anthropology or 2 in anthropology and 1 in sociology)

Recommended course for the major:

Sociology 206 (Psychology 206)

Requirements for the Minor in Sociology & Anthropology:

Anthropology: 101 or 202

Sociology: 101, 251

Anthropology or Sociology: 290

4 additional hours in anthropology or sociology

Sociology

Sociology 101 or Anthropology 101 is the prerequisite for all other courses in Sociology.

- 101f,s INTRODUCTION TO SOCIOLOGY** 4
Current sociological theory and research as they relate to primary units of social life, social processes and social institutions. Emphasis on relating concepts to contemporary American society.
- 206f,s (PSYCHOLOGY 206) RESEARCH STATISTICS** 4
See Psychology 206 for description.
- 211S (WOMENS STUDIES 212) MARRIAGE AND THE FAMILY** 4
The family as a basic social institution. The range of alternative behaviors in contemporary family life. Role relationships within the family and changes in family patterns. Family organization in different social classes, ethnic groups and utopian communities.
Prerequisite: Sociology 101 or Anthropology 101
- 214S (POLITICAL SCIENCE 211) (WOMEN'S STUDIES 211) WOMEN IN LATIN AMERICA** 4
See Political Science 211 for description.
- 214Ls (POLITICAL SCIENCE 211L) (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** 4
Education in cross-cultural perspective. The role of education in the transmission of values and culture. The conflict between family and school. The inequality of educational opportunity.
Prerequisite: Sociology 101 or Anthropology 101 or Education 210
- 221f SOCIAL PROBLEMS** 4
Examination of alternative ways of defining, measuring and intervening in social problems.
Prerequisite: Sociology 101 or Anthropology 101
- 230s (WOMEN'S STUDIES 231) (AFRICANA STUDIES 230) RACE, CLASS AND GENDER** 4
Survey of the history, basic theories and recent research integrating these key concepts for modern society. Systematic examination of the effects of these variables on different groups in society.
Prerequisite: Sociology 101 or Anthropology 101
Offered 2002-03 and alternate years
- 251f HISTORY OF SOCIAL THEORY** 4
Introduction to theory in social science, review of the major theoretical constructs of the 19th century, application in modern social science.
Prerequisite: Sociology 101 or Anthropology 101
- 290f (ANTHROPOLOGY 290) FOUNDATIONS OF SOCIAL RESEARCH** 4
Introduction to social research, including developing research questions, reviewing literature, carrying out field research and data analysis. Involves teamwork. Basic skills include kinship, ethnography, interviews and surveys. Topic varies by semester. Offered every fall.
Required for majors.
Prerequisite: Sociology 101 or Anthropology 101
- 301s COLLECTIVE BEHAVIOR AND SOCIAL MOVEMENTS** 4
Examination of organized efforts at social change through discussion of traditional and contemporary perspective relative to collective action and American social movements, such as, but not limited to, civil rights and feminist movements.

Prerequisite: Sociology 101 or Anthropology 101
Offered 2003-04 and alternate years

- 319f PRACTICUM IN THE SOCIAL SCIENCES** 4
Bridges theory and practice by placing students in agencies or organizations with preparation and supervision. The objective is to expose the students to interactions with career professionals and connect practical experience with social theories.
Prerequisite: Sociology 101 or Anthropology 101 or permission of the instructor
Offered 2004-05 and alternate years
- 325f URBAN LIVES** 4
An exploration of social change, particularly the ways societal processes and social structures influence human behavior in urban settings. Issues such as deindustrialization, urban poverty, environmental pollution and gentrification will be discussed.
Prerequisite: Sociology 101 or Anthropology 101
Offered 2001-02 and alternate years
- 341S (CLASSICS 341) (WOMEN'S STUDIES 341) WIVES, WARRIORS, SLAVES AND CITIZENS** 4
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.
- 350f CONTEMPORARY THEORY IN SOCIOLOGY** 4
Survey of current theories, with a rotating concentration on particular, current theories and issues.
Prerequisite: 251
Offered every fall, starting in 2003
- 370s (AFRICANA STUDIES 370) AFRICAN-AMERICAN IMAGES IN POPULAR CULTURE** 4
Emphasis given to the influence of race on U.S. culture and the interplay of race and culture with politics.
Prerequisite: Sociology 101 or Anthropology 101
- 391s (ANTHROPOLOGY 391) SPECIAL AREAS IN SOCIAL SCIENCE INQUIRY** 4
Topics vary by semester, according to professor teaching the course. Each student will design and carry out a research project. Required for majors.
Prerequisite: Sociology 101 or Anthropology 101
- 410f,s SPECIAL STUDY** 2-4
Supervised intensive study in a special field of sociology.
- 482f SOCIOLOGY SEMINAR** 4
An exploration of important sociological research topics. Topics include issues related to the intersection of race, class and gender. Open only to junior and senior sociology-anthropology majors or by permission of the instructor.
Not offered 2001-02
- 490f,s INDEPENDENT STUDY** 4-8
Independent research arranged under the supervision of a member of the program.

Anthropology

- 101S CULTURAL ANTHROPOLOGY** 4
Overview of cultural universals and cultural diversity, using comparative analysis of African, American, Asian and other cultures. Examination of the impact of contact between cultures and the contemporary condition of indigenous peoples, using case studies (ethnographies), ethnographic film and class activities.

- 202f HUMAN ORIGINS** 4
Overview of evidence of the biological, social and ecological bases of human behavior, from East African fossils to the present; modern biological variation and its effect on society. Examination of fossil material, artifacts and contemporary skeletal material. Theoretical explanations for physical and cultural development of humans and other primates, including evolution and ecology, with specific attention to the origins of race and gender and implications for contemporary society.
- 270f (WOMEN'S STUDIES 270) WOMEN, HEALTH AND SOCIETY** 4
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 2001-02 and alternate years
- 290f (SOCIOLOGY 290) FOUNDATIONS OF SOCIAL RESEARCH** 4
Introduction to social research, including developing research questions, reviewing literature, carrying out field research and data analysis. Involves teamwork. Basic skills include kinship, ethnography, interviews and surveys. Topic varies by semester. Offered every fall.
Required for majors.
Prerequisite: Sociology 101 or Anthropology 101
- 300Lf (SPANISH 300L) PEOPLES OF MESOAMERICA, SPANISH COMPONENT** 1
See Spanish 300L for description.
- 304f PEOPLES OF MESOAMERICA** 4
History and contemporary relations between indigenous, European and African-origin populations, including ethnicity, culture, identity, contemporary movements.
Prerequisite: Junior Standing
Offered 2002-03 and alternate years
- 307S (WOMEN'S STUDIES 307) HOUSEHOLD AND WORLD SYSTEMS** 4
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 2001-02 and alternate years
- 331S (CLASSICS 331) MYTHOLOGICAL PATTERNS AND THEMES** 4
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.
- 354f CONTEMPORARY ANTHROPOLOGICAL THEORY** 4
Survey of theories, plus special topic that varies by semester. Topics include postmodernism, feminism, Marxism, ecology, cultural change.
Offered every fall, beginning 2002.
Prerequisite: Sociology 101 or Anthropology 101
- 391S (SOCIOLOGY 391) SPECIAL AREAS IN SOCIAL SCIENCE INQUIRY** 4
Topic varies by semester, according to the professor teaching the course. Each student will design and carry out a research project.
Required for majors.
Prerequisite: Sociology 101 or Anthropology 101
- 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.

Psychology

Faculty

Lerita Coleman Brown, *professor, associate dean of the college*
Ayse Ilgaz Carden, *professor*
Barbara J. Blatchley, *associate professor*
Eileen L. Cooley, *associate professor*
Robert A. Kachelski, *assistant professor*
Jennifer L. Lucas, *assistant professor*
Erin Richman, *visiting 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 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, 304, 405

Recommended courses:

At least one course in each of the following areas of psychology:

Social: 130, 205, 240, 305

Developmental Assessment: 200, 310, 312, 316

Cognitive/Physiological: 210, 315, 320

Research/Field Experience: 324, 406, 410, 450, 490

The minimum number of hours required for the major is 36.

Requirements for Psychology Minor:

A minor in psychology must contain at least 28 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

Remaining 16 hours (4 courses) to be selected from electives within the department

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.

130S (WOMEN'S STUDIES 130)			
PSYCHOLOGY OF WOMEN	4		
Critical review of psychological theory and research toward an understanding of the cognitive, social and emotional behavior of women. Prerequisite: 121			
200S HUMAN LIFE SPAN DEVELOPMENTAL PSYCHOLOGY	4		
Development of the individual from conception through adulthood and old age. Prerequisite: 121			
205f INTRODUCTION TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	4		
Explores how people think and behave at work from industrial/organizational perspectives. The industrial perspective examines the theory and practice of selection, training and evaluation of workers. The organizational perspective investigates employee satisfaction, motivation, leadership and cooperative processes. Prerequisite: 121			
206f,s (SOCIOLOGY 206)			
RESEARCH STATISTICS	4		
Basic theory, principles and applications of statistics in behavioral science research. Prerequisite: 121 Prerequisite or Corequisite: one course in mathematics excluding Mathematics 104 and 150			
207f,s RESEARCH DESIGN AND METHODS	4		
Fundamentals of research methodology in psychology. Topics include experimental, quasi-experimental and descriptive research designs, internal and external validity and research ethics. 3 LEC, 1 LAB Prerequisite: 206			
240f (WOMEN'S STUDIES 240)			
PSYCHOLOGY OF CROSS-CULTURAL CONTACT	4		
Theories and research on how individuals confront and interact with members of other cultures, with special emphasis on factors that promote cross-cultural effectiveness among women. Prerequisite: 121			
304f HISTORY OF THEORY AND RESEARCH IN PSYCHOLOGY	4		
Historical background for current theories and research issues in psychology. Prerequisite: 121			
305f SOCIAL PSYCHOLOGY	4		
Behavior of the individual as influenced by the behavior and characteristics of other individuals. Prerequisite: 121 Offered 2001-02 and alternate years			
310S PSYCHOLOGICAL ASSESSMENT	4		
Principles and issues of psychological assessment with an emphasis on tests of personality and cognitive abilities. Prerequisite: 121, 206 or Mathematics 115			
312f ABNORMAL PSYCHOLOGY	4		
Coverage of the diagnostic characteristics, theoretical perspectives and treatments of the major psychological disorders. Prerequisite: 121			
315f COGNITIVE PSYCHOLOGY	4		
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. Prerequisite: 121			
316S PERSONALITY	4		
Theory and research in the field of personality. Prerequisite: 121 Offered 2001-02 and alternate years			
320S PHYSIOLOGICAL PSYCHOLOGY	4		
Neurophysiological basis of various mental and behavioral processes such as sensory-motor mechanisms, perception, emotion, motivation, thinking, memory, language, sleep and consciousness. Prerequisite: 121			
324f,s SPECIAL AREAS OF PSYCHOLOGY	4		
A seminar focusing on a topic of contemporary interest in psychology. Each year the department will announce the topic(s) to be offered during the next academic year. 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	4		
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: 121 and permission of the instructor			
C) CLINICAL PSYCHOLOGY AND PSYCHOLOGICAL ADJUSTMENT	4		
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	4		
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: 121 and permission of the instructor			
F) RESEARCH IN SOCIAL AND INTERCULTURAL PSYCHOLOGY	4		
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: 121 and permission of the instructor			
H) ADVANCED PSYCHOLOGY OF WOMEN	4		
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	4		
Students will conduct a collaborative research project(s) in industrial/organizational psychology from research design through data collection and analysis. Prerequisite: 121 and permission of the instructor			
405S CONTEMPORARY RESEARCH IN PSYCHOLOGY	4		
Contemporary research and problems in psychology with an emphasis on the in-depth study of selected topics. Prerequisites: 206, 207, 304 or permission of the instructor			
406f,s PRACTICUM	4		
Supervised field placement focusing on psycho-pathology, counseling, industrial/organizational psychology or related areas. Placement activities are supplemented by a weekly seminar and research literature reviews. Prerequisite: 121 and 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.			

Religious Studies

Faculty

Dennis McCann, *Wallace M. Alston Professor of Bible and Religion*
Tina Pippin, *associate professor*
Hong Qu, *assistant 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 32-hour major (8 courses), with at least 3 courses at the 300 or 400 level within the department

One introductory course in Sacred Texts: 100, 101 or 120

One introductory course in World Religions: 130 or 131

One course in area II

One course in area III

One course in area IV (other than 463)

463 Junior-Senior Seminar

Two electives from within the major courses

Requirements for the Religious Studies Major with a Concentration in Religion and Social Justice:

The Concentration in Religion and Social Justice requires 9 courses on an approved list for religion and social justice.

We also recommend a variety of elective "tools courses," that is, courses in other departments that are essentially related to the broader study of peace and justice (e.g. political science, international relations, art, history (especially Holocaust studies), sociology, anthropology, Africana Studies, Women's Studies, Latin American Studies, economics, mathematics, philosophy, psychology, modern foreign languages (especially with refugee work), environmental sciences and Global Awareness/Global Connections, etc.). The Concentration will have the flexibility to be geared toward particular student interests.

A concentration is a directed version of the religious studies major. Unlike a minor, a concentration involves additional coursework in order to develop within the major the appropriate learning and experiential components required for any course of study seriously intending to address issues of religion and social justice.

Required Courses:

275 or FYS 190, *The Bible and Human Rights in Atlanta* (offered alternate years)

one 450 Internship or the Atlanta Semester (Junior or Senior year)

one of each:

one introduction to a sacred text: 100, 101 or 120

one introduction to a world religion: 130 or 131

one 400 level course (in addition to 450 or the Atlanta Semester): 463 when the topic applies, 410 or 490

Two courses from Religious Thought and Social Context (no more than one at the 200 level):

210, 224, 275, 280, 331, 340, 345, 350 or 370

The rest from the above and/or other related courses as approved by the department.

Requirements for the Minor:

A minimum 5 course minor (20 hours), with at least one of those courses at the 100 level and one at the 300 or 400 level within the department. One cross-listed course may be applied to the minor.

I. Sacred Texts and Traditions

- 100S HEBREW BIBLE 4**
Religious history and society of the people of Ancient Israel as contained in their sacred Scriptures with a link to contemporary Jewish practice and interpretation.
- 101f NEW TESTAMENT 4**
Literature of the New Testament and its origins and development in the early Jesus movement and early Christianity, with links to contemporary Christian practice and interpretation.
- 120f SACRED TEXTS OF THE WORLD'S RELIGIONS 4**
Investigates the major sacred texts of the world's religions and include such issues as textual authority, canons, primary and secondary texts and the function of sacred texts in religious communities.
- 130f RELIGIONS OF INDIA AND ASIA 4**
A consideration of the origins and belief systems of Hinduism, Jainism, Sikhism, Zoroastrianism, Buddhism, Taoism, Confucianism and Shinto.
- 131S JUDAISM, CHRISTIANITY AND ISLAM 4**
A consideration of the origins, divisions and beliefs of the three major religions of the Middle East.
- 150 RELIGIONS OF ATLANTA 4**
Practically every religious tradition is represented in the Atlanta area. This course provides students with an excellent opportunity to gain a better understanding of the complex religious landscape in a major metropolitan area. In addition to relevant readings, students will engage in fieldwork where they spend time interviewing and interacting with particular religious communities in the area. Methods for conducting appropriate field research will be presented in class. Comparisons will be made between the religious makeup of Atlanta and other major cities in the U.S.
- 224S (WOMEN'S STUDIES 224) FEMINISMS AND AND RELIGION 4**
The roles of women in shaping religious history from the ancient to the modern period, accompanied by the development of feminist theories in various world religions. Primary historical writings and theological statements, as well as contemporary cultural expressions.
- 335f JESUS IN HISTORY AND CULTURE 4**
An examination of the quest for the historical Jesus, with an analysis of literary and cultural sources (especially from film, music, art), and also the ethical implications of Jesus' life and message, from the 19th-century to contemporary times.
Prerequisite: one course in religious studies
Offered 2002-03 and alternate years

II. World Religions

- 201f INTRODUCTION TO CHRISTIANITY** 4
The course will introduce students to the basic logic of Christian faith and practice, through a critical examination of the history of Christianity and will provide an opportunity to explore and evaluate various forms of Christian theology in the current period of globalization.
- 2075 RELIGION IN AMERICA** 4
Introduction to the major historical and cultural factors that have shaped the religious history of the USA, with some specific attention to regional phenomena. It will familiarize students with the diversity of religious groups and movements and a brief account of their development in the USA. It will also provide an opportunity to survey current trends and issues facing religious groups in the USA. Religions other than Christianity will be examined and special attention will be given to marginalized groups and women writers/thinkers in American religious culture.
- 2215 JEWISH FAITH AND PRACTICE** 4
Basic beliefs and practices of Judaism, from the Exodus from Egypt to the present. Special attention given to Jewish Feast Days, institutions, life cycle practices and major branches of the religion.
- 2415 ROMAN CATHOLIC FAITH AND PRACTICE** 4
Roman Catholicism, its history, distinctive institutional forms and beliefs and its worldwide involvement in a host of issues related to social and economic justice. The course will explore diverse perspectives on Catholicism, particularly as these relate to the struggles of today's women and will include opportunities for experiential learning, primarily in the form of field trips to one or more Catholic communities in the Atlanta metropolitan area.
- 255f PROTESTANT FAITH AND PRACTICE** 4
Protestantism, its history, distinctive institutional forms and beliefs and the diversity of Protestant self-understandings of the church, its mission and ministry and its proper role in society. The course will explore sympathetic and critical perspectives on Protestantism, particularly as these relate to the struggles of today's women. The course will include opportunities for experiential learning, primarily in the form of field trips to one or more Protestant communities in the Atlanta metropolitan area.
- 2605 CELTIC CHRISTIANITY** 4
Exploration of Christianity in Celtic lands (including Scotland, Ireland and Wales) from its origins to the present day. Attention given to pre-Christian Celtic civilization, medieval Celtic saints, 19th century "Celtic Romanticism," folk traditions and current popular interest in Celtic Christianity.
- 332 RELIGIONS OF CHINA** 4
Explores the range of Chinese religious traditions, in both their ancient origins and their modern expression. We will explore the indigenous forms of religious practice and Chinese thinking about them, the development of the high traditions of Confucianism and Taoism the impact of foreign religions, such as Buddhism, Islam and Christianity, and seek to understand the ways in which all of these traditions are changing under the impact of China's current attempts at economic and social modernization. Wherever possible, the course will provide students with opportunities to explore the experience of Chinese women and their distinctive spiritual and religious concerns.
Prerequisite: one course in religious studies
- 333 RELIGIONS OF NATIVE AMERICANS** 4
A survey of a wide variety indigenous religions, histories, and cultures of North America, with focus on the traditions of the Southeast, Plains, and Southwest and the issues past and present.
Prerequisite: one course in religious studies

- 341 (WOMEN'S STUDIES 342) GENDER AND ISLAM** 4
An exploration into the diverse beliefs and practices of Islam around gender issues.
Not offered 2001-02

III. Religious Thought and Social Context

- 210f (WOMEN'S STUDIES 210) SCIENCE, RELIGION AND WOMEN** 4
A consideration of various topics of mutual interest to science and religion, such as creation, origins of life, medical ethics and environmental concerns. Special emphasis will be given to the roles of women in the sciences and to the feminist science debate.
- 215S (HISTORY 215) RELIGION, SCIENCE AND MAGIC IN EARLY MODERN EUROPE** 4
See History 215 for description.
- 275f RELIGION AND MORALITY** 4
Explores the religious presuppositions of various Eastern and Western moral traditions, with a primary emphasis on the Biblical and philosophical foundations of Christian ethics. The course also will seek to explore the personal dimensions of religious ethics and focus attention on the ways in which questions of social justice emerge in various religious systems of morality.
Offered 2001-02 and alternate years
- 280s RELIGIOUS AND MORAL VALUES IN BUSINESS AND THE PROFESSIONS** 4
An exploration of the ethical dimensions of business and professional practice, designed specifically for women who are either planning careers in business and the professions or seeking to understand the religious and ethical basis of society's increased expectations for moral leadership in business and the professions. The course will be practical as well as theoretical and thus, in addition to introducing students to the major theories, philosophical as well as religious, that inform the study of business and professional ethics, it will focus on various case studies of actual conduct both ethical and unethical in business and the professions. Cases will be selected with careful attention to the needs and interests of women. In addition the course will provide opportunity for field trips to Atlanta area businesses and community organizations and will seek to involve ASC alumnae as guest lecturers and resource persons for our students.
- 309S (HISTORY 308) RENAISSANCE AND REFORMATION EUROPE** 4
See History 308 for description.
- 331S (WOMEN'S STUDIES 331) FEMINIST AND WOMANIST ETHICS AND SPIRITUALITY** 4
Exploration into the ethical and theological bases of women's ways of knowing and the broader religious conversation of white feminists and women of color.
Prerequisite: one course in religious studies or women's studies
- 340S (HISTORY 335) (AFRICANA STUDIES 335) BLACK PROTEST THOUGHT IN AMERICA FROM SLAVERY TO THE PRESENT** 4
See History 335 for description.
- 345f PHILOSOPHY OF RELIGION** 4
This course is an introduction to the discipline known as philosophy of religion, that is, the philosophical analysis of the logic of religious language as expressed in religious faith and practice, primarily in the Western philosophical and religious traditions. This course will also

feature the works of a range of contemporary women whose religious thought is conversant with or speaks to various issues that are perennially prominent in the philosophy of religion.

Prerequisite: one course in religious studies

Offered 2001-02 and alternate years

350f (POLITICAL SCIENCE 342)
RELIGION AND POLITICS IN LATIN AMERICA 4

See Political Science 342 for description.

350L5 (POLITICAL SCIENCE 442L) (SPANISH 302L)
RELIGION AND POLITICS IN LATIN AMERICA,
SPANISH COMPONENT 1

See Spanish 302L for description.

363f RELIGIOUS SOCIAL ETHICS 4

Investigates how religious ethics, both Christian and non-Christian, address the social question(s): the nature of the social order and its religious significance, if any; the definition(s) and moral justifications of social justice and other central social virtues and imperatives; and the resources for social change offered by particular religious systems, i.e., each tradition's distinctive approach to politics.

Prerequisite: one course in religious studies

3705 RELIGION AND POLITICS IN THE MIDDLE EAST 4

The religion, history, society, politics and cultures of the Middle East. Movements and the complexities of cultures are included.

Prerequisite: one course in religious studies

3905 THEORIES OF RELIGION 4

This course will survey the major theoretical perspectives that help to define the field of religious studies, particularly in relationship to philosophy and the social sciences. The course will also help students to develop criteria for making useful assessments of the relative strengths and weaknesses of the various theories, and their continued relevance to both the descriptive and the normative tasks of religious.

Prerequisite: one 100-level religious studies course

IV. Special Studies in Religion

202f (ART 202)
ART OF THE MIDDLE AGES 4

See Art 202 for description.

2085 (MUSIC 208)
HISTORY OF SACRED MUSIC 4

See Music 208 for description.

3085 (MUSIC 308)
SACRED MUSIC OF WORLD RELIGIONS 4

See Music 308 for description.

312f (ART 312)
THE AGE OF THE CATHEDRALS 4

See Art 312 for description.

330f TOPICS IN WORLD RELIGIONS 4

Seminar focusing on a special problem within one of the world's historic religions or on new developments in the field of comparative literature. May be taken more than once if topic varies.

Prerequisite: one course in religious studies

370 RELIGION AND POLITICS IN THE MIDDLE EAST 4

The religion, history, society, politics and cultures of the Middle East. Movements and the complexities of cultures are included.

Not offered 2001-02

410f,5 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 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.

Prerequisite: one course in religious studies

Topic for fall 2001: Sexualities and Religion

An examination of the relationship of sexualities to the sacred through critical theories on the Bible, identity, the body, sexual ethics, symbolic language, reflections on gender, religious practices and human relationships.

490f,5 INDEPENDENT STUDY 4-8

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

Theatre & Dance

Theatre

Faculty

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, 308, 310

Three of the following: 131, 203, 250, 326

One of the following: 312, 313

One of the following resulting in a public performance:

327, 329, 410, 415 or 490

Other requirements:

A student electing a major in theatre must play an active participatory role in the theatre production program at Agnes Scott as determined by the department.

Major requires a minimum of 32 credit hours in the discipline.

Requirements for the Theatre Minor:

100 and four additional courses, not including 108 or 117

The student may design her own program with the guidance and approval of the department to reflect a particular interest or emphasis.

including performance, design, dramatic writing, history and criticism or some combination of the above. A student electing a minor in theatre must play an active participatory role in the theatre production program at Agnes Scott as determined by the department.

- 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
- 108s VOICE AND DICTION** 4
Practices of effective voice and speech production, with an emphasis on articulation, pronunciation, flexibility and effectiveness of the speaking voice leading to good usage in standard American English. Does not satisfy the distributional standard in fine arts
- 117f,s INTRODUCTION TO PUBLIC SPEAKING** 4
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** 4
As a foundation in acting technique, exercises and presentations contribute to the process of freeing the student's imagination and creativity for application to scene study and class performance.
- 203s (ENGLISH 203)**
DRAMATIC WRITING I 4
Principles of the craft of the playwright with an emphasis on dramatic structure and the resources of the theatre through the reading of playscripts and the writing of a one-act play.
Prerequisite: permission of the instructor
- 205 (WHEN THE TOPIC RELATES TO DRAMATIC WRITING) (ENGLISH 205)**
TOPICS IN CREATIVE WRITING 4
See English 205 for description
- 235s ACTING II** 4
Text analysis, scene study and acting theory with major emphasis on character and approach. Concentration on practice in the preparation and presentation of performance assignments.
Prerequisite: 131 or permission of the instructor
- 250f DESIGN FOR THE STAGE I** 4
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** 4
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 theatre as a reflection of a culture's value system and social structure.
Offered 2002-03 and alternate years
- 310s HISTORY OF THE THEATRE II** 4
Examination of the connection between theory and practice in Western theatre from 1800 to the present. Additional emphasis on non-Western performance modes.
Offered 2002-03 and alternate years
- 312f (WOMEN'S STUDIES 312)**
FEMALE IDENTITY AND THE MAKING OF THEATRE 4
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 2001-02 and alternate years
- 313s SPECIAL TOPICS IN THEATRE** 4
Study in selected areas of theatre history, dramatic literature, dramatic

theory or performance theory. May be repeated if subject matter varies. Offered 2001-02 and alternate years

- 326f DIRECTING I** 4
Study in approaches to realizing a script in performance. Focus on text analysis, creation of a promptbook and the presentation of directed scenes.
Prerequisite: 100 and 131 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** 4
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 2001-02
- 344s (ENGLISH 344)**
DRAMATIC WRITING II 4
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
Not offered 2001-02
- 350s DESIGN FOR THE STAGE II** 4
Advanced principles of scenic and lighting design. Emphasis on production design practice, theatrical drafting, mechanical perspective methods and lighting equipment and design.
3 LEC, 1 LAB
Prerequisite: Theatre 250 or permission of the instructor
- 410f,s SPECIAL STUDY** 2-4
Supervised intensive study of selected topics in theatre history or dramatic literature or supervised advanced projects in the areas of acting, design or directing.
- 415f,s (ENGLISH 415)**
ADVANCED CREATIVE WRITING 4
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

Faculty

Marilyn B. Darling, *professor of 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/400 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: 315, 317

Theoretical: 306, 307

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,s	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 2001-02 and alternate years	
122f	INTRODUCTION TO TAP DANCE	1
	Introduction to basic elements of tap.	
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 DANCE	1
	Beginning modern dance technique, improvisation and elements of contemporary are emphasized.	
213f,s	BEGINNING JAZZ DANCE	1
	Beginning elements of jazz dance are explored along with jazz technique, terminology and history.	
222f,s	BEGINNING TAP DANCE	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 I	4
	History of dance from earliest dance forms known to the beginning of the Renaissance. Offered 2002-03 and alternate years	
307f	HISTORY OF DANCE II	4
	Explores the history of dance from the mid-Renaissance to modern times. Offered 2001-02 and alternate years	
311f,s	INTERMEDIATE BALLET	1
	Intermediate ballet technique and terminology as well as Cecchetti instruction.	
312f,s	INTERMEDIATE MODERN DANCE	1
	Intermediate modern dance technique, improvisation and intermediate levels of contemporary are emphasized.	
313f,s	INTERMEDIATE JAZZ DANCE	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	4
	Includes actual choreographic work presented in a variety of public settings and public performances.	
317f	DANCE COMPOSITION AND MOVEMENT	4
	Exploration of all ranges of dance composition using the elements of levels, space, time, rhythm, dynamics, textures and styles.	
322f,s	INTERMEDIATE TAP DANCE	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 DANCE	1
	Advanced modern dance technique emphasized.	
413f,s	ADVANCED JAZZ DANCE	1
	Advanced jazz technique taught in a range of styles, including but not limited to Giordano, Fosse, Genero, Luigi and Ailey.	
415s	ADVANCED CHOREOGRAPHY	4
	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	4
	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,s	ADVANCED TAP DANCE	1
	Advanced tap technique is taught. Two or more dances are required at the end of the semester.	

Women's Studies

Faculty

Elizabeth Hackett, *assistant professor*

Isa Williams, *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, 490 or WLSC 350

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

Social and Natural sciences: 130, 210, 211*, 212, 231*, 235, 240*, 270, 271*, 307*, 313

Art and literature: 216, 219*, 220, 312

Historical and philosophical perspectives: 221, 222, 224, 230*, 241, 275, 310, 330, 331*, 341, 342, 343

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. Therefore, a major typically consists of 3 required courses and 6 additional courses (4 credits each). 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.

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

Three additional courses chosen in consultation with the director.

450 may count as one course.

100f,s	INTRODUCTION TO WOMEN'S STUDIES	4
	An introduction to women's studies. Using feminist perspectives and scholarship, this interdisciplinary course examines the experiences of women in the United States, analyzes institutions and practices that affect women and develops connections to women in other cultures.	
130S	(PSYCHOLOGY 130) PSYCHOLOGY OF WOMEN	4
	See Psychology 130 for description.	
210f	(RELIGIOUS STUDIES 210) SCIENCE, RELIGION AND WOMEN	4
	See Religious Studies 210 for description.	
211S	(POLITICAL SCIENCE 211) (SOCIOLOGY 214) WOMEN IN LATIN AMERICA	4
	See Political Science 211 for description.	
211LS	(POLITICAL SCIENCE 211L) (SOCIOLOGY 214L) (SPANISH 301L) WOMEN IN LATIN AMERICA, SPANISH COMPONENT	1
	See Political Science 211L for description.	
212S	(SOCIOLOGY 211) MARRIAGE AND THE FAMILY	4
	See Sociology 211 for description.	
216f	(ENGLISH 216) TOPICS ON WOMEN AND LITERATURE	4
	See English 216 for description.	
219f	(MUSIC 219) WOMEN IN WORLD MUSIC	4
	See Music 219 for description.	
220f	(MUSIC 220) WOMEN IN MUSIC: THE WESTERN MUSICAL TRADITIONS	4
	See Music 220 for description.	
220Lf	(GERMAN 320L) (MUSIC 220L) WOMEN IN MUSIC: THE WESTERN MUSICAL TRADITIONS, GERMAN COMPONENT	1
	See German 320L for description.	
221Lf	(FRENCH 221L) (MUSIC 221L) WOMEN IN MUSIC: THE WESTERN MUSICAL TRADITIONS, FRENCH COMPONENT	1
	See French 221L for description.	
	Offered 2001-02	
222S	(HISTORY 220) EUROPEAN WOMEN SINCE THE MIDDLE AGES	4
	See History 220 for description.	
224S	(RELIGIOUS STUDIES 224) FEMINISMS AND RELIGION	4
	See Religious Studies 224 for description.	

2315	(SOCIOLOGY 230)		
	RACE, CLASS AND GENDER	4	
	See Sociology 230 for description.		
235s	WOMEN AND THE LAW	4	
	Selected aspects of American constitutional and statutory law that have a particular impact on women. Likely topics include: legal guarantees of race and gender equality, employment discrimination (including sexual harassment), affirmative action, marriage, rape, domestic violence, reproductive rights, pornography and prostitution.		
240f	(PSYCHOLOGY 240)		
	PSYCHOLOGY OF CROSS-CULTURAL CONTACT	4	
	See Psychology 240 for description.		
263s	TOPICS IN WOMEN'S STUDIES	4	
	An interdisciplinary course focusing on an aspect of women's history, feminist theory, women's creative works, women in cross-cultural perspectives, depictions of women and theories about women. Some understanding of basic issues in women's studies is recommended. Course may be repeated for credit when subject matter varies. A Topics in women's studies course may be credited toward a major or a minor in another department with the approval of the chair of that department.		
270f	(ANTHROPOLOGY 270)		
	WOMEN, HEALTH AND SOCIETY	4	
	See Anthropology 270 for description.		
271f	(POLITICAL SCIENCE 270)		
	GENDER POLITICS AND CULTURE IN ASIA	4	
	See Political Science 270 for description.		
307s	(ANTHROPOLOGY 307)		
	HOUSEHOLD AND WORLD SYSTEMS	4	
	See Anthropology 307 for description.		
310s	FEMINISM AND SEXUALITY	4	
	Feminism is understood by many to have implications for understanding not only gender, but sexuality as well. This course explores these implications by investigating such issues as the social construction of sex, gender and sexuality; heterosexuality as a site of women's oppression; lesbianism as feminist practice; and queer theory.		
	Prerequisite: one course in women's studies or permission of the instructor		
	Not offered 2001-02		
312f	(THEATRE 312)		
	FEMALE IDENTITY AND THE MAKING OF THEATRE	4	
	See Theatre 312 for description.		
313f	(POLITICAL SCIENCE 313)		
	GENDER POLITICS	4	
	See Political Science 313 for description.		
330s	(HISTORY 330)		
	HISTORY OF WOMEN IN AMERICA	4	
	See History 330 for description.		
331s	(RELIGIOUS STUDIES 331)		
	FEMINIST AND WOMANIST ETHICS AND SPIRITUALITY	4	
	See Religious Studies 331 for description.		
336s	(ECONOMICS 336)		
	GENDER AND DEVELOPMENT	4	
	See Economics 336 for description.		
340f	(PHILOSOPHY 315)		
	CONTEMPORARY FEMINIST THEORY	4	
	A cross-disciplinary study of feminist theorists representing a variety of approaches.		
	Prerequisite: 100 or any philosophy course		
341s	(CLASSICS 341) (SOCIOLOGY 341)		
	WIVES, WARRIORS, SLAVES AND CITIZENS	4	
	See Classics 341 for description.		
341Ls	(CLASSICS 341L) (SOC 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	4	
	See Religious Studies 341 for description.		
344	(PHILOSOPHY 344)		
	FEMINIST EPISTEMOLOGY	4	
	See Philosophy 344 for description.		
365f	(FRENCH 365)		
	WOMEN AND FRENCH CULTURE	4	
	See French 365 for description.		
380f	WORKING WOMEN IN ORGANIZATIONS: SEMINAR AND INTERNSHIP	4	
	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	
481f	(SPANISH 480)		
	TOPICS IN HISPANIC THEMES	4	
	Topic for fall 2001 is cross-listed.		
	See Spanish 480 for description.		
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.)

KANTA AHUJA (2000)
Visiting Professor of Economics
B.A. Hons., University of Delhi
M.A., University of Michigan
Ph.D., University of Rajasthan

JUAN A. ALLENDE (1993)
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M.S., University of North
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Ph.D., Georgia Institute of
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Academic Calendars

2001-2002

Fall Semester

International Students Arrive	Tuesday, August 21
New Students Arrive	Friday, August 24
Returning Students Arrive	Sunday, August 26
Registration for Returning Students	Monday, August 27
Registration for New Students	Tuesday, August 28
First Day of Classes	Wednesday, August 29
Labor Day Holiday	Monday, September 3
Black Cat	Friday, October 5 to Saturday, October 6
Fall Break	Thursday, October 18 to Friday, October 19
Thanksgiving Break	Wednesday, November 21 to Friday, November 23
Last Day of Classes	Monday, December 10
Reading Days	Tuesday, December 11 to Wednesday, December 12
Exams Begin	Thursday, December 13
Exams End	Tuesday, December 18

Spring Semester

Students Arrive	Monday, January 14
Registration	Tuesday, January 15
First Day of Classes	Wednesday, January 16
MLK Holiday	Monday, January 21
Spring Break	Monday, March 11 to Friday, March 15
Easter Break	Friday, March 29 to
Last Day of Classes	Tuesday, April 30
Reading Days	Wednesday, May 1 to Thursday, May 2
Exams Begin	Friday, May 3
Exams End	Wednesday, May 8
Exams for Seniors	Thursday, May 2 to Wednesday, May 8
Baccalaureate	Friday, May 10
Commencement	Saturday, May 11

2002-2003 *(tentative)*

Fall Semester

International Students Arrive	Tuesday, August 20
New Students Arrive	Friday, August 23
Returning Students Arrive	Sunday, August 25
Registration for Returning Students	Monday, August 26
Registration for New Students	Tuesday, August 27
First Day of Classes	Wednesday, August 28
Labor Day Holiday	Monday, September 2
Black Cat	Friday, October 11 to Saturday, October 12
Fall Break	Thursday, October 17 to Friday, October 18
Thanksgiving Break	Wednesday, November 27 to Friday, November 29
Last Day of Classes	Monday, December 9
Reading Days	Tuesday, December 10 to Wednesday, December 11
Exams Begin	Thursday, December 12
Exams End	Tuesday, December 17

Spring Semester

MLK Holiday	Monday, January 20
Students Arrive	Tuesday, January 21
Registration	Wednesday, January 22
First Day of Classes	Thursday, January 23
Spring Break	Monday, March 10 to Friday, March 14
Easter Break	Friday, March 18
Last Day of Classes	Tuesday, May 6
Reading Days	Wednesday, May 7 to Thursday, May 8
Exams Begin	Friday, May 9
Exams End	Wednesday, May 14
Exams for Seniors	Thursday, May 8 to Wednesday, May 14
Baccalaureate	Friday, May 16
Commencement	Saturday, May 17

Directions to Agnes Scott College

From I-75,

From the West on I-20,

From the South on I-85,

From Atlanta's Hartsfield International Airport:

- ◆ Take I-75/85 to the Freedom Parkway exit.
- ◆ Continue on Freedom Parkway until it ends at Ponce de Leon Avenue.
- ◆ Turn right and follow W. Ponce de Leon toward Decatur.
- ◆ At the traffic light immediately following arched railroad trestle, bear to the right as W. Ponce de Leon forks to the right.
- ◆ Turn right onto W. Trinity Place.
- ◆ Turn right onto N. McDonough Street.
- ◆ Follow N. McDonough across the railroad to Agnes Scott College.

From the North on I-85:

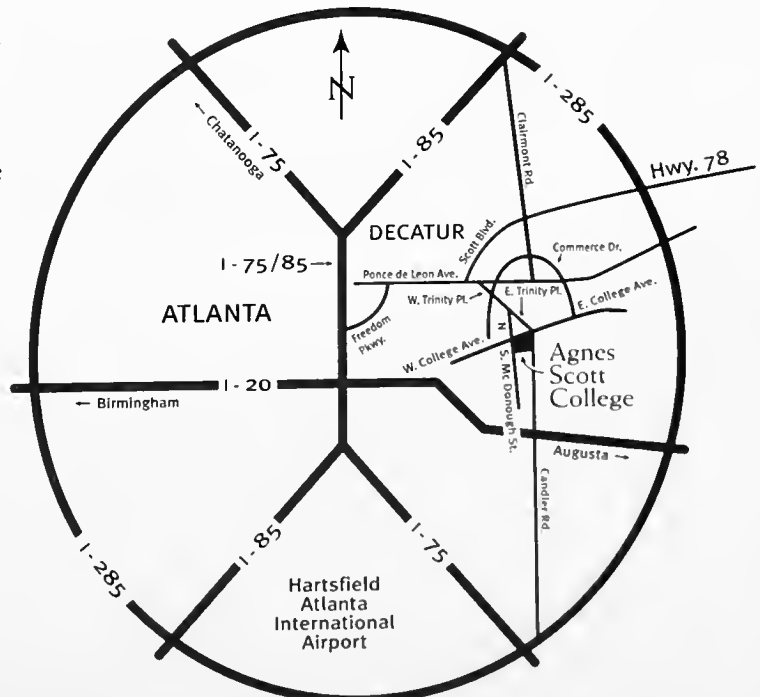
- ◆ Take I-85 to the Clairmont Road exit.
- ◆ Turn left onto Clairmont Road.
- ◆ Turn right onto Commerce Drive.
- ◆ Turn left onto W. Trinity Place.
- ◆ Turn right onto N. McDonough Street.
- ◆ Follow N. McDonough across the railroad to Agnes Scott College.

From the East on I-285 or I-20:

- ◆ Take I-285 to Stone Mountain Freeway, Highway 78 exit.
- ◆ Go west on Highway 78 approximately 3 miles (street name changes to Scott Boulevard).
- ◆ Turn left onto Clairmont Road.
- ◆ Turn right onto Commerce Drive.
- ◆ Turn left onto W. Trinity Place.
- ◆ Turn right onto N. McDonough Street.
- ◆ Follow N. McDonough across the railroad to Agnes Scott College.

Visitor parking:

- ◆ Visitor parking at Agnes Scott is on the "Main Loop" in front of the campus on East College Avenue and in the West Parking facility on S. McDonough Street.



Notes

Notes

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Notes

AGNES SCOTT COLLEGE CAMPUS MAP

COLLEGE BUILDINGS

PRIMARY VISITOR VENUES

- 1 Agnes Scott Hall ("Main")
- 2 Rebekah Scott Hall
Office of Admission
- 3 Presser Hall
Gaines Chapel
Maclean Auditorium
- 4 Buttrick Hall
- 5 Letitia Pate Evans Hall
Dining Hall
- 6 Alston Campus Center
- 7 McCain Library
- 8 Anna Young Alumnae House
- 9 Campbell Hall
- 10 Dana Fine Arts Building
Winter Theatre
The Dalton Gallery
- 11 Dance Center
- 12 Woodruff Physical Activities
Building
- 13 Bradley Observatory and
Delafield Planetarium
- 26 Science Building
(Opening 2003)

STUDENT RESIDENCES

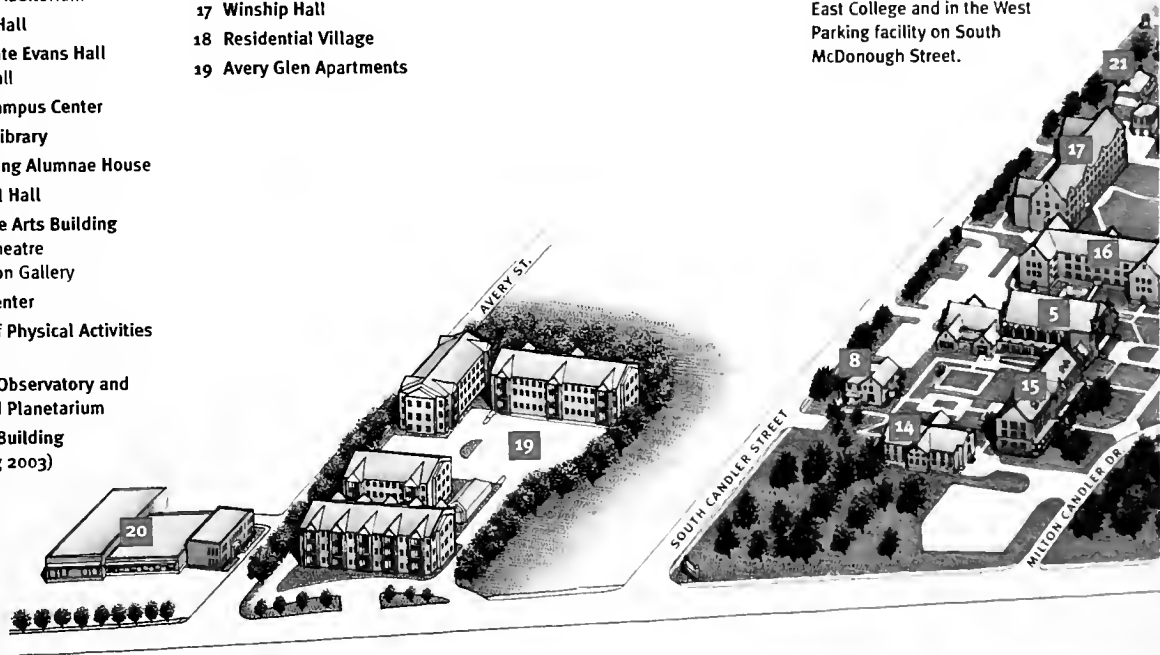
- 1 Agnes Scott Hall ("Main")
- 2 Rebekah Scott Hall
- 14 Hopkins Hall
- 15 Inman Hall
- 16 Walters Hall
- 17 Winship Hall
- 18 Residential Village
- 19 Avery Glen Apartments

OTHER BUILDINGS

- 20 Office of Facilities/Central
Receiving
- 21 President's Home
- 22 342 South McDonough
- 23 Public Safety

PARKING

- 24 West Parking
- 25 "Main Loop" (Visitor Only
Parking)
Visitor parking at Agnes
Scott is on the "Main Loop"
in front of the campus on
East College and in the West
Parking facility on South
McDonough Street.



HOW TO FIND US

BY AIR

Hartsfield Atlanta International Airport is serviced by 30 airlines. And for 80 percent of the U.S. population, the flight is two hours or less. For international passengers, non-stop and one-stop single plane service is offered from 58 cities around the world. Taxi fare from the airport is approximately \$30.

BY SUBWAY

Agnes Scott's campus is a short three-block walk from Atlanta's subway system, known as MARTA. Take the East-West line to Decatur Station. Exit the terminal on the Church Street side and head south (toward the corner of Trinity and Church). Use the pedestrian tunnel to pass beneath the railroad tracks; you will emerge at the College Avenue entrance to campus.

BY CAR

From I-75, from the West on I-20, from the South on I-85 and from Atlanta's Hartsfield International Airport:
Take I-75/85 to the Freedom Parkway exit. Continue on Freedom Parkway until it ends at Ponce de Leon Avenue. Turn right and follow West Ponce de Leon toward Decatur. At the traffic light immediately following arched railroad trestle, bear to the right as West Ponce de Leon forks to the right. Turn right onto West Trinity Place. Turn right onto North McDonough Street. Follow North McDonough across the railroad to Agnes Scott College.

From the North on I-85:

Take I-85 to the Clairmont Road exit. Turn left onto Clairmont Road. Turn right onto Commerce Drive. Turn left onto West Trinity Place. Turn right onto North McDonough Street. Follow North McDonough across the railroad to Agnes Scott College.

From the East on I-285 or I-20:

Take I-285 to Stone Mountain Freeway, Highway 78 exit. Go west on Highway 78 approximately three miles (street name changes to Sco Boulevard). Turn left onto Clairmont Road. Turn right onto Commerce Drive. Turn left onto West Trinity Place. Turn right onto North

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