



200 -200



International Studies	201
Mathematics And Computer Science	210
Modern Languages And Literatures	



Easter Recess BeginsApril 4, Wednesday,
 10:00 P.M.
 Easter Recess EndsApril 9, Monday
 Undergraduate Research and
 Creative Activity SymposiumApril 27, Friday
 *Awards ConvocationApril 27, Friday, 9:00 A.M.
 Classes EndApril 27, Friday
 Reading DaysApril 28, Saturday, and May 3,
 Thursday
 Final ExaminationsApril 30-May 5, Monday-
 Saturday
 Final Grades DueMay 7, Monday, 9:00 A.M.
 *Baccalaureate Service.....May 11, Friday, 3:00 P.M.
 *CommencementMay 12, Saturday, 9:30 A.M.

Rhodes College aspires to graduate students with a life-long passion for learning, a compassion for others, and the ability to translate academic student and personal concern into effective leadership and action in their communities and the world. We will achieve our aspiration through four strategic imperatives:

1. To attract and retain a talented, diverse student body and engage these students in a challenging, inclusive and culturally-broadening college experience.

for the entire area which was at that time considered to be the Southwest.

In 1875 Stewart College became Southwestern Presbyterian University, developing alongside the undergraduate curriculum a School of Theology, under the leadership of Dr. Joseph Wilson, father of Woodrow Wilson. The School of Theology remained in operation until 1917.

Under the leadership of President Charles E. Diehl, the College moved to Memphis in 1917.

Rhodes College is a fully accredited four-year college of liberal arts and sciences. With an endowment of \$223 million and a physical plant valued at \$280 million, the College has one of the largest investments per student (\$314,000) in the nation.

Rhodes is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA, 30033-4097; telephone number 404-679-4501) to award the Bachelor of Arts and Bachelor of Science degrees and the Master of Science in Accountancy degree.

Attendance at Rhodes, a privately endowed college, is a privilege which may be forfeited at any time by any student who refuses or fails to conform to the regulations and standards of the College, or who is unwilling to adjust to the College's traditions and environment. Among these traditions are the Honor System and the Social Regulations Council which that are administered by students and are described elsewhere in the catalogue. Certain offenses and violations of College rules are considered serious enough to merit suspension or expulsion. Additionally, the College reserves the right to suspend or expel any student, if, in the sole discretion of the administration, such suspension or expulsion is necessary to protect the best interests or welfare of the College, including the health and well-being of other students, faculty, or staff.

Rhodes welcomes applications for admission from all persons and does not discriminate on the basis of gender, race, color, age, religion, disability, sexual orientation, or national and ethnic origin in its admissions policies, loan programs, or other college educational programs, policies and activities. In compliance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Rhodes will make every reasonable effort to accommodate the needs of its students with disabilities.

The information, policies, and procedures listed in this catalogue are current and up-to-date as of March 1, 2006. Policies stated in this catalogue are expected to be in effect through the academic year 2006-2007 but are subject to revision.

A student who wishes to apply for admission to Rhodes may do so anytime after the end of his/her junior year in high school. The Rhodes Application (both Parts I and II) may be completed online and can be accessed at apply.rhodes.edu. Rhodes also accepts the Common Application (paper and on-line) in lieu of its own form and gives equal consideration to both. No application fee is required for students who use Rhodes' online application or the Common App Online.

A paper version of the Rhodes Part I application may be obtained by writing or calling the Admissions Office. Part II of the application will be mailed to the applicant upon receipt of Part I. A non-refundable application fee of \$45 must be submitted with either Part I or Part II of the Rhodes paper application.

Students nominated for a Bellingrath Scholarship must submit their application for admission and all supporting documents by January 1 and will be notified of the admission decision by March 15. Students who wish to be considered for regular decision for the Fall semester for any of the College's competitive scholarships except the Bellingrath Scholarship must submit an application for admission and all supporting documents by January 15 and will be notified of the admission decision by April 1. The application deadline for spring semester candidates is November 1 with decision notification by December 1.

Transcripts and other documents required for admission become part of the permanent file of an enrolled student and cannot be returned or legally copied for the student or parent.

The College is a member of the National Association for College Admission Counseling (NACAC) and endorses the principles contained in the Association's Statement of Principles of Good Practice.

A student's academic record is of primary importance in the admission selection process. Applicants must complete in high school sixteen or more academic units, including at least four years of English, two years of the same foreign language (classical or modern), two years of laboratory science and two years of history or social science. Furthermore, applicants are expected to have completed the mathematics course sequence Algebra I, Geometry, and Algebra II or their equivalent. A fourth year of high school mathematics, including trigonometry and advanced algebra is especially important for students who plan to study mathematics, natural science, computer science, economics or business administration. Students with slightly different high school curricula may be considered only if their records in other respects clearly indicate readiness for Rhodes' program of study. Applicants are expected to have a high school diploma or G.E.D.

Special note is taken in the decision making process of honors, advanced placement, International Baccalaureate, accelerated or enriched courses. Students

will be available to the admissions staff by January 15. If the secondary school record does not include the student's scores on the SAT-I or ACT, the student must have these sent to the Admissions Office from the testing agency.

In addition to submitting the same application supporting documents as all other students, home-schooled students must submit the results of two SAT-II Subject Tests from areas other than English or mathematics.

Test application forms may be obtained from high schools, or by writing directly to the testing services, as follows: (1) The College Board, 45 Columbus Avenue, SAT Department, New York, New York 10023-6992 (2) ACT Registration Department, P.O. Box 414, Iowa City, Iowa 52243. Students may register for these standardized tests online at collegeboard.com (SAT-I) or act.org (ACT).

Additional supporting documents will be considered when deciding on a student's admissibility to the College. These documents include a listing of extracurricular involvements, leadership positions or summer experiences, short-answer questions, an application essay, a counselor's report and a teacher's recommendation.

A visit to the Rhodes campus (in addition to other demonstrations of interest) can be a deciding factor in making an admission decision between two similar candidates. Interest may also be demonstrated by talking with an admission officer at your high school or at a college fair, personally corresponding with the admission office, or sending standardized test scores to the College. A student's ability to pay may be a deciding factor when considering applicants who rank within the lowest range of admissible students.

scores and the Early Decision Agreement form by November 1 for Early Decision I or by January 1 for Early Decision II. The student may apply to other colleges, but not under any other Early Decision Plan. If accepted, the applicant agrees to withdraw all applications submitted to other institutions, file no additional applications, and enroll at Rhodes.

Early decision candidates who wish to be considered for need-based financial aid must complete and submit the College Scholarship Service's PROFILE to the Financial Aid Office by November 1 for Early Decision I or by January 1 for Early Decision II in order to determine estimated eligibility for financial assistance. The financial aid package offered under Early Decision must be verified by filing the Free Application for Federal Student Aid (FAFSA) by March 1.

Under the Early Decision Plan, the College agrees to render a decision on admission by December 1 for Early Decision I or by February 1 for Early Decision II. Accepted students who are applying for need-based financial aid and have submitted the PROFILE will be contacted by the Financial Aid Office concerning their request by December 10 for Early Decision I or by February 10 for Early Decision II. If accepted under the Early Decision Plan (and provided with financial assistance to fulfill the student's demonstrated need), the applicant is expected to submit the required deposit (as explained under Enrollment Deposit) by December 15 for Early Decision I or by February 15 for Early Decision II. Offers of admission and financial aid to students who do not enroll at the college will be rescinded.

If a decision on the student's application cannot be reached, the student will be notified that the application will be deferred and guaranteed unbiased consideration under Regular Decision.

High school students who wish to enroll at Rhodes as a degree-seeking student prior to completion of their secondary schooling may apply under the Early Admission Plan. This option is provided for those students who have demonstrated exceptional ability and motivation in secondary school and are ready to experience the challenges of a college education earlier than normal.

To be eligible for consideration, a student must submit a completed application for admission, a high school transcript including grades for five semesters of course work, a teacher's and a counselor's recommendation form, SAT-I or ACT test scores and have a personal interview with an admissions officer. Successful candidates will have satisfied Rhodes' normal admissions requirements, including the academic units requirements outlined under "Admission Selection Process" above. Normally it will be necessary for an Early Admission student to enroll at a local college or university in the summer prior to their enrollment at Rhodes in order to fulfill the College's English units requirement.

Early Admission students must normally have the support of their secondary school counselor and of their parents in order to be considered for admission under the plan.

Students who have been accepted for admission and wish to delay their enrollment at Rhodes for a semester or a year may request Deferred Enrollment by writing the Dean of Admissions and Financial Aid. The letter requesting Deferred Enrollment must indicate the length of time requested for deferral, the reason for requesting the deferral and the proposed actions of the student during the time of the deferral. The Dean of Admissions and Financial Aid will respond to the deferral request in writing. If deferred enrollment is granted, the student must submit a nonrefundable \$400.00 enrollment deposit to the Office of Admissions.

colleges or universities must have official transcripts from those institutions sent to Rhodes. All transcripts must include a certified English translation.

All international applicants, whether applying for financial assistance or not, must submit the College Board's International Student Certification of Finances. A limited amount of financial assistance is available to international students with financial need. International student applicants are eligible to apply for financial assistance.

than two courses in any one term or semester at another institution are considered transfer students. These students must apply for readmission to Rhodes through the Office of Admissions submitting the college's two-part application or the Common Application and the required supporting documents.

Rhodes allows high school students who have demonstrated exceptional ability and motivation to begin their college work while completing their secondary school course of study. Such a student may enroll in up to two courses per semester at Rhodes.

To be eligible for the Rhodes High School Scholars Program, a student must complete an admission application; have scored at least 1140 on the Scholastic Assessment Test (SAT-I) or 25 on the American College Test (ACT); rank in the upper one-fourth of his or her class; have a positive high school recommendation; and have a personal interview with an admission officer.

Course fees per credit hour are the same as Special Student tuition (see "Special Fees and Deposits" in the Expenses section). Financial aid is normally not available for students participating in the program. Participation in the High School Scholars Program will require coordination of the student's college and high school course schedules. Rhodes' Admissions Office will gladly assist the students, teachers, and counselors with these arrangements.

Rhodes will normally grant advanced placement and course credit to entering students who score either 4 or 5 on a College Board Advanced Placement Examination. Students who score 3 on an Advanced Placement Examination may enroll in advanced course work if the relevant department recommends it. A maximum of thirty (30) credits may be earned through Advanced Placement examinations. A maximum combined total of thirty (30) credits may be earned through Advanced Placement and International Baccalaureate examinations.

A student who wishes to take courses for credit after receiving Advanced Placement or International Baccalaureate credit for those courses is required to waive Advanced Placement credit for those courses.

Rhodes recognizes the International Baccalaureate academic program and welcomes for review the submission of IB examination scores. Course credit is normally granted for each Higher Level Examination area passed with a score of 5, 6 or 7. A score of 4 may qualify a student for advanced course work, subject to review by the appropriate academic department. A maximum combined total of thirty (30) credits may be earned through Advanced Placement and International Baccalaureate examinations.

A student who has successfully completed advanced secondary school education, including the British Advanced Level Examinations, the French Baccalaureate, the German Abitur, or the equivalent, may receive some advanced standing or transfer credit at Rhodes for that work. Such credit is not granted, however, until the student has been admitted and has enrolled at Rhodes, at which time his or her credentials will be reviewed by the Registrar and the academic departments in which the credit(s) will be applied.

In order to reserve a place in the class, all accepted students must submit a non-refundable \$400.00 enrollment deposit to the College. Deposits must be

postmarked no later than our deadline of May 1 (December 15 for Early Decision I and February 15 for Early Decision II.) The deposit is not an extra charge but is credited to the student's account and deducted from other expenses. The balance of the first tuition, fees, room and board payment is due in early-August. The College cannot guarantee that a residence hall room will be available unless this balance is paid at that time.

All new students are expected to be present for Orientation Week, which immediately precedes the opening of the College. The orientation period is designed to acquaint new students with the traditions, ideals, academic expectations and

The cost of an education at Rhodes is of concern to students, their families, and to the College. Rhodes has been able to hold charges for tuition, room, and board to about 75% of the total cost of a student's education. The College's success in annual fundraising and the substantial income derived from the endowment have enabled Rhodes to hold costs below those at many comparable colleges. The tuition charge includes some services in the College Health Services Center, admission to athletic events, and a wide range of activities sponsored by academic departments or the College at large. The student activity fee supports student publications and student organizations, as well as many College-sponsored social activities which are held throughout the year. A summary of costs for the 2006-2007 academic year is listed below; students should bear in mind that charges for textbooks and supplies are not included.

2005	\$14,401.00	\$28,802.00
2005	13,399.00	26,798.00
&	155.00	310.00
15	3,456.00	6,912.00
15	3,662.00	7,324.00
21	3,590.00	7,180.00
21	3,796.00	7,592.00
7	3,931.00	7,862.00
7	4,129.00	8,258.00
15	4,292.00	8,584.00
15	4,490.00	8,980.00
21	4,426.00	8,852.00
21	4,624.00	9,248.00

The regular college plan provides for payment of tuition, room and board in two installments. The payment for the Fall Semester is due August 9th, and the payment for the Spring Semester is due November 22nd. Students are billed less deposits already made.

If monthly payments are preferred by parents and/or guardians, Rhodes allows such payments through one agency: Key Education Resources (1-800-KEY-LEND). Information on the various plans offered by Key will be mailed to all parents well before the first payment is due. If a monthly plan is chosen, arrangements should be made prior to the date the first payment is due. The College has made arrangements with A.W.G. Dewar, Inc. to offer a tuition refund plan to Rhodes parents that will provide a refund in case of illness or accident causing the student to withdraw before the semester is completed. Information concerning the tuition

all loan amounts, the remaining funds are repaid to Federal Pell Grants, Federal Supplemental Educational Opportunity Grants and Federal Leveraging Educational Assistance Partnership program.

Students and parents should be aware that the requirement to return federal Title IV assistance might result in a balance due to Rhodes College; the student and/or student's family is responsible for paying any balance resulting from the return of Title IV aid.

Competitive scholarships for incoming students are based solely on merit; financial need is not a consideration. Federal regulations, however, do require that they first apply towards the demonstrated need when awarding need-based aid. Selection is based on the candidate's academic record, leadership, character, and personal achievements. Competitive scholarships may be renewed for a maximum of three renewals provided the student meets the financial aid satisfactory academic progress standards and the GPA requirements of the scholarships; however, the student must maintain full-time student status (at least 12 hours) through the extended drop period of each semester. The total amount of Rhodes-funded scholarships and grants may not exceed tuition, fees, room, and board.

Rhodes' competitive scholarships are awarded only to entering students. Returning students not initially offered a competitive scholarship will not be considered for a competitive scholarship at a later time. Returning students who have been awarded a competitive scholarship will not be considered for

Dean's Scholarships are awarded to outstanding entering students of color each year.

Fine Arts Awards are made each year to entering students who have demonstrated outstanding achievement in the areas of art, music and theater. Auditions are required in music and theatre, and art requires the submission of slides. If a student qualifies for a Fine Arts Award and another competitive scholarship, only one scholarship (whichever is greater) will be awarded. Winners of these scholarships are required to major or minor in a Fine Arts discipline while at Rhodes.

Awards sponsored by Rhodes may be offered to first-year students who are designated as finalists in the National Merit Scholarship competition and who have designated Rhodes as their first choice. Recipients may not receive other National Merit Scholarships. The

Financial Aid for Studies
100 Witherspoon Street Mezzanine
Louisville, KY 40202-1396
<http://www.pcusa.org/financialaid/>

Rhodes will provide up to five (5) AFS Returnee Scholarships valued at \$500 per year and renewable for up to three additional years provided the student meets the financial aid satisfactory academic progress standards. The scholarships are available to any AFS returnee who is offered admission to the College. The student should indicate on page two of the Rhodes Part I Application for Admission or on the Common Application Supplement, the application for admission that he/she wants to be considered for the AFS Returnee Scholarship.

These scholarships are available to any participant in a HOBY seminar who is offered admission to the College. The scholarship is valued at \$500 per year and is renewable for three years provided the student meets the financial aid satisfactory academic progress standards. Students should indicate on page two of the Rhodes Part I Application for Admission or on the Common Application Supplement their desire to be considered for a HOBY Scholarship. A maximum of five (5) HOBY Scholarships will be awarded each year.

Rhodes will provide up to five (5) YFU Scholarships per year valued at \$500 and renewable for three additional years provided the student meets the financial aid satisfactory academic progress standards. The scholarships are available to any YFU participant who is offered admission to the College. The student should indicate on page two of the Rhodes Part I Application for Admission or on the Common Application Supplement that he/she wants to be considered for the Youth For Understanding Scholarship.

The Bonner Service Scholarships are for students who have demonstrated an exceptional record of leadership and service

a stipend of \$6,500 per year for four years and will be renewed yearly as long as the recipient remains a full-time student at Rhodes and maintains a 2.50 grade point average. The scholarship is funded by Edfinancial located in Knoxville, TN.

Scholarships from other organizations may also be available to students who attend Rhodes. Some of these awards are administered through high schools. However, in most cases, the student applies directly to a club or association. Interested students should work with their high school counselors to learn of those scholarships available in their area. Please note that outside scholarships, like the above aid, become part of the financial aid package and assist in meeting demonstrated financial need. Students must notify the Rhodes Financial Aid Office of any outside funding he or she receives.

- For federal and state aid, the maximum time frame in which a student can complete a degree is six (6) years, and the minimum number of credits to be completed at the end of any one of the six years is one-sixth of the total number of credits required for a degree (see Graduation Requirements). For any Rhodes-funded aid, the maximum time frame is four (4) years or eight (8) semesters.

Grades and cumulative earned hours are reviewed at the end of each academic year for all students, unless stated otherwise by the director of financial aid.

All students must maintain a minimum cumulative grade point average of 2.00. Should a student's aid eligibility be revoked due to the student not meeting the above minimum standards, the student may appeal for a variance from the satisfactory academic progress requirements. The appeal should be submitted to the director of financial aid in writing by email or by letter. If the variance request is approved, the student's aid will be reinstated based on the conditions and length of the approval as stated by the director of financial aid.

Definitions and regulations concerning full-time student status, course schedule changes, unauthorized withdrawal from class, and removal of conditional grades are stated in other sections of the

Bellingrath, Hyde, Morse and Cambridge Scholarships may be renewed for three years as long as the student maintains a grade point average of 3.25 or better and meets the minimum satisfactory academic progress standards for renewal of financial aid described previously.

University and C.O.D.A. Scholarships may be renewed for three years as long as the recipient maintains a grade point average of 2.75 or better and meets the

though the entire program was not completed.

For students electing to participate in programs, other than European Studies or Rhodes Exchange, and if Rhodes is to be the degree-granting institution accepting credits from the program, Rhodes will assist the student in obtaining

books, transportation, and personal/living expenses). If the total amount of gift aid from all sources exceeds Rhodes' total cost of attendance, Rhodes gift aid (grants and/or scholarships) will be reduced accordingly.

- All outside financial assistance or scholarships received by a student attending Rhodes must be reported to the Financial Aid Office. Rhodes reserves the right to make adjustments in the financial aid package offered to students who receive assistance from other sources.
- When calculating Rhodes scholarships or grants based on tuition, fees, room and board, the amount used for room is the average amount charged by the College for a student at the multiple occupancy rate for that dorm; the amount used for board is the current on-campus 21 meal plan rate.
- Rhodes scholarships and grants are based on a normal course load (12 - 17 credits). Additional costs incurred by a student taking an overload will be incurred at that student's expense.
- Rhodes scholarships and grants are provided only to students enrolled full-

administration. The Student Government is the primary vehicle for student participation in the governance process of Rhodes. The members of Student Government seek to keep the group effectively involved in many areas of campus life. All meetings are open to the entire campus, and students are strongly encouraged to attend.

The Student Government oversees the allocation of the Student Activity Fund;

Studies, is a charter chapter that was founded at Rhodes in 1986. The purpose of Sigma Iota Rho is to recognize academic excellence and to promote information about and study of contemporary international issues. Students are eligible for membership beginning in their junior year, and must have a 3.2 cumulative grade point average and a 3.3 within the major.

ΨΧΑΨΥ, the national honorary society in Psychology, was reactivated at Rhodes in 1987 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of Psychology as a profession. Membership in this society, which is affiliated with the American Psychological Association and which is a member of the Association of College Honor Societies, is by invitation and limited to Psychology majors.

Theta Nu chapter of the ΠΧΑΨΥ was chartered in the spring of 1987. It serves to recognize outstanding members of the fraternities and sororities on the basis of scholarship and leadership. A grade point average equal to or above the all-Greek average is required for consideration for membership. Applications for members are extended each year to eligible rising juniors and seniors.

The Alpha Epsilon Delta Chapter of ΦΑΘ, international honor society in History, was established at Rhodes in 1990. Phi Alpha Theta brings students, teachers, and writers of history together both intellectually and socially, and it encourages and assists historical research and publication by its members. Students who have completed the required number of history hours at the 3.3 level and maintain at least a 3.2 overall grade point average are eligible for membership. Student members host informational gatherings for first-year students, hold career workshops, sponsor speakers, and publish an annual journal of exemplary student papers.

ΨΧΑΨΥ is an honorary and professional society for students of the biological sciences. The Mu Rho Chapter of this national society was founded at Rhodes College in 1992. It seeks to encourage scholarly attainment in this field of learning by reserving its regular membership for those who achieve superior academic records and who indicate special aptitude for and major interest in the life sciences.

ΨΧΑΨΥ is an honorary society for students of French language, literature, and culture. The Nu Nu chapter of this national society was founded at Rhodes in 2004. The purpose of the society is to recognize outstanding scholarship in the French language and its literatures, increase the knowledge and appreciation

for worship, community service, and spiritual growth. As a college that is related to

Some of the strongest service initiatives among Rhodes students are Souper Contact (a student-operated soup kitchen), Habitat for Humanity, Snowden Adopt-a-Friend tutoring and mentoring program, Tex-Mex (spring break service trip), Micah 6 urban ministry projects, ESL tutoring and Latino neighborhood services, HIV/AIDS services with Friends for Life, and the VECA and Hollywood – Springdale communities.

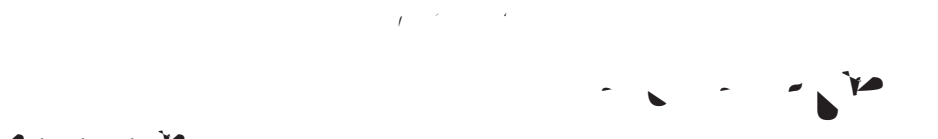
Brass Ensemble, String Quartet, Woodwind Quintet, and other ensembles depending upon interest. Many students take advantage of private vocal and instrumental instruction. Ensembles are open to students from all academic disciplines. An audition is required, as well as an interview with the ensemble director.

Music students, under the guidance of the music faculty, may participate in the activities of such professional groups as the National Association of Teachers of Singing,

الصحراء، the college literary magazine. These official student publications have been established as forums for student expression, as voices of free and open discussion of issues, and as an educational setting in which students learn proper journalistic


are listed in the Physical Education section of the Courses of Instruction. One and one-half semesters of Physical Education are required for graduation. Emphasis in the courses is placed upon the individual student's growth in competence and appreciation for the particular sport or activity. The majority of the courses are in areas that can be continued on an individual basis after graduation.

Facilities include the Bryan Campus Life Center, Fargason Football Field, Alburty Swimming Complex, Stauffer Baseball Field, Dunavant Tennis Center (ten lighted tennis courts), a new polyurethane 8-lane track, a varsity soccer field, and numerous practice and recreational fields.



The staff of Career Services assists students in making career plans and achieving professional goals. Comprehensive services are available to assist students in self-assessment, career exploration and career decision-making. Featured services include the CareerQuest Program, Career Tracks, the Sophomore Career Success Seminar, an academic internship program, a career library, and job postings from around the world.

The CareerQuest Program provides students a venue to explore career-related values, interests, skills, and personality traits. Through a series of four photo ies n



Academic advising is integral to the individualized experience at Rhodes. Advisers assist students in making responsible, informed, and timely decisions about courses and schedules based on student interests and career/life goals.

Each entering student is assigned to an academic adviser until the student selects a major, which must be done by the end of the sophomore year. At that time, a faculty adviser from the major department is assigned to or selected by each new major.



Rhodes graduates have prominence in their chosen professional fields. The top

Theatre: Professor Ewing
Veterinary Medicine: Professor A. Jaslow

A student who plans to do graduate work leading to one of the advanced academic degrees should confer with the faculty adviser during the student's first year if possible, and certainly before entering the junior year. The student's undergraduate program should be planned in such a way as to include a maximum of study in the chosen major field and in related fields without lessening general knowledge of other fields. Since most graduate schools require a reading knowledge of at least one foreign language for all advanced degrees, the faculty adviser of the prospective graduate student should be consulted regarding the most appropriate foreign language(s) as early as possible in the college career.

The prospective graduate student should consider applying for the Honors Program. The Honors Program provides an opportunity to do more independent, intensive, and individual work than can be done in the regular degree programs. The honors work offers an excellent introduction to graduate study as it employs the full resources of library and laboratory, and encourages independent research and study. The Honors Program is more fully described in the section on Opportunities for Individualized Study.

Academic support services are available to all students through the academic advising system, the Counseling Center, individual meetings with faculty members, workshops, and peer tutoring programs. Many of these services are provided or coordinated by the Office of Student Academic Support. Students who find themselves in academic difficulty may receive assistance from a wide variety of programs in such areas as study skills and time management as well as personal academic counseling and assistance to achieve greater academic success.



The College expects all students to conduct themselves as responsible citizens of an academic community. Persistent or extreme departures from this standard

voluntarily, the Dean will consult with the Associate Dean of Students or other member of the student affairs staff and a representative from the Counseling and Student Development Center. Neither of these representatives should have had a direct professional contact with the student. They will recommend to the Dean of Students a course of action, which may include removal of the student from the College with conditions for readmission. If the student with4(i)1(s)--22(s3-4()-36(1d)2t)-17(h4(

information about alcohol as well as confidential referrals for professional assistance in the event that it is needed. An awareness of the positive and negative effects of alcohol consumption may assist in efforts to make safe and responsible choices about alcohol. Educational programs are organized and conducted annually to promote continued awareness and encourage an attitude of genuine concern and care for others.

The possession, use, sale or distribution of illegal drugs, the misuse or abuse of medications or other legal drugs on the Rhodes campus is prohibited. Such conduct:

- Violates the law;
- Violates one's physical and mental health; and,
- Violates the fabric of the community with serious security risks resulting from dealing with individuals operating outside the law.

The students, faculty and staff of Rhodes, as citizens, are responsible for knowing and complying with all applicable state and local laws that make it a crime

these factors, all residential students are expected to activate, and regularly check, for voice-mail messages.

Most official notices to individuals and to the campus community are sent via e-mail, and such correspondence is considered official. In addition to e-mail, some official notices, communication, and information are sent via campus mail. For this reason, all students are required to maintain a mailbox in the mailroom located in the Briggs Student Center Building.

Residence halls, the Refectory, and the Lynx Lair will be closed for the official College recesses that occur at Fall Recess, Thanksgiving, between the Fall Semester and the Spring Semester, Easter Recess and Spring Break. Certain students may be allowed to remain in residence during these recesses; but in that event, they may be subject to temporary reassignment to other residence halls. Exceptions may be granted in extenuating circumstances by contacting the Director of Residence Life at least two weeks before the vacation period. After any vacation period, students may not re-enter any residence hall before the date and time determined by the Director of Residence Life.

A student may not keep a car on campus without registering it with the Campus Safety Office. Car registration can be obtained through the Campus Safety Office anytime during the year.

Campus facilities are for the use of the Rhodes College community, including alumni and trustees, as well as Meeman Center clients. All requests for use of campus facilities, excluding social rooms in residence halls, may be requested through the room reservation system, Facilities Management, on the Rhodes web site (<http://calendar.rhodes.edu>). This web site provides access to instructions for reserving space and information such as spaces that require special permission, multimedia smart classrooms, and a calendar of events.

Requests for the use of campus facilities for personal events or by off-campus groups and any request for use of facilities during the summer should be sent to the Conference and Event Services Manager, Meeman Center for Lifelong Learning, 843-3965.



Rhodes College offers a four-year program of study in the liberal arts and sciences leading to the Bachelor of Arts or the Bachelor of Science degree. Candidates for either degree must complete the general degree requirements. Students majoring in a science who may earn the Bachelor of Science degree. Rhodes also offers a Master of Science degree in Accounting (see the section with that title later in the catalogue).

residence. No more than eight (8) of these credits may be transfer credits.

Biology
Chemistry
Geology

Mathematics/Computer Science
Physics/Astronomy

The three courses must be selected from at least two of these four social science areas:

Anthropology/Sociology
Economics

Political Science & International Studies
Psychology (including Education 201)

The two courses must be selected from any two of these areas: Art, Music, Theatre. An accumulation of three one-credit applied music credits is equivalent to a course and may be used to meet this requirement.

Three half-semester courses of Physical Education are required for graduation. These courses carry no academic credit and are graded on a pass-withdraw basis. Physical Education courses are offered each semester and are taught for seven weeks (one-half of a semester) each. It is the student's responsibility to be sure that he or she is properly registered for the course during the semester in which it is taken. For each successfully completed, full-semester course in one of the ROTC programs, a student will be credited with one course of the Physical Education degree requirement of three courses.

A student must complete any one of the department-based majors listed below, one of the interdisciplinary majors listed below or an approved interdisciplinary major formulated in consultation with faculty members (see section below on "Interdisciplinary Major").

Department-based Majors:

Anthropology/Sociology

Art

Biology

Chemistry

Computer Science

Economics

Business Administration

Economics and

Business Administration

English

French

German

Greek and Roman Studies

History

International Studies

Mathematics

Music

Philosophy

Physics

Political Science

Psychology

Religious Studies

Russian Studies

Spanish

Theatre

Interdisciplinary Majors:

Biochemistry and Molecular Biology

Economics and International Studies

French and International Studies

German and International Studies

International Studies and Political Science

International Studies and History

Latin American Studies

Neuroscience

Urban Studies

Detailed descriptions of the department-based majors are given under the departmental descriptions in the section entitled "Courses of Instruction." The

Interdisciplinary majors are described in the section "Interdisciplinary Study,"
No major may require more than 50 percent of the total credits required

Faculty's approval of the interdisciplinary major. This petition is addressed to the Chairperson of the Faculty Educational Program Committee. The petition should contain these items:

- a. The Declaration of Interdisciplinary Major, including a complete listing of courses, with numbers and titles and dates when the courses which comprise the interdisciplinary major are to be taken. Though it is customary that the number of courses in each department will be fewer than what is expected of a major in that department, it is essential that courses be included in the interdisciplinary major so that reasonably advanced work is done in each department. Introductory level courses in a large number of areas is not sufficient.
- b. An essay in which a rationale for the interdisciplinary major is developed. Some clear academic link or tie between the departments is essential; simply taking courses in two departments is not sufficient. The rationale should be such that only by combining work in the departments can the rationale be realized. The importance of this essay cannot be overemphasized as it is not only a statement of the student's reasons for choosing the proposed interdisciplinary major but a philosophical and practical statement of why it is important to the student's career and life paths.
- c. A complete description of the manner in which the senior seminar will be structured. It must be clear how the departments involved in the major will be integrated into the senior seminar, seminars, or capstone experience. An indication should be given as to the department or departments in which the senior seminar will be pursued or if an interdisciplinary senior seminar is proposed. The capstone experience should be explained in as

Rhodes College requires attendance at the May commencement exercises by all candidates for a degree including candidates whose work was completed in August or December of the previous calendar year. The College recognizes students in commencement exercises only after they have completed the academic requirements for a degree and confers degrees (signified by the date of degree in official records) at the end of each regular semester (December and May) and in August.

Candidates for degrees must submit to the Registrar's Office an "Intent to Graduate" form at least two semesters prior to the intended date of graduation.

Academic minors are available to students who wish to supplement their major field of study with another academic area, giving both more depth and breadth to their course work. In addition to departmental minors, interdisciplinary minors are available within the established interdisciplinary programs in the curriculum.

Normally, a student is required to complete at least six specified courses in the department in which the minor is selected. At least four of the courses in the minor must be outside the major department or interdisciplinary major requirements, and the same course cannot be used to satisfy the requirements in two different minors. Forms for declaring a minor are available in the Office of the Registrar and should be completed no later than the beginning of the fall semester of the senior year.

A student must earn a grade point average of 2.000 in the courses required for an academic minor in order for the minor to be posted to the final academic record.

Academic minors are currently available in the following areas:

hours earned for the first degree as well as complete the second major. For a returning student, a second cumulative grade point average will be computed using only the additional hours earned for the second degree.

A student may satisfy the requirements for a Rhodes degree as described in any catalogue that has been in effect during the student's enrollment. Students readmitted to Rhodes may graduate under requirements in effect during the original period of enrollment or by following a program incorporating features of the current and the earlier degree requirements and approved by the Standards and Standing Committee. Students may not declare a major if it has been dropped from the College's curriculum, however, even if the major was available at the time of enrollment. In addition, degree and/or major

As degree candidates, transfer students must satisfy all of the degree requirements outlined in this catalogue. Of the 112 to 128 credits required for a Rhodes degree, a minimum of 56 to 64 credits must be earned at Rhodes and a maximum of 56 to 64 credits may be accepted as transfer credit. The Basic Requirement in Humanities may be fulfilled using The Search Course or the Life: Then And Now program, depending upon the acceptance of transfer credit for previously completed course work. Religious Studies, Philosophy, Bible, and certain other Humanities courses may be accepted for part or all of these requirements.

Rhodes students may enroll in courses at other colleges and universities and transfer credits to Rhodes. A student who desires to have academic work transferred from another institution must have the work approved in advance by the appropriate academic department chairperson at Rhodes and by Registrar, acting on behalf of the Education Program Committee. Courses not receiving prior approval may not be accepted for transfer credit at the discretion of the department chair and the Registrar.

Students seeking concurrent enrollment at another institution during a regular semester must have permission from the Standards and Standing Committee prior to registering at the other institution. Concurrent enrollment hours are included in the computation of the total credits permitted in one semester but are not included in the determination of full-time status. Course credit earned at another institution during non-approved concurrent enrollment may not be accepted for transfer credit.

It is the responsibility of the student to ensure that an official transcript from the other institution is forwarded to the Registrar at Rhodes. Final evaluation of transfer work must be completed within twelve (12) weeks of the completion of

In the Fall of 2007, Rhodes will implement an academic curriculum that establishes a new approach to the study of the liberal arts and sciences at the College. Students entering the College in the 2007-2008 academic year will pursue their entire undergraduate education within this new framework. Students currently enrolled or enrolling in 2006 will go through a period of transition that will affect their graduation requirements.

The Foundations Curriculum was adopted by the Faculty in order to achieve several goals:

1. To assist students to understand the goals of a liberal arts education and to take greater responsibility for their education. The curriculum gives students greater freedom to follow their academic interests and aspirations within a framework of Foundation requirements that are fundamental to the study of the liberal arts;
2. To provide a more transparent and streamlined curriculum by framing the general degree requirements in terms of skills and content areas;
3. To bring greater focus to the courses students take and to recognize

include learning about and participating in activities that promote

Questions about the meaning and purpose of life are central to human existence. Every area of the Rhodes curriculum touches in some way upon such questions, whether directly as in moral philosophy, epic poetry, and political thought, or indirectly as in studies of the history of medieval Europe, economic theory, and the physical structure of the universe. The *Life* and *Search* programs help students think about these issues and so provide the foundation for the entire curriculum.

Life and Search students meet in small groups led by faculty members to analyze challenging and controversial texts that have shaped and reshaped thought, particularly in Western societies. Because of its prominence in world history, these courses pay special attention to the Bible and the traditions that have emerged in relationship to it. Life and Search courses endeavor to make the familiar unfamiliar by examining critically the logical and historical foundations of received opinion and texts. They also make the unfamiliar familiar by studying traditions, artifacts, and issues that most students have not yet encountered. Through both programs, students learn to appreciate the role of historical context in shaping values, beliefs, and practices and to reflect critically on their own values, beliefs, and practices. Life and Search stress skills that are central to the whole curriculum: careful reading, analytical writing, critical thinking, and discussion.

At the start of their first year in the College, students choose to pursue either Life or Search and generally remain in their chosen program until they have completed it. The two programs share many features but also are distinctive. The following descriptions clarify the differences between Life and Search.

The student who chooses the *Life* program completes a three semester sequence of courses. The first courses are taken in the fall and spring semesters of the first year. The third course may be taken at any time in the remaining three years of the student's college career.

The first two courses in the Life sequence are Religious Studies 101-102, "The Bible: Texts and Contexts." These courses introduce students to the academic study of the Bible and the traditions of interpretation and reflection based upon it. This two semester sequence follows a basic chronological development, from the earliest biblical sources to modern interpretations. The first semester of the course is taught by members of the Department of Religious Studies with primary

that suits their interests and best complements their overall academic plan.

once accepted into the program. All students, once they reach senior status (within two semesters of graduation with their bachelor's degree) will become eligible for graduate assistantships. The typical graduate assistantship includes a full tuition-and-fees scholarship and a 41(s)-171(d)-4(e)-12JETBT/T11_1 Tf10 0 0 10 27.4008 12JETBT

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Course prerequisites and co-requisites are requirements for entry into a course that state the background, experience, or related coursework that is needed for success in that course and to establish a relative order in which certain courses need to be taken. These requirements are set by the department based on experience and judgment.

A prerequisite is a requirement that must be met in advance of taking the course. If the prerequisite is stated as a course by number, then that course must have been completed satisfactorily at Rhodes or accepted by Rhodes as transfer credit from another institution before the student can enroll in the desired course.

A co-requisite is a requirement that must be met at the same time as the course is being taken. If the co-requisite is stated as a course by number, then that course must be taken at Rhodes at the same time, or it may be taken at another institution provided the co-requisite is approved for transfer credit by Rhodes.

In some cases a prerequisite may not be stated in terms of a numbered course. For example, a prerequisite may be "a designated course or permission of instructor" or "Permission of the department." In some cases, a prerequisite may require a specific class standing, e.g. "Junior or Senior class standing" or "First-year students only." These conditions express flexible arrangements that a department may use to manage course prerequisites. "Permission of the instructor" is the most flexible and requires that the student receive the approval

courses) that their participation in such activities may come at the cost of absences from other courses or even forfeiting credit on certain assignments when making them up is not feasible. It is the student's responsibility to address the issues related to missing a class whatever the reason for the absence.

If, in accordance with the course policies, the instructor determines that excessive absences are jeopardizing a student's ability to obtain a passing grade in the course, the instructor may make written request to the Dean of the College that the student be removed from the course with a grade of F. If a student is removed from two or more courses in the same semester for this reason, the student may be asked to withdraw from the College.

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It is not uncommon for some students faced with family circumstances, health or other problems, or academic difficulty to consider interrupting participation in the College for a semester or longer. Students who find themselves in such situations are encouraged to confer with their academic advisors, the College Counseling Office, the Dean of Students, the Associate Dean for Student Academic Support, or the R(e)-5(a)2(710-2(n)-31(f)-31(ac)-5(e)-14(d)-31(w)-36(i)-351(n))TJETBT/T12 1

the principles contained in the Honor Code.

Normally every course for which credit is given has a final examination as a component. Final examinations are intended to assess students' mastery of the subject matter of the course and are normally comprehensive in scope. In some courses the purposes of a final examination are best served by special testing: take-home examinations, departmentally administered oral examinations, special projects and assignments, for example. Whatever the testing method, the important

instructor. No more than one course per semester with a maximum of six courses total is permitted under this program. Courses that are graded pass-fail only do not count against that limitation. The student wishing to take a course on a pass-fail basis must determine from the instructor the letter grade equivalent and the requirements for a grade of Pass. The pass-fail form with the instructor's signature must be returned to the Registrar's office during the first three weeks of class in a semester. The Pass/Fail option may not be used in courses taken to satisfy foundation or general degree requirements or courses taken to satisfy major or minor requirements including cognate courses.

Courses with grades of Pass count neither for nor against a student in the computation of grade point averages, but a failing grade is computed in the grade point average.

Reports of student's grades are available online on the Rhodes website at mid-semester and at the end of each semester. Students are responsible for keeping other family members correctly and currently informed of their academic standing and progress.

An Honor Roll and a Dean's List are compiled at the end of each semester. To be considered for Honor Roll or Dean's List, a student must be enrolled in at least 13 credits of academic work. To qualify for the Honor Roll, a student must achieve a semester grade point average of 3.85 or better. To qualify for the Dean's List, a student must achieve a semester grade point average of 3.70 or better. Those students who choose to take a course under the Pass/Fail option must have a minimum of 12 (twelve) additional graded credits of work to be considered for either of these honors. Students who are enrolled in the Honors Program and receive a grade of IP for that work will have their qualifying grade point average determined on all other graded work.

The institution at its discretion may disclose student record information without consent of disclosure to the parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1954 and as verified by the institution. Full rights under the act shall be given to either parent, unless the College has been provided with evidence that there is a court order, state statute, or other legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights. The College also has the discretion to disclose to any parent or legal guardian of a student under the age of 21 information about a violation of any federal, state, or local law, or any rule or policy of the institution governing the use or possession of alcohol or a controlled substance if the institution determines that the student has committed a disciplinary violation with respect to such use or possession.

The procedures to be used by Rhodes for compliance with the provisions of FERPA are contained in The College Handbook. Copies of the policy can be found in the Registrar's Office. Questions concerning the Family Educational Rights and Privacy Act may be referred to this office.

The Honors program is a culminating experience in the major field, for seniors only. It is the principal means whereby a student

are to be submitted in time for the Committee to act before the date set for the project to begin. Normally a student will not be permitted to take more than one directed inquiry at a time.

In the event that more than two students are interested in a directed inquiry on the same topic, a special topics course may be taught. Such courses must conform to the standard forty-six hours of study per credit.

The tutorial plan of instruction, like the Honors Program and the Directed Inquiry, has as its chief purposes the individualizing of instruction and the provision of a means whereby students may go beyond the scope of a class course, both in the amount of work done and the kinds of interests pursued. The method is often that of extensive reading under guidance, and conferences with the tutor on the material read, either individually or in a small group.

The content of a tutorial is usually that of a regular catalogue course that is not scheduled to be taught during a particular term. A student may request that the course be taught in the tutorial fashion if a member of the faculty is available and agrees to direct the course. Approval by the faculty member, the chairperson of the department involved, and the Registrar is necessary for the tutorial to be scheduled. At a minimum, forty-six hours of study are required for each credit or a total of 164 hours of study for a four credit course.

Interdisciplinary programs exist to provide an appropriate structure within

per semester. A student may apply toward a degree a maximum of six (6) credits of internship. Three of the credits earned in any of the crosstown R.O.T.C. programs are counted as internship hours.

This program is designed for pre-medical students and persons going into other health-care related disciplines, the ministry, and counseling fields. It offers a carefully supervised internship in local hospitals where students serve as chaplains' assistants, develop counseling skills, and sharpen their abilities to listen and respond to patient needs.

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assistance is available for students participating on Rhodes programs. Please see

Madrid, Spain; The University of Tübingen, Germany; the University of Aberdeen, Scotland; the University of Lima, Peru; and Rhodes University in Grahamstown, South Africa. Students participating in one of these exchanges pay tuition and, in some programs, room and board to Rhodes, receiving financial aid as if they were at Rhodes. The payments to Rhodes meet the expenses of the exchange students from abroad during their stay at Rhodes, while Rhodes students receive tuition, or tuition, room and board overseas. Credit earned at the institution abroad is treated as Rhodes credit. The number of students who can participate in these exchanges with other institutions is limited.

Rhodes is also a member of ISEP (The International Student Exchange Program), an organization of more than 200 colleges and universities located throughout the United States and in Africa, Asia, Australia, Canada, Europe and Latin America. Through ISEP, Rhodes students can participate on exchange by paying all of their fees, including room and board, to Rhodes utilizing any institutional and federal aid granted to them. Exchanges can occur in any discipline and can range in length from one academic term to one year. In most cases, ISEP participants are matriculated directly into the host institution and pursue courses with native students. Credit earned in these exchanges is treated as transfer credit, not as Rhodes credit.

Rhodes is affiliated with two programs in South America through its membership in the Council on International Educational Exchange (CIEE): in Buenos Aires, Argentina, at the Facultad Latinoamericana de Ciencias Sociales (FLACSO) and in Santiago, Chile, at the Pontificia Universidad Católica de Chile. Students can attend for a semester, an academic year, or a summer session. A wide array of courses in many disciplines is offered for the semester and academic year programs. The summer programs focus on contemporary cultural issues in Latin America. All courses are taught in Spanish. While these are not Rhodes programs, Rhodes does grant academic credit to students for work successfully completed on the program, accepting the grades earned.

The Aix-en-Provence Program is a semester or full-year program conducted in cooperation with Vanderbilt University. Students attend classes taught in French by French faculty-scholars at the Vanderbilt Center located in the heart of this historic city. To be eligible for the program, students will have completed a minimum of four semesters of college French or the equivalent (i.e.: French 202). Those students with more advanced language skills and demonstrated curricular motivations have the opportunity to take courses at other institutions of higher education in Aix. Student housing is in private homes and is assigned according to student preference, ranging from rooms with close contact with hosts to semi-independent studios. Meals are taken with French families four days a week.

A total of 15 credits are possible per semester for the successful completion of the program. Credits earned are applied directly to major, minor and degree requirements and grades are factored into the Rhodes grade point average.

Rhodes College financial aid is not available for affiliated programs; however, certain types of federal financial aid may be applied to these programs. Rhodes' Buckman Scholarships for Study Abroad are available for these semester or year-long programs.

In addition to exchange programs and Rhodes programs, there are numerous programs offered by other colleges and universities and international agencies. Information on many of these programs can be found in the Buckman Center

for International Education. Credit earned in these other programs is treated as transfer credit. Normally a student cannot earn more credit while on a full-year study abroad program than could have been earned in a regular academic year at Rhodes. Rhodes College financial aid is not available for these other programs; however, certain types of federal financial aid may be applied to these programs. Rhodes' Buckman Scholarships for Study Abroad are available for any approved semester or year-long program.

In association with American University in Washington, D.C., Rhodes students are given the opportunity to participate in several academic programs offered in the nation's capital. Programs are available in the following areas and receive credit through the relevant department at Rhodes:

- American Politics (Political Science)
- Economic Policy (Economics and Business Administration)
- Foreign Policy (International Studies)
- International Business and Trade
- International Environment & Development (International Studies)
- Journalism (English)
- Justice (Political Science)
- Law Enforcement
- Peace and Conflict Resolution (International Studies)
- Public Law (English)

Director of the Library. A.B., M.A., M.S.L.S., University of Illinois, Urbana-Champaign.

Coordinator of Public Services. B.A., Rhodes College; M.L.S., George Peabody College.

Information Services & Electronic Resources Librarian. B.A., M.L.I.S., University of Tennessee, Knoxville.

by Mr. Walter P. Armstrong, Jr. The Halliburton Collection consists of manuscripts and artifacts relating to the life of this noted travel adventure writer.

Barret Library, a state-of-the-art facility made possible by a major gift from the Paul Barret, Jr. Trust, opened in August, 2005. Paul Barret, Jr., a graduate of the class of 1946 who died in 1999, was the nephew of Mr. and Mrs. A.K. Burrow, who provided for the construction of the 1953 Burrow Library. Barret Library will serve the needs of the college well into the 21st century. The facility, equipped for both wireless and wired technology, features a 24-hour study space and group study rooms, along with vastly improved facilities for study and library collections. Also included in the Barret Library are areas for peer-tutoring and writing assistance, computer laboratories, a teaching/learning technology laboratory and a Media Center.

In order to effect optimum interinstitutional library service to the students, faculty, and staff of the Greater Memphis Consortium, the Barret Library joins the following libraries in making their collections available to each other's students and faculty: The Christian Brothers University Library, Hollis F. Price Library of LeMoyne-Owen College, Ned W. McWhorter Library of the University of Memphis, G.

Director. B.A., University of Louisville; M.A., University of Memphis.

Associate Director for Scheduling and Event Operations. B.S., Middle Tennessee State University.

Administrative Assistant. B.A., University of Memphis.

Administrative Assistant.

Meeman Center for Lifelong Learning is Rhodes' commitment to learning as a lifelong process. Since its inception in 1944, the Center has been an integral part of the College, successfully engaging adults of the Mid-South in the liberal arts and sciences. Meeman Center promotes personal and professional development by extending Rhodes' tradition of excellence in liberal education to individuals and businesses. All programs, courses, and trips offered by Meeman Center are described in detail in brochures available on request from the Meeman Center office or on the web at <http://meeman.rhodes.edu>.

Lifelong learning courses are offered in literature, art, languages, science, current events, history, religion, philosophy, and other areas of interest. Courses vary in length and run in the Fall (September through November) and Spring (January through May). The instructors are Rhodes faculty and invited experts, including Rhodes alumni.

Exciting destinations, enlightening itineraries, faculty study leaders, stimulating discourse, knowledgeable guides, preparatory resource lists, and Rhodes camaraderie define educational travel adventures for alumni and friends.

professors, workshops, and lively happy hours into a curriculum that is a relaxing stretch for the mind and body. Whether you spend your free time swimming or working out at the Bryan Campus Life Center, curled up with a good book, or engaged in lively



Not all courses may be used to satisfy degree or foundation requirements. Those courses that can be used are designated in the catalogue listings. Directed Inquiries may not be used unless specified by the department. With very few exceptions, the courses designated as fulfilling degree requirements carry y y co s .674 567.5 w 4

such cultural developments. Students should take 207 or 208, but not both. (Course offered in rotation with 207 and 211.)

20. **ANTHROPOLOGY/SOCIOLOGY 200.**
Spring. Credits: 4.

Degree Requirements: Social Science.

This major institution is considered from sociological, anthropological, and historical perspectives. With emphasis on diversity and change, the course will examine issues of family organization, sexuality, marriage, and child rearing.

Prerequisite: Anthropology/Sociology 103 or 105.

210. **ANTHROPOLOGY/SOCIOLOGY 210.**
Spring. Credits: 4.

Degree Requirements: Social Science.

In this course, we will examine how and why society prescribes different gender expectations to men and women. In turn, we will discuss how those expectations affect the experiences, attitudes, and opportunities of men and women in society. Students will gain the conceptual and theoretical tools to analyze the personal, interactional, and institutional consequences of different social constructions of gender. (Course offered in alternate years; scheduled for 2007-2008.) No prerequisite.

211. **ANTHROPOLOGY/SOCIOLOGY 211.**
Fall. Credits: 4.

The study of archaeological methods and theory is pursued through a focus on women in prehistory, gender in archaeological theory, and women archaeologists. This course seeks to reconstruct women's lives and roles in a range of ancient societies as women contributed to subsistence, technological innovation, symbolic and ritual activity, and as they shared in or were denied social, political, and religious authority and power. It also considers the intellectual history of gender studies in archaeology and the contributions of women archaeologists to anthropological archaeology.

No prerequisites, however students who have taken 207 or 208 need permission of instructor. (Course offered in rotation with 207 and 208; scheduled for 2007-2008.)

215. **ANTHROPOLOGY/SOCIOLOGY 215.**

of information is also a challenging arena for the study of individuals, societies and cultures, because objects "speak" neither unambiguously nor directly to us. Students will come to appreciate how astute observation underpinned by theoretical acumen and the clever framing of questions can allow us to "learn from things." This course is cross-listed as Archaeology 210.

2 1. *Introduction to Anthropology*

Fall. Credits: 4.

Degree Requirements: Social Science.

Basic concepts and methods of anthropological and sociological research. Both quantitative and qualitative (ethnographic) skills are stressed. Several small projects are undertaken utilizing these concepts and methods

Prerequisites: Anthropology/Sociology 103 or 105 or permission of instructor.

2 2. *Participant-Observation*

Spring. Credits: 4.

Degree Requirements: Social Science.

Participant-observation is the methodological core of anthropology. Yet, participant-observation is a critical qualitative method that should be exercised across all disciplines and professions that address the human condition. We will explore this assertion in practice and in discussion around the seminar table. This course will focus on the "doing" of ethnography by asking you to respectfully, socially, meaningfully, and sensuously engage with a moment in another's world. One way to describe ethnography is as a compelling descriptive pause to appreciate another way of being in and giving meaning to the world before one begins sustained and systematic(s)-21(y) One way t23(e)-11(i)8(n)-1(g)-89(i)8(n)-18(47.6349

1991. B.A., Gettysburg College; Ph.D., University of Delaware. (Modern, contemporary, and American art history.)

3. Eighteen additional credits, at least six of which must be at the level of 300 or above in studio.

4. Recommended: 150.

For those students interested in the study of art history with graduate school as a definite goal, this program of study is suggested. The following courses are required

A total of forty-two (42) credits as follows:

1. Studio Art: 101 or 105, 107.

2. Art History: 231, 232, 485, plus 18 additional credits, six of which will come from ancient studies (Prehistoric through Roman), six of which will come from Medieval through Baroque, and six of which will come from Modern (post 1800).

3. Nine additional credits in studio or art history.

4. Recommended: 150.

German and/or French through the 201-level are strongly recommended for those students planning to pursue graduate work in art history.

A total of twenty-one (21) credits as follows:

1. Studio Art: 101 or 105.

2. History of Art: 231, 232.

3. Either Studio 385 or Art History 485.

4. Nine additional hours at 300 level or above.

5. Recommended: 150.

1. In the spring of the junior year, an art major, in consultation with an appropriate member of the art faculty, may write a proposal for honors work in the senior year. The department must approve the proposal.

2. An overall grade of A- on the thesis or project itself is required for honors credit.

Introductory Studio Art Students interested in commencing studio work are encouraged to enroll in the introductory studio courses in their first year. These courses are designed for students with no previous background in the designated areas. Special emphasis is given to introducing media, exploring basic techniques, and problem solving. For those students who feel that they are ready to move directly into intermediate studio courses, the department offers an examination and portfolio review the first weekend of each semester. Studio courses require 138 hours of work per term for three credits. A studio fee is required for every studio

305. Fall, Spring. Credits: 3.
Degree Requirements: Fine Arts.
Art 101 or 105.

30. Fall, Spring. Credits: 3.
Degree Requirements: Fine Arts.
Art 107.

311. Fall, Spring. Credits: 3.
Degree Requirements: Fine Arts.
Art 111.

313. Spring. Credits: 3.
Degree Requirements: Fine Arts.
Advanced studio work in digital arts, focused on creating electronic media-based projects geared toward individual student interests.

3 Fall, Spring. Credits: 1-3.
Degree Requirements: Fine Arts.
A seminar, open to both majors and non-majors, on varying subjects. May be repeated for credit. Topics courses include landscape painting and figure painting.

3 5. Fall. Credits: 3.
Degree Requirements: Fine Arts.
Individually designed creative projects or research undertaken with the approval and guidance of the art faculty
junior standing, successful completion of all 100-level courses required for the major, and at least one 300-level studio course or permission of instructor. Required for all majors in the studio track.

Students taking advanced studio courses will further explore issues concerning

405. 二二 .
Fall, Spring. Credits: 3.

vase paintings as they might have been experienced by Greek viewers. (Course offered in alternate years; scheduled for 2007-2008.)

31
Spring. Credits: 3.

Degree Requirements: Fine Arts.

This course traces the development of Roman art and architecture in its variable contexts with an eye to understanding the cultural and political institutions that created it, from Rome's earliest Etruscan roots in the 8th century BCE to its relocation to Byzantium in Asia Minor in the 4th century CE. (Course offered in alternate years; scheduled for 2007-2008.)

320.
Spring. Credits: 3.

Degree Requirements: Fine Arts.

A chronological study of the material cultures of ancient Egypt and the Near East. Students will be introduced to current scholarship on the art and architecture of these cultures and emphasis will be placed on understanding these forms in their social and political contexts.

321.
Fall. Credits: 3.

Degree Requirements: Fine Arts.

An examination of the visual arts in Europe during the period normally known as the Middle Ages, ca. 313-1348. Attention will also focus on the art emanating from the Byzantine east. Art works discussed will include both secular and religious objects, and topics covered will include issues of aesthetics, iconography, style, functionality, and spirituality.

323.
Fall. Credits: 3.

Degree Requirements: Fine Arts.

This course examines Italian art and architecture, ca. 1260-1580, with emphasis on the historical and social context. Such themes as patronage, functions, theory, materials and techniques, style, and the profession of the artist will be discussed. Artists treated include Giotto, Brunelleschi, Masaccio, Donatello, Botticelli, Leonardo, Bramante, Raphael, Michelangelo, Titian, and Palladio. (Course offered in alternate years; scheduled for 2007-2008.)

32
Spring. Credits: 3.

Degree Requirements: Fine Arts.

An examination of painting, sculpture, and the graphic arts in the Netherlands, Germany, and France, from 1400 to 1600, with emphasis on the historical and social context. Such themes as the status of the artist, art and mysticism, art and the Reformation, theory, and the relationship of Northern European and Italian art and culture will be discussed. Artists include Jan van Eyck, Rogier van der Weyden, Hieronymus Bosch, Albrecht Dürer, and Pieter Bruegel. (Course offered in alternate years; scheduled 2006-2007.)

32

Spring. Credits: 3.

Degree Requirements: Fine Arts.

The course investigates European art ca. 1580-1750. Students will be introduced to the major artists, subjects, and stylistic developments during this time period. Additional emphasis will be placed on issues such as patronage, collecting, technique, women artists, and recent discoveries. Artists covered include Caravaggio, Bernini, Gentileschi, Rembrandt, Vermeer, Velasquez, and Rubens. (Course offered in alternate years; scheduled for 2007-2008.)

334.

Fall. Credits: 3.

Degree Requirements: Fine Arts.

A thematic examination of art produced in the United States from the colonial period to the present with special emphasis on the place of art and artists within a democracy. Themes include the relationship between political and visual representation, landscape as metaphor, race and ethnicity in art, and the tension between private and public patronage. Artists include Thomas Jefferson, Stuart Davis, and Frank Lloyd Wright. (Course offered in alternate years; scheduled for 2007-2008.)

33 1300-1 00.

Spring. Credits: 3.

Degree Requirements: Fine Arts.

An examination of architecture in Italy covering the Medieval, Renaissance, and Baroque periods. Special emphasis will be placed on the cultural context of buildings, architectural theory, and urban planning. Topics include patronage, the role of the architect and buildings in society, and special focus on Florence, Venice, and Rome. Architects covered include Brunelleschi, Alberti, Michelangelo, Palladio, and Bernini. (Course offered every third year; scheduled for 2006-2007.)

33

Fall. Credits: 3.

Degree Requirements: Fine Arts.

4 1. /

Fall, Spring. Credits: 1-3.

An internship with a gallery or museum with a focus on the visual arts. Prerequisites: Approval of department Chair and offer of placement from an approved gallery or museum. Normally open only to art majors and minors with junior or senior standing. May be repeated for a total of six credits. Students may apply a maximum of four credits towards the Art major or minor.

455. " "

Fall, Spring. Credits: 14-16.

A sixteen-week study of the arts and architecture in Washington, D.C.; consists of seminars, an internship, and research projects. Since special financial arrangements are required for this program, students may not apply Rhodes financial aid or Rhodes scholarship funds to the cost of attendance at American University. Prerequisite: Consent of department chair and special financial arrangements with the college.

4 5. " "

Fall. Credits: 3.

Degree Requirements: Fine Arts.

Art History Track. Advanced seminar involving theory, methodology, and historiography. Students will submit a major research paper and conduct an oral presentation. Topics vary with instructor. Required of all majors in the art history track. Prerequisites: Art 231, 232 and any 300-level art history course. With the permission of the instructor, Juniors may take the seminar as Art 365.

4 5-4 " "

Fall, Spring. Credits: 3-6, 3-6.



105. Topics in Biology

Fall, Spring. Credits: 4.

Degree Requirements: Natural Science, F7.

Topics in Biology courses provide an in-depth understanding of a topic in the Biological Sciences. As in other introductory biology courses, each Topics course details fundamental principles and concepts in the discipline, but in the context of a specific topic. Titles of previous Topics in Biology include: Animal Communication; Art and Science of Wine; Biology of the Mind; Biology Through Bees; Disease and Immunity; Economic Botany; Environmental Science; Human Biology; Human Heredity; Microbes and Human Affairs. Actual offerings vary each semester. Topics in Biology may be taken as elective credit by students majoring in Biology provided they have not already taken an upper level Biology course

most persons fungi remain amongst the most mysterious and ill-defined of nature's inhabitants. Just what is a fungus anyway? Where do they live, and what are they doing out there? This course will provide answers to questions like these, as well as provide examples of the practical uses of fungi in industry and research and of the roles that some of them play as agents of disease. The laboratory emphasizes the development of skills in the isolation and characterization of fungi from nature. (Course offered in alternate years; scheduled for 2007-2008.)

Biology 130 or 140 or permission of the instructor. Three hours of lecture/discussion and not less than three hours of laboratory per week.

202.

Spring. Credits: 3.

A study of the diversity of vertebrates including past and present radiations. This course focuses on the various and diverse adaptations in behavior, ecology, morphology and physiology that allow vertebrates to successfully inhabit water, air and land.

Biology 140-141. Three hours of lecture/discussion per week.

204.

Spring. Credits: 4.

An overview of developmental processes directed at exploring the cellular and subcellular mechanisms which control development. Modern experimental approaches and current models will be emphasized.

Biology 130-131, 140-141. Three hours of lecture and not less than three hours of laboratory per week.

20

Spring. Credits: 4.

A study of the diversity of the plant kingdom, including algae, bryophytes and vascular plants. Emphasis will be placed on the morphology, life history and phylogenetic relationships of the groups examined. (Course offered in alternate years; scheduled for 2007-2008.)

Biology 130-131, 140-141. Three hours of lecture and not less than three hours of laboratory per week.

20

Fall. Credits: 4.

An evolutionary and ecological approach to questions of why and how animals behave as they do. Emphasis is on how traits help individuals maximize the survival of genes within them. Laboratories will involve quantitative data collection in both the laboratory and field. Math 111 or equivalent suggested.

Biology 130-131, 140-141. Biology 200 recommended. Three hours of lecture and not less than three hours of laboratory per week. (Course offered in alternate years; scheduled for 2005-2006.)

30 .

Spring. Credits: 2.

A laboratory/lecture course covering -17(u)(r)-10(e)-245(c)-2(o)-6(u)-1(r)-(o)-6(u)-1()-15(

and its clinical significance. Four topics are covered during the semester. Each topic is taught by a St. Jude Children's Research Hospital post-doctoral fellow; a Rhodes faculty member directs the course. Each topic consists of a presentation of pertinent background information on basic scientific principles, reading and discussion of secondary and primary literature within the research area of the post-doctoral fellow, and discussion of potential clinical significance of the research. Some class sessions will be held at St. Jude Children's Research Hospital. (Course offered in alternate years; scheduled for 2007-2008.)

Biology 130-131, 140-141. Three hours of lecture per week.

451-452.

Fall, Spring. Credits: 1-4.

Qualified students may conduct original laboratory or field research in biology. A student may use four hours of research or a combination of two hours of credit from Bio 309 or Bio 310 combined with research credit to total four hours to satisfy one of the upper level requirements in Biology. Interested students should consult the appropriate Biology faculty member.

permission of sponsoring faculty member. At least three hours per week per credit hour, weekly conferences with faculty sponsor, written report at the end of the semester.

40.

Fall, Spring. Credits: 1-3.

The Internship Program is designed to introduce students to practical applications of their academic work. Students may work off campus under professional supervision in fields related to the biological sciences, such as Health Care, Laboratory Diagnosis, Forensics, Environmental Protection, Agriculture. Students will be required to integrate academic and work experiences in an oral and/or written report at the end of the internship. No more than 3 hours per semester for no more than two semesters.

Permission of Departmental Program Director. Pass/Fail credit only. Biology 460 does not satisfy an upper level Biology course requirement for the major.

45-4

Fall, Spring. Credits: 3.

All Biology majors are required to enroll in Senior Seminar during one semester of their senior year. Senior Seminar is intended to be a broad, integrative experience in Biology, requiring both oral and written work.

45-4

Fall, Spring. Credits: 3-6,3-6.

Open to candidates for honors in biology. Includes supervised honors research and instruction in a biological field of study.

Departmental permission.

1973. B.S., Texas A&M University-Commerce; Ph.D., University of North Carolina, Chapel Hill. (Inorganic chemistry.)

James H. Daughdrill, Jr. Professor of the Natural Sciences. 1990. B.A., Clark University; Ph.D., University of Rhode Island. (Biochemistry.)

2004. Chair. A.A., Del Mar College; B.S., Corpus Christi State University; Ph.D., Texas A&M University. (Analytical chemistry.)

2004. B.S., University of North Florida; M.A. and Ph.D., University of Arizona. (Physical chemistry.)

2003. B.S., Tougaloo College; Ph.D., University of Tennessee. (Pharmacology.)

2005. B.S. and M.S., Louisiana State University; Ph.D., The University of Texas, Austin. (Organic Chemistry.)

B.S., University of Memphis.

Departmental Assistant. A.D., Compton College.

Students considering a major in Chemistry should consult a member of the Department as early as possible to help in the election of a program which best fits their interests and abilities. The Department is certified by the American Chemical Society as complying with its requirements for the professional training of chemists.

A total of forty-nine to fifty-one (49-51) credits as follows:

1. Chemistry 111-111L, 112-112L (or 122-122L), 211-212, 211L-212L, 311, 311L, and three additional approved one-semester courses.
2. Physics 111-112 or 109-110, 113L-114L.
3. Mathematics 121-122.
4. Chemistry 385-386.
5. Chemistry 485-486.

A total of fifty-two to fifty-three (52-53) credits as follows:

1. Chemistry 111-111L, 112-112L (or 122-122L), 211-212, 211L-212L, 311-312, 312L, 406, 408, and one additional approved one-semester course.
2. Physics 111-112 or 109-110, 113L-114L.
3. Mathematics 121-122. (A third course is required by the College for the B.S. degree.)
4. Chemistry 385-386.
5. Chemistry 485-486.

A total of sixty-three to sixty-four (63-64) credits as follows:

1. Chemistry 111-111L, 112-112L (or 122-122L), 211-212, 211L-212L, 310, 311-312, 312L, 414-415.
2. Biology 120-121, 121L, 307 and one of the following: 301, 330, 340 or 370.
3. Physics 111-112 or 109-110, 113L-114L.
4. Mathematics 121-122. (A third course is required by the College for the B.S. degree.)
5. Chemistry 385-386.
6. Chemistry 485-486.

1. Chemistry 111-111L, 112-112L (or 122-122L), 211-212, 211L-212L, 311-312, 312L, 406, 408, 414 and one of the following: Chemistry 415, 422, 432, 451, 452, or an approved advanced course in molecular biology, physics or mathematics.
2. Physics 111-112 or 109-110, 113L-114L.
3. Mathematics 121-122. (A third course is required by the College for the B.S. degree.)
4. Chemistry 385-386.
5. Chemistry 485-486.

1. Courses required: those listed for the B.S. degree as well as Chemistry 451 and 452.
2. An original investigation of some problem in chemistry or biochemistry, usually related to research being carried on by a member of the department, is required. A creditable thesis must be presented at the end of the project. The honors project and its outcome must be approved by the Individualized Studies Committee.
3. A public presentation on the honors work is required by the department.

NOTE: The laboratory periods referred to in the following courses indicate an afternoon period of at least three hours.

105.

Fall, Spring. Credits: 3.

Degree Requirements: Natural Science.

Chemical principles and information will be studied through the examination of thematic topics in the chemical sciences. Open only to non-science majors.

111.

Fall. Credits: 3.

Degree Requirements: Natural Science.

A study of the basic concepts and principles of chemistry with a particular emphasis on inorganic chemistry. Topics to be considered include stoichiometry, atomic and molecular structure, bonding, descriptive chemistry, and coordination chemistry. Prerequisite: 089(t)-14(t)-22(r)-25(u)--38(i)2(o)1(n)]TJETB2ics in C

111

Fall. Credits: 1.

An experimental introduction to the physical and chemical properties of matter. One laboratory period a week.

Chemistry 111

112.

Spring. Credits: 3.

Degree Requirements: Natural Science.

A continuation of Chemistry 111. Topics to be covered include states of matter, solutions, elementary kinetics and equilibria, acids and bases, oxidation-reduction and electrochemistry, and thermochemistry.

Chemistry 111-111L.

Chemistry 112L.

112

of the compounds of carbon, both aliphatic and aromatic, containing the most important functional groups.

112-112 and **122-122**
Chemistry 211L-212L.

211 -212
Fall, Spring. Credits: 1-1.

Emphasis is placed upon synthesis and the common laboratory techniques encountered in organic chemistry. One laboratory period a week.

Chemistry 211-212.

310.
Fall. Credits: 2.

This course will provide instruction in the theory and application of a variety of research techniques dealing with the structure and function of proteins in biological systems. Techniques to be stuct-(-67t)3(110 3e(e)2-1(t)3(u)667(b)7(e)20e(c)2n)4(s14(i)4(c)-6e9(s

Chemistry 112-112L (or 122-122L), 211-212, 211L-212L, 311-312, and 312L, or permission of instructor.

40.
Spring. Credits: 3.

A survey of experimental and theoretical inorganic chemistry, with emphasis on topics of current interest. Six laboratory periods during the semester.

Chemistry 122-122L, 211-212, 211L-212L, 311-312, and 312L.
Chemistry 406.

414.
Fall. Credits: 3.

A survey of the chemistry of carbohydrates, lipids and proteins, and their metabolism in living organisms. The kinetics and bioenergetics of enzymatic reactions in metabolic pathways will

4 0. Fall, Spring. Credits: 1-3, 1-3.

A course designed to give students practical experience in chemical research and technology, guided by a chemical professional mentor. Students may work on or off campus, depending upon the preferences of the sponsoring company or institution. Examples of possible work arenas are chemical manufacturing studies, product discovery or improvement Research & Development, or forensic characterization. Students will be required to submit a written report and give an oral presentation at the end of the internship.

Chemistry 211-212, and permission of the Departmental Program Director. Pass/fail basis only. Chemistry 460 does not satisfy an upper level Chemistry course requirement for the major.

4 5-4 Fall, Spring. Credits: 0-2.

A seminar course required of all senior chemistry majors. The course is designed to promote independent thinking, integration of topics in chemistry, and to provide practice in group discussion and in written and oral presentation.

4 5-4 Fall, Spring. Credits: 3-6.

Open to candidates for honors in chemistry. Includes supervised honors research in a chemical or biochemical field of study.

Departmental permission.

2000. Robert D. McCallum Professor of Economics. B.A., Olivet College; M.A., Western Michigan University; Ph.D., University of Illinois at Urbana-Champaign. (Managerial economics, industrial organization, economic theory.)

1972. B.A., University of the South; Ph.D., Vanderbilt University. (History of economic thought, business ethics.)

1991. B.A., State University of New York at Stony Brook; M.B.A., Baruch College; M.Phil. and Ph.D., City University of New York. (General management, human resource management.)

1988. Director, M.S. in Accounting Program. B.S., M.S., University of Memphis; Ph.D., University of Houston. C.P.A. (Accounting)

3. Mathematics 115.

4. Students who major in Business Administration may not minor in Economics.

A total of twenty-one (21) credit hours as follows:

Option I

Economics 101, 102, 290.

Business Administration 241, 351, 361, 371.

Option II

Economics 101, 102, 290.

Business Administration 241 and 243.

Two additional courses from the following: Business 341, 342, 351.

1. Requirements for a major in Economics.

2. Economics 495-496.

3. A substantial research paper in an area of special interest to the candidate.

4. An oral examination on the research paper.

All honors students must meet eligibility criteria established for the Honors Program.

1. Requirements for a major in Business Administration.

2. Business 495-496.

3. A substantial research paper in an area of special interest to the candidate.

4. An oral examination on the research paper.

All honors students must meet eligibility criteria established for the Honors Program.

Generally, courses with numbers ending in 00 through 39 are economics courses, those ending in 40 through 79 are business courses, and those ending in 80 through 99 are both. Within business, the course numbers indicate the particular area: 40s-accounting and related areas, 50s-finance, 60s-management, and 70s-marketing.

101-102.

Fall, Spring. Credits: 4-3.

Degree Requirements: Social Science.

A survey of economic analysis and institutions combining economic theory with a discussion of applications to the U. S. economic system for majors and non-majors. First semester (microeconomics): Study of the behavior of consumers and firms in competitive and noncompetitive markets, and the consequences of this behavior for resource allocation and income distribution. Consideration of government's role in competitive and noncompetitive markets. Second semester (macroeconomics): Study of the determination of the domestic levels of income, output, employment and prices; study of international trade and finance. Consideration of economic growth and international trade. Must be taken in sequence, but students can take Economics 101 without taking 102.

205.

raising and expenditure operations of the government will be analyzed using microeconomic tools to determine their allocative and distributive effects. Additional topics include an introduction to public choice theory and an examination of market failures and public policy responses to them. Typically offered every other year.

102. Economics 101-102 or may be taken concurrently with Economics 102.

210.

312. Spring. Credits: 4.

Problems of economic development and growth; interaction of economic and non-economic factors, population and the labor force, capital requirements, market development, foreign investment and aid, and role of government. Comparison of the growth of advanced and developing economies. Policy measures to promote development and growth.

Economics 101-102.

323. Fall. Credits: 4.

The writings of Adam Smith and of Karl Marx had a profound and lasting influence on the way people think about the world. The Industrial Revolution that took place in the interim between the publications of the works of these two thinkers literally changed the world. This course focuses on the most important works of Smith and Marx and on the economic events taking place in eighteenth and nineteenth century England that continue to affect the way we think and live. The works of other Classical Economists are also examined.

Economics 101-102 or may be taken concurrently with Economics 102.

331. Spring. Credits: 4.

Degree Requirements: Social Science.

This course covers standard labor economic theory. Topics include market equilibria, the demand for and supply of labor (Including human fertility, human, capital, hours of work, and labor force participation), wage levels and differences (Including discrimination), union and government as labor market forces.

Economics 101.

333. Fall. Credits: 4.

Degree Requirements: Social Science.

This course covers standard health economic theory. Economic aspects of the production, distribution, and organization of health care services, such as measuring output, structure of markets, demand for services, pricing of services, cost of care, financing, mechanisms, and their impact on the relevant markets.

Economics 101.

40. Fall. Credits: 4.

The issues of strategic interaction and information asymmetry have come to the forefront of virtually every functional field in economics and business. This course represents an introduction to how game theory is used as a tool to model and to solve questions of strategy as they arise in a variety of economic situations and events in the world. Modeling topics to be covered are strategic and extensive form games, Bayesian decision-making, and evolutionary stability. Possible applications include bargaining, international collective action, the credibility of macroeconomic policy, learning, and signaling.

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and other property, negotiable instruments, real and personal property, leases, and wills and estates. The course will be taught largely utilizing the case method and problem approach, with an emphasis on how legal concepts are applied to specific factual situations.

21. Business Law I.

Fall. Credits: 4.

Degree Requirements: Humanities.

Topics covered in this course include: ethical theory, gender and diversity issues, worker safety, international business ethics, regulation, insider trading, product safety, labor conflict and strikes, and a number of others that are either applied or theoretical in nature. The course is designed to provide students with the ability to identify, analyze, and apply philosophical, economic and sociological concepts related to ethical reasoning and argument to business decision-making and conduct. Case material,

4 3. International Business Administration

Fall. Credits: 4.

Explores the application of management models to international business decisions in the areas of work design, organizational structure, strategic planning and human resource/personnel management. The focus is on the usefulness of contemporary models across diverse cultural settings as indicated by recent empirical research.

Business Administration 361.

4 Personnel/ Human Resource Management

Spring. Credits: 4.

An introduction to the functions of personnel/human resource management. Topics covered include human resource planning, training and development, wage and salary administration, selection instrument validation, employee performance evaluation, and employee relations. Special attention is given to the use of information systems for managing personnel functions. A computer/library project that focuses on the relationship between work attitudes and work behavior is required.

Business Administration 361 and Economics 290 (or Psychology 211).

4 2. Marketing Management

Fall. Credits: 4.

Focus is on the management of the marketing process in order to develop effective marketing strategies and the components of market and environmental analysis: customer and competitor, industry, government, and the business itself. Through the use of case studies and computer application of marketing models, attention is given to the development of an analytical structure for determining acceptable marketing strategies.

Economics 290 and Business Administration 371 and 243. Must be taken concurrently with Business 452.

4 3. Global Marketing

Spring. Credits: 4.

An introduction to the global marketing environment, with an examination of how international business variables affect the marketing process. Objectives include understanding the differences between domestic and international marketing, providing a framework for analyzing major risks and opportunities

English department, serves as Dean of the program, which is more fully described in the section concerning Foreign Study.

The Writing Center. The department oversees a writing service available to all Rhodes students. Student tutors, all majors in the department, are available daily to assist students with written work. The Writing Center will report the results of the tutoring to the professor for whom the written work is done.

A total of fifty (50) credits as follows:

1. Three (3) courses in English literature written before 1800, at least two of which must be at the 300 level (i.e., 230, 260, 315-341)
2. Either English 332 or 385, to be taken by the end of the junior year (may also satisfy #1 or #5)
3. English 485
4. English 483-484 (2 credits)
5. Eight (8) additional courses in English, 200 or above, at least 6 of which must be in literature.

Of the above required courses, a minimum of eight 4-credit courses must be numbered 300 or above. (English 460 does not fulfill this requirement.)

1. One course in English literature written before 1800 at the 300 level (i.e., 315-341)
2. Either English 332 or English 385, to be taken by the end of the junior year
3. Four additional courses in literature (one film course or internship may be counted in this category)
4. Five courses chosen from the following: English 29(e)-52(y), English 151, English 355, English 355shc

300. **ENGL 200: The Evolution of English Prose**
Fall. Credits: 4.

Study of prosodic tradition, with an emphasis on the evolution of form as an organic process. Students will develop their own writing practices, both within received forms and by conceiving forms appropriate to their own styles. Study of poets in translation and those writing in English, across cultures and periods.

English 200 and permission of the instructor.

301. **ENGL 201: The Craft of Fiction**
Fall. Credits: 4.

Practice in the craft of fiction with an emphasis on elements of narrative form, including point of view, character development, plot, temporality, and tone. Includes study of narrative form and close readings of contemporary short fiction.

English 201 and permission of the instructor.

310. **ENGL 202: The History of Poetry**
Spring. Credits: 4.

Students will work to develop their own poetry, and consider and discuss their own ideas on aesthetics, as they read and discuss theories of poetry. Study of selected essays, excerpts and letters by writers such as Aristotle, Berryman, Brooks, Coleridge, Eliot, Hass, Keats, Lawrence, Longinus, Lowell, Olson, Pound, Rilke, Shelley, Stevens, Williams, and Wordsworth. Readings of selected poems in translation and in English, across cultures and periods.

English 200 and permission of instructor.

311. **ENGL 203: The History of the Short Story**
Spring. Credits: 4.

Practice in the craft of fiction with an emphasis on narrative theory and the historical development of the short story. Students will develop their own fiction while examining short fiction from all periods of the preceding century, thereby placing their own art within its historical context. Includes study of literary movements and narrative theory.

English 201 and permission of instructor.

4 1-4 2. **ENGL 400: Writing Concentration Portfolio**
Fall, Spring. Credits: 0-2.

For majors in the writing concentration. A two-semester course in which students create and assemble a portfolio of their writing in their major genre. No more than 60% of the work included in the portfolio may be revision of material produced for workshops.

210. **ENGL 100: Introduction to Critical Reading and Writing**
Fall, Spring. Credits: 4.

Degree Requirements: Humanities, F2, F4.

An introduction to the process of reading critically and writing perceptively

215. ENGL 101.001

Fall. Credits: 4.

Degree Requirements: Humanities, F4.

A component of the First-Year Learning Community program. Open only to program participants.

220. ENGL 101.002

Fall, Spring. Credits: 4.

Degree Requirements: Humanities, F4.

A study of works written by or about women, this course is an opportunity to explore the distinct issues that women, their representations, and their writing raise. Possible topics: Women's Autobiography, Contemporary Black Women Authors, and others. May be repeated once with different topic.

English 151 or permission of instructor.

221. ENGL 101.003

Fall, Spring. Credits: 4.

Degree Requirements: Humanities, F4.

A study of the evolution of the genre of the novel of manners, from the nineteenth century to its modern practitioners. Authors include: Austen, James, Wharton. This course may be counted toward a Women's Studies minor.

English 151 or permission of instructor.

224. ENGL 101.004

Spring. Credits: 4.

Degree Requirements: Humanities, F4.

This course will introduce students to African-American Poetry in the United

Herbert, Herrick, More, Bacon, Browne.

Any 200-level literature course or permission of instructor. (Course offered in alternate years; scheduled for 2005-2006.)

323.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities.

A study of non-Shakespearean drama of the 16th and 17th centuries. Possible dramatists: Marlowe, Jonson, Webster, Ford, Tourneur, Marston, Beaumont, Fletcher, Massinger. (Course offered in alternate years; scheduled for 2006-2007.)

Any 200-level literature course or permission of instructor.

325.

Spring. Credits: 4.

Degree Requirements: Humanities.

Chaucer's major works.

Any 200-level literature course or permission of instructor. (Course offered in alternate years; scheduled for 2007-2008.)

332.

Spring. Credits: 4.

Degree Requirements: Humanities.

Focused exploration of a critical problem in Shakespeare studies. The focus of the class will vary from semester to semester, but it will regularly include the study of six to eight works by Shakespeare as well as critical and historical texts.

Sample subjects: Gender and its Represent14(ec)-18;(i)-7(b)-10(y)-21(S)-1(h)4(a)-1(k)2

Any 200-level literature course or permission of instructor.

341.

Spring. Credits: 4.

Degree Requirements: Humanities.

The class will place particular emphasis on the historical and cultural changes that resulted in the emergence of the novel as a mass market genre. Fiction by such authors as Defoe, Richardson, Fielding, Sterne, Burney, Radcliffe, and Austen, with poetry and prose by Swift, Goldsmith, Pope, Cowper, Gray, and others.

Any 200-level literature course or permission of instructor.

350.

Fall. Credits: 4.

Degree Requirements: Humanities.

Works of the major Romantic writers from Blake through Keats. Possible authors: Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, Lamb, Hazlitt, DeQuincey.

Any 200-level literature course or permission of instructor.

351.

Spring. Credits: 4.

Degree Requirements: Humanities.

Works of major Victorian writers from Tennyson through Hopkins. Possible authors: Tennyson, Browning, Arnold, the Rossettis, Hardy, Hopkins, Carlyle, Ruskin, Morris, Pater, Wilde.

Any 200-level literature course or permission of instructor.

355.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities.

A study of such authors as Austen, Scott, Shelley, the Brontes, Thackeray, Dickens, Eliot, Meredith, Trollope, Stevenson, Hardy, and "minor classics."

Any 200-level literature course or permission of instructor.

3010.

Fall. Credits: 4.

Degree Requirements: Humanities.

An advanced study of authors and works important to the first century of United States literature, a period of democratic social upheaval and experimental cultural nationalism. In a given year, the course may present a complete survey of the period or an in-depth study of particular authors or concerns central to it. Authors may include Cooper, Poe, Emerson, Hawthorne, Stowe, Melville, Dickinson, and Whitman.

Any 200-level literature course or permission of instructor.

315-145.

Spring. Credits: 4.

Degree Requirements: Humanities.

An advanced study of important authors and works from the Civil War to World War II, a period of self-conscious literary movements—realism, naturalism, and modernism—prompted by rapid and dramatic changes in American society. In a given year, the course may present a complete survey of the period or an in-depth study of particular authors or concerns central to it. Authors may include Twain, Howells, Chesnut, Frost, Stein, Hemingway, Cather, Fitzgerald, Eliot, Hurston,

Hughes, and Faulkner.

Any 200-level literature course or permission of instructor.

3 3.

Fall. Credits: 4.

Degree Requirements: Humanities.

Major British authors of the 20th century. Possible authors: Yeats, Hardy, Eliot, Joyce, Conrad, Forster, Woolf, Lawrence, Shaw, Beckett, Wilde, Auden, Thomas.

Any 200-level literature course or permission of instructor.

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Fall, Spring. Credits: 4.

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Fall, Spring. Credits: 4.

A program designed to introduce students to the practical applications of their academic studies. Students may work with professionals in such agencies as the U. S. Geological Survey, USGS Water Resources Division, and the Center for Earthquake Research and Information (CERI). A written and oral presentation is required at the end of the internship integrating the student's academic work and the internship project.

10

11

12

13

14

European Studies: Art 836, English 831, English 834, History 830,

A total of seven courses (28 credit hours) as follows:

1. Two courses (8 credit hours) of ancient Greek or Latin beyond 201.
2. Greek and Roman Studies 275.
3. Four courses (16 credit hours) of courses on the culture and civilization of ancient Greece and Rome. Students may include up to eight credit hours of courses in ancient Greek or Latin (beyond 201) or modern Greek or Italian toward this requirement after they have taken the required eight credit hours of ancient Greek or Latin. The following courses count toward this requirement:
 - Art 231, 265 (when it covers ancient Greek or Roman material), 318, 319, 320, 338, 365 (when it covers ancient Greek or Roman material)
 - European Studies: Art 836, English 831, English 834, History 830, Philosophy 833, Philosophy 835
 - Greek and Roman Studies: 245, 250, 255, 260, 283, 305, 361
 - History 105, 205 or 305 (when they cover ancient Greek or Roman material)
 - Philosophy 201, 202, 311, 401 (when it covers ancient Greek or Roman material)
 - Political Science 311
 - Religious Studies 214, 280, 281, 282, 283, 284, 285, 286
 - Theatre 280

A total of seven courses (28 credit hours) as follows:

1. One course (4 credit hours) of ancient Greek or Latin beyond 201.
2. Greek and Roman Studies 275
3. Art 220: Introduction to Archaeological Methods.
4. Three courses (12 credit hours) from the following courses:
 - Art 318, 319, 320, 338, 365 (when it covers ancient Greek or Roman material)
 - History 205 (when it covers ancient Greek or Roman material)
5. One course (4 credit hours) from the following courses:
 - Anthropology 207 or 208, 215
 - Art 231, 265 (when it covers ancient Greek or Roman material), 318, 319, 320, 338, 365 (when it covers ancient Greek or Roman material)
 - European Studies: Art 836, History 830
 - Geology 111-111L, 112-112L
 - Greek and Roman Studies 245, 250, 255, 260, 283, 305, 361

of one or more aspects of the ancient world. Such a project might take the form, for example, of a written thesis, an analysis of archaeological fieldwork, or the production of a tragedy or comedy.

To help students experience the artifacts of the Greeks and Romans and other Mediterranean cultures in the areas where they lived, GRS organizes, supports, and recommends a number of opportunities for travel-study abroad. As described below in the descriptions for GRS 305 and Latin 232, the department regularly offers courses that involve travel and study in Greece, Italy, and other countries in the Mediterranean and Middle East. With colleagues f h mme Tf-3.596 -2..C7T70D5(f)-19(e)

myth and ritual school, the psychoanalysts, and the structuralists.

2 0. *Classical Greek Poetry and Performance*

Fall, Spring. Credits: 4.

Degree Requirements: Humanities.

This course will examine the relationship between the evolution of poetic genres and the contexts of performance. The approach and range of topics will change from year to year. Examples of topics include Homeric poetry and the role of the oral tradition in the definition and maintenance of communities during the Archaic period; lyric poetry and the function of the *epithalamion* in the *epic*; Athenian tragedy and comedy as a reflection of the cultural, economic, and political concerns of Attika and the greater Greek-speaking world; Roman comedy and the interaction between Greek and Roman cultural norms. Students may take this course more than once if topics change.

2 5. *Archaeology of the Ancient World*

Spring. Credits: 4.

This course introduces students to the study of the ancient world and its documentary and non-literary domains. Within the former domain, topics of study will include the nature of ancient written texts, scholia, lexica, grammars, commentaries, interpretive analyses, bibliographies, manuscript traditions, and modern scholarly resources. With regard to the non-literary sources of information, students will become familiar with the types of material artifacts used to study the cultures of ancient Greece and Rome and the theoretical approaches to the study. Although students may take this course at any time, majors must take this course before they enroll in GRS 475, which they will normally take in the spring semester of the senior year.

2 3. *Latin in Rome*

Spring. Credits: 1.

This course prepares students to participate in Latin 232: Latin in Rome, GRS 305: Travel-Study in Europe, the Mediterranean, and the Near East, the classical track of European Studies and other opportunities for travel-study, for example, archaeological field schools and trips to museum collections. This course generally focuses on one country or region (e.g. Egypt, Greece, Italy, or Turkey) each time it is offered. Weekly meetings will cover introductory material on a variety of topics that will prepare students for their travel-study experience. Students will be expected to complete a number of relevant readings, participate in discussions, and attend lectures and other cultural activities.

305. *Material Culture of the Ancient Mediterranean*

Summer. Credits: 4.

Degree Requirements: Fine Arts.

This course offers an intensive introduction to the material culture of ancient Mediterranean and Middle Eastern countries. The course generally focuses on one country, e.g., Egypt, Greece, Italy, or Turkey) each time it is offered. Through visits to archaeological sites and museums, the course will cover the evolution of art, architecture, and other aspects of material culture beginning with the period of the earliest human presence and, depending on the region, working through societies of the first millennium CE. The course of travel and study generally lasts four weeks. If possible, students should enroll in at least one of the following courses as preparation for this course: Art 220, 231, 318, 319, 320, History 205.1, 205.2, or 205.3. Students may take this course more than once if the itinerary changes.



2 4/3 4. Fall. Credits: 4.

for more advanced work in the language. During this course students will begin making the transition from graded selections in the elementary texts to authentic ancient texts from a variety of Latin authors and genres from antiquity to the modern period. In addition to developing their ability to comprehend and interpret ancient texts, students will continue to work on their aural-oral proficiency.

202. II 2 111 .

Spring. Credits: 4.

In keeping with the pedagogy of the ancient schools of rhetoric, this course will provide an analytic and comprehensive review of the structures of the language. Students will work toward fluency in reading, composition, and conversation.

232. II 111 .

Summer. Credits: 4.

Degree Requirements: Humanities.

An intensive reading course examining works of Latin literature pertinent to the study of the topography of Rome. Selections will come from Roman historians, poets, orators, and inscriptions. Class meetings will take place in the city of Rome. Students will visit and analyze sites described in the primary literature; inscriptions review in situ where possible, and study the textual tradition through available manuscripts.

2 5. 1 1 11 11

Prudentius, Alcuin of York, Einhard, Hrotsvitha of Gandersheim, Abelard, Heloise, Hildegard of Bingen, and Walter of Chatillon. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis (www.sunoikisis.org), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will require extensive reading in more than one genre of Latin literature and a rigorous study of the cultural and historical context of Rome and the Latin-speaking world after 180 CE.

Prerequisites: Latin 265 or equivalent. Some familiarity with Roman history and the literature of the Augustan period is strongly advised. Permission of the instructor is required.

415. Roman History and Literature

Fall, Spring. Credits: 2.

Under the direction of the instructor, the tutorial assistant will be responsible for helping plan and conduct the tutorial sessions for elementary students. Assistants will also develop a familiarity with issues concerning second language acquisition and assist in the evaluation of language courses. This course is open to advanced students and by permission of the instructor.

2006. Provost and Vice President for Academic Affairs. B.A., Boston University; M.A., Tufts University; M.A. and Ph.D., University of Wisconsin. (History of Science, American history.)

1989. The J. J. McComb Professor of History. B.A., M.A., and Ph.D., Indiana University. (East Asian history, China and Japan, Inner Asian history.)

1988. B.A., Dickinson State College; M.A., University of Texas; Ph.D., University of Minnesota. (Modern Britain, India, European intellectual history.)

1995. B.A., Nasson College; M.A., Washington State University; Ph.D., Brown University. (Gender in the American West, American women, Native American history.)

- a. Of the eleven courses, no more than one may be taken at the 100 level.
 - b. Of the eleven courses, up to seven may be taken at the 200 and 300 level.
 - c. Of the eleven courses, at least four must be seminar courses at the 400 level.
 - d. Of the eleven courses, no more than six may be taken in a single area (listed below), and at least one must be taken in each area:
 - (1) European history
 - (2) United States history
 - (3) Latin American or African history
 - (4) Asian or Middle Eastern history
 - e. Of the eleven courses, at least one must concentrate on a period prior to 1500 CE. The following courses meet that requirement: History 212, 213, 281, 282, 288, 293, 385, 412, and 421. Some 205 and 305 topics courses will also apply.
3. History 499: Senior Seminar

A total of eighteen (18) credits selected according to the following principles:

1. No more than one course at the 100 level.
2. At least two courses at the 400 level.
3. At least one course each in:
 - (a) European history
 - (b) United States history
 - (c) Asian, Middle Eastern, Latin American, or African history

introduced to historiography, the use of primary sources, and ethical issues in history. Written work will be emphasized, and an oral presentation may be required of all students. Not open to seniors.

205. - I I U U I U .

Fall, Spring. Credits: 3.
Degree Requirements: Humanities.

Introduction to selected periods in history. Varies with instructor. May be repeated for credit when topics vary. Not offered every year. Potential topics include Revolutionary America, and Asian Societies: Past and Present.

212. I I U U .

Fall. Credits: 3.
Degree Requirements: Humanities.

This course examines the transition from the world of late antiquity to that of the European Middle Ages, from the collapse of the Roman Empire through the

of the African diaspora on colonial America to the Black student sit-ins and the formation of the Student Non-Violent Coordinating Committee in 1960.

244.

Fall. Credits: 3.

Degree Requirements: Humanities.

This course provides an examination of the ways in which the concept of childhood has been defined throughout United States history, as well as a study of how children themselves have influenced and shaped institutions, laws, and popular culture. A service-learning component is required. (Course offered in alternate years; scheduled for 2008-2009.)

245.

Fall, Credits: 3.

Degree Requirements: Humanities.

This course explores key developments in American women's history, from pre-contact Native American societies to the present. Topics include Native and Euro-American women's status in pre-industrial societies, the political meanings of witch trials, the rise of domestic sentimentalism, race and gender in the slaveholding South, the impacts of industrialization, gender relations in war and depression, and the origins of modern feminism. Letters, diaries, oral histories, government documents, popular literature, and film will be analyzed in light of related scholarship

24

Fall. Credits: 3

Degree Requirements: Humanities.

While the study of wars has always proven to be a popular subject for students of American history, the use of gender in analyzing the causes and effects of these conflicts has only recently been an important focus in historians' examinations of different conflicts. Wars in US history have been shown by different scholars to be crucial periods in the nation's past when national gender norms were shattered, reformed, or reinforced. New studies have use gender to examine the origins of different wars and to understand the motivations of the soldiers who fought them. By emphasizing the importance of gender in historical study, students will be encouraged to examine historical evidence critically in order to bring their perspective to the study of wars in American history. (Course offered in alternate years; scheduled for 2007-2008).

24

Fall. Credits: 3.

Degree Requirements: Humanities.

This course provides an exploration of the social, political, economic, and cultural history of the South as a distinct region of the United States. The course will include discussion of the origins of a slave society, the culture of slavery and the Old South, the Civil War and Reconstruction, social and cultural change in the New South, and the Civil Rights Movement.

24

Spring, Credits: 3.

Degree Requirements: Humanities.

This course will examine attitudes toward the poor throughout the course of U.S. history, as well as the experiences of public and private relief organizations.

(principally Aztec, Inca, Chibcha and Maya) and European (Spanish and Portuguese) civilizations that shaped the formation of colonial Latin American history, the conquest, the institutions and the social history/movements during this historical period will be addressed in a thematic fashion.

2. History of Latin America

Spring. Credits: 3.

Degree Requirements: Humanities.

This course surveys the history of Modern Latin America from the period of Independence (1810-1824) to the present, addressing the economic and social development of the Latin American region. Certain themes, such as religion, poverty, violence and foreign intervention will be covered in depth. Feature films, recent literature and oral history testimony will serve as "tools" for understanding contemporary Latin America.

2. History of Mexico

Spring. Credits: 3.

Degree Requirements: Humanities.

This course focuses on Mexico as a geographic unit and addresses, principally, the social, cultural and economic history of the peoples who have inhabited Mexico. Beginning with an examination of pre-Columbian history, the course moves in a

topics include Imagining Asia: Western Perceptions of the East, and The Power of the Poor in Latin America.

310.

Fall. Credits: 3

Degree Requirements: Humanities.

This course examines the lives of European women from approximately 400-1500 CE and explores how they both shaped and were shaped by religious, political, economic, and cultural forces in medieval society. In addition to looking at women's lived experiences, we will study images and ideas about women, and the connections between the two. Throughout the semester we will also consider how historians write the history of medieval women, including what sources are available, what questions historians have chosen to ask, and how these affect what we can know about medieval women. (Course offered in alternate year; scheduled for 2006-2007.).

313.

Spring. Credits: 3.

Degree Requirements: Humanities

Covering the period between approximately 1050 and 1600, this course examines the conflicts between Western European Christians and others around them primarily, but not exclusively Muslims of the Middle East. While many of these conflicts were military in nature, only a small proportion of this course will discuss the details of military technology, tactics, and strategy. More attention will be paid to the broader political context in both Europe and the Middle East, the ideological underpinnings of the conflict for both Christians and Muslims, the nature of religious belief in the Middle Ages, and the impa34(c)-2(o)rempa3-13(e)-6(m)8(p)/q3-

shaping of idea. Student will grapple with an intellectual tradition that encompasses the work and thought of both “elite” and “non-elite” actors in the African American experience and examine intellectual responses to slavery, emancipation, nation-building, and the long civil rights movement. Finally, students will explore the critical role that African American intellectuals—in all their guises—have played in the shaping of the American historical and intellectual landscape. (Course offered in alternate years; scheduled for 2007-2008.)

34 . ;
Spring. Credits: 3.
Degree Requirements: Humanities.

Using a variety of genres including autobiography, demographics, fiction, court

3 4.

Spring. Credits: 3.

Degree Requirements: Humanities.

This course examines the history of religion and religious tradition in Latin America, beginning with an analysis of pre-Columbian religious history and study of the imposition of Christianity with the arrival of the Spaniards and Portuguese. Syncretic identity, politics and religion and the recent growth of evangelical Protestantism in Latin America will be some of the major themes addressed.

3 2.

Fall. Credits: 3.

Degree Requirements: Humanities.

Historians estimate that the Atlantic

400-

405.

Spring, Fall. Credits: 3

Degree Requirements: Humanities

Advanced seminars in selected topics in history. Varies with instructor. May be repeated for credit when topics vary. Not offered every year.

Any History course at the 100 or 200-level or permission of the instructor.

412.

Spring. Credits: 3.

Degree Requirements: Humanities.

This seminar examines the history of England in the Middle Ages, from approximately from the age of the Anglo-Saxons to the advent of the Tudors (900-1500). We will survey the most significant events and

42 , 1 1 -1 45.

Spring. Credits: 3.

Degree Requirements: Humanities.

This seminar investigates one of the most tumultuous eras in European history by exploring the political and cultural development known as "fascism." Radicalized by World War and Depression, adherents of this new political philosophy

4 5-4

Fall, Spring. Credits: 3-3.

Maximum of 6 hours credit. Must have departmental approval before undertaking Honors.

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451-452.

Fall, Spring. Credits: 1-4.

Qualified students may conduct original laboratory research in biochemistry and molecular biology. A student may use four credit hours of research to satisfy one of the upper level requirements in Biochemistry and Molecular Biology. Interested students should consult a Biochemistry and Molecular Biology committee member.

Prerequisites: permission of sponsoring faculty member and the Biochemistry and Molecular Biology committee. At least three hours per week per credit hour, weekly conferences with faculty sponsor, written report at the end of the semester.

4 0.

Fall, Spring. Credits: 1-4.

The Internship Program is designed to introduce students to practical applications of their academic work. Students may work off campus under professional supervision in fields related to the biochemical and molecular biological sciences, such as in bioinformatics and biotechnology. Students will be required to integrate academic and work experiences in an oral and/or written report at the end of the internship. No more than 3 credits per semester for no more than two semesters. Pass/Fail credit only. This course does not satisfy an upper level course requirement for the major.

Prerequisites: Permission of the Biochemistry and Molecular Biology Committee chair

4 5-4

Fall, Spring. Credits: 4.

All Biochemistry and Molecular Biology majors are required to enroll in Senior Seminar during one semester of their senior years. Senior Seminar is intended to be a broad, integrative experience in Biochemistry and Molecular Biology, requiring both oral and written work.

Prerequisites: Completion of the required courses or permission of instructor.

4 5-4

Fall, Spring. Credits: 3-6.

Open to candidates for honors in Biochemistry and Molecular Biology. Includes supervised honors research and instruction in an appropriate field of study. Prerequisites: Permission of the Biochemistry and Molecular Biology Committee.

- Department of Biology
- Department of Political Science
- Department of Anthropology and Sociology, Chair
- Department of History
- Department of History
- Department of Anthropology and Sociology
- Department of Psychology

Education 201: Foundations of Education
 Geology 214-214L: Environmental Geology
 History 105*: Selected Introductory Topics In History
 History 205*: Selected Topics In History
 History 242: African-American History
 History 244: History of Childhood in America
 History 305*: Selected Advanced Topics in History
 History 342: Slavery in the United States
 History 343: The Civil Rights Movement
 International Studies 250: Mexican Politics and Society in the 20th Century
 Political Science 161: Contemporary Issues in Public Policy
 Political Science 200: Urban Politics
 Political Science 230: Black Politics
 Political Science 316: Urban Policy
 Political Science 385: Criminal Justice
 Political Science 401: Politics of Health and Health Care
 Political Science 420: Urban Programs
 Psychology 311: Counseling Psychology
 Psychology 323: Social Psychology
 Psychology 329: Developmental Psychology: Infancy and Childhood
 Religious Studies 258: Religion in America: African American Religious History*
 Urban Studies 450: Washington Semester (three classes can be used as electives and one class can be used as an internship, depending upon urban content)
 Urban Studies 460: Internship in Urban Studies
 Urban Studies 462: Field Projects in Community Organization

201. **U** **R** **B** **A** **N** **W** **A** **S** **H** **I** **N** **G** **T** **O** **N** **S**
 Spring. Credits: 3.
 Degree Requirements: Social Science.

An interdisciplinary approach to examining issues and institutions in American cities; neighborhoods, downtowns, suburbs, housing, poverty, environmental justice, nonprofits and city politics; discussion of urban public and social policies; field trips or service learning will be used to do hands on analysis of urban issues.

450. **U** **R** **B** **A** **N** **W** **A** **S** **H** **I** **N** **G** **T** **O** **N** **S**
 Fall, Spring. Credits: 6.

A sixteen-week study in Washington, D.C.; consists of seminars, internships and a research project. Students are required to take the urban research project. Since special financial arrangements are required for this program, students may not apply Rhodes financial aid or Rhodes scholarship fund to the cost of attendance at American University.

Consent of Chair and special financial arrangements with the College.

3. Two of the following courses:
 - Spanish 309: Spanish in Ecuador
 - Spanish 310: Spanish in Memphis
 - Spanish 320: Spanish American Drama

- Department of English, Chair
- Department of Art
- Department of Religious Studies
- Department of History
- Department of History
- Department of History
- Department of History
- Department of English
- Department of Philosophy
- Department of Anthropology/Sociology

A total of eighteen (18) credits as follows:

1. American Studies 200 and American Studies 400
2. Three courses from three departments chosen from the following courses with an American Studies approach:
 - a. Anthropology/Sociology 105: Introductory Sociology
 - Anthropology/Sociology 210: Gender and Society
 - Anthropology/Sociology 343: Racial and Ethnic Minorities
 - b. b. E 719tFE:7xtK 1.2 0 Td[(b)12(.)]TJ/Span#ActualTextFEFF0009-BDC ()TjEMC 1.195 0 T

Religious Studies, co-Chair
Religious Studies, co-Chair
History
Anthropology and Sociology
Greek and Roman Studies
Chemistry
Art
Physics

A total of eighteen credit hours as follows:

1. Archaeology 210 or Anthropology 250: Learning from Things: Material Culture Studies
 2. Archaeology 220 or Art 220: Archaeological Methods
 3. Three courses selected from a list of courses that deal with archaeological issues offered in various departments. At least two departments must be represented to satisfy this requirement.
- Anthropology/Sociology 207: Becoming Human: Archaeology and the Origins of Culture

things." This course is cross-listed as Anthropology/Sociology 250.

220. ANTHROPOLOGY/SOCIOLOGY

Credits: 3.

This class will expose students to a range of archaeological methods used in the field, laboratory and museum to find, record, date, preserve and contextualize physical materials. Basic methods of investigation and research will be discussed through the examination of site survey, excavation and the analysis of artifacts. Students will be introduced to various systems of archaeological classification and analytical techniques for understanding objects such as lithic artifacts, pottery, human skeletal remains, and other historic and prehistoric artifacts. Artifact illustration, photography, cataloguing and curating will also be discussed. (Course offered every third year; scheduled for 2006-2007.)

450. ANTHROPOLOGY/SOCIOLOGY

Credits: 3.

A supervised training course (ordinarily in the summer) in archeological methods at a controlled excavation. Students will live on the site and participate as crewmembers in the excavation, registration, restoration and publication of archaeological remains. Most students will participate in the Rhodes summer field school at the Ames Plantation, but alternative field schools in the USA or abroad are acceptable alternatives pending the approval of the chair of the Archaeology Program.

400. ANTHROPOLOGY/SOCIOLOGY

Credits: 3.

A supervised learning experience involving archaeological and/or material culture studies out of state, abroad, or in the community outside of the college. This may include museums, laboratories, cultural resource management firms, cultural conservation projects, historical landmarks, surveying firms, etc. The student and the faculty advisor will devise the program of field work and submit it for approval to the chair of the Archaeology Program.

- ✓ Biology 200. Evolution
- Biology 212. Environmental Issues in South Africa
- Biology 214. Environmental Field Study in Namibia*
- Biology 252. Coral Reef Ecology: Primary Literature
- Biology 253-254. Coral Reef Ecology*
- Biology 315. Ecology
- Biology 375. Conservation Biology
- Geology 112. Evolution of the Earth
- Geology 214. Environmental Geology*
- Geology 301. Special Problems in Geology
- Geology 460. Internship in Geology
- Physics 101. Astronomy

- ✓ Anthropology/Sociology 205. Victims of Progress
- Anthropology/Sociology 321. Ecological Anthropology
- Interdisciplinary 260. Frontiers of Environment and Culture
- Philosophy 250. Environmental Ethics
- Religious Studies 200. Topics course (when environmental topic)

5. One Experiential Learning involvement:

Courses marked with an *, or pre-approved research, internships, or volunteer projects. Pre-approved off-campus courses may be used to fulfill the ESS Requirements.

- ✓ _____, Department of Biology, Chair
- ✓ _____, Department of Biology
- ✓ _____, Department of Physics (Geology)
- ✓ _____, Department of Mathematics and Computer Science
- ✓ _____, Department of Chemistry

Requirements for a minor in Environmental Science

A total of 24-28 credit hours and one additional experiential environmental
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committee but may include independent research, internships, service projects, summer experiences, international experiences.

Department of English, Chair
Department of History
Department of English
Department of Foreign Languages and Literature
Department of Foreign Languages and Literature

A total of eighteen (18) credit hours as follows:

1. English 202
2. English 382
3. Four courses to be chosen from a list of offerings in various departments. One of these requirements may be satisfied by a directed inquiry or an internship (on approval of the Film Minor Committee). At least two of these courses must be 300- or 400-level courses. Courses currently being offered which meet one or more of these requirements are:

Art 345: Contemporary Art

English 245: Special Topics in Cinema

English 241: History and Criticism of American Cinema

English 242: World Film

English 381: Advanced Topics in Film

French 234: Hitchcock and Truffaut

French 332: French Drama

French 334: French Cinema

German 307: German Cinema

History 205: History of Latin America through Film

Russian 214: Dostoevsky in Literature and Film

Russian 210: Russian/Soviet Cinema

Department of English
Department of History
Department of Modern Languages and Literatures
Department of Physics (Geology)
Department of Modern Languages and Literatures
Department of History, Chair
Department of English
Department of Anthropology/Sociology
Department of Chemistry
Department of Modern Languages and Literatures
Department of Modern Languages and Literatures
Department of Art
Department of History

Department of English
2 1 Tf10 0 0 10 133.4204 599.6312 Tm[(D)-12(e)-1(p)-11(a)]

Students interested in interdisciplinary study are encouraged to consider interdisciplinary majors. Details about such majors may be found in this catalogue under Planning A Degree. The following interdisciplinary majors have been approved by the Faculty, and the required courses have been defined as listed below. Students declare these interdisciplinary majors in the same manner as a standard major.

A total of fifty-one to fifty-five (51-55) credits as follows:

1. Economics 101-102, 290, 302, 307, 486 and two from Economics 210, 312, 407.
2. Mathematics 115.
3. International Studies 100, 190, 200, 300, 475, plus one two-course sequence.
4. Political Science 151.
5. An appropriate foreign language through completion of the second year.

A total of fifty-four (54) credits as follows:

1. International Studies 100, 190, 200, 300, 475, plus six (6) additional credits on a region or a topic, e.g., Russian/Soviet Successor States, Europe, International Law and Organization, etc.
2. Economics 101-102.
3. Political Science 151.
4. Twenty-one (21) credits from French courses numbered 300 or above, to be determined in consultation with a faculty member in French, and French 485-486 (Senior Paper and Senior Review).

A total of fifty-four (54) credits as follows:

1. International Studies 100, 190, 200, 300, 475, plus six (6) additional credits on a region or a topic, e.g., Russian/Soviet Successor States, Europe, International Law and Organization, etc.
2. Economics 101-102.
3. Political Science 151.
4. Twenty-one (21) credits from German courses numbered 300 or above, to be determined in consultation with a faculty member in German, and German 486 (Senior Seminar).

A total of sixty to sixty-four (60-64) credits as follows:

1. History 101, 232, 233, 485, and two of the following courses: 224, 216, 217.
2. International Studies 100, 190, 200, 300, 475, plus one two-course sequence.
3. Economics 101-102, Political Science 151.
4. Area Requirement in History and International Studies: (Choose one)
 - a. Western Europe: History 326, 394; I.S. 281, 282
 - b. China: History 282, 382; I.S. 261, 262
 - c. East Asia (excluding China): History 288 or 289, 388; I.S. 263, 264.
5. An appropriate foreign language through completion of the second year.

A total of forty-five to forty-nine (45-49) credits as follows:

1. International Studies 100, 190, 200, 300, 475, plus one two-course sequence.
2. Political Science 151, 260, 340, and one of the following courses: 212, 214, 230, 314, plus six additional hours in Political Science.
3. Economics 101, 102.
4. An appropriate foreign language through completion of the second year.

The Life program and the Search program described below offer alternative ways to fulfill the Basic Requirement in Humanities in the College's general degree requirements.

- , Department of Religious Studies, Director
- , Department of Religious Studies
- , Department of Religious Studies
- , Department of Religious Studies
- , Department of Religious Studies
- , Department of Religious Studies
- , Department of Religious Studies
- , Department of Religious Studies
- , Department of Religious Studies
- , Department of Religious Studies
- , Department of Philosophy
- , Department of Philosophy
- , Department of Religious Studies
- , Department of Philosophy
- , Department of Religious Studies

In the first two courses of the Life: Then and Now program, the student is introduced to the major methodological approaches to the study of religion represented in the "Life" curriculum. The student selects the last course from a range of courses that apply these specific methodological approaches to different aspects of religion. Fuller course descriptions may be found in the departmental listings.

101. (First Semester, First Year) [4]. The first in a two-course sequence that introduces the "Life" curriculum, this course focuses on introducing students to the academic study of the Bible. Students survey representative texts from each genre of biblical writing in the Old Testament/Hebrew Bible and the New Testament. Particular attention is paid to understanding the role of historical and cultural context in shaping biblical views on theological issues (God, sin and evil, Jesus' significance, e.g.).

102. (Second Semester, First Year) [4]. This course continues the introduction to the "Life" sequence begun

in Religious Studies 101 by examining the development of central themes in the Christian theological tradition. The course begins with classical figures from the early and medieval periods, and follows the impact of modernity on Christian thought. The course concludes with major theological developments in the 20th and 21st centuries, including the advent of the comparative study of religion.

The concluding courses in the "Life" curriculum allow the student to focus in particular areas of the study of religion or philosophy. See the departmental listings under "Religious Studies" and "Philosophy" for specific courses in the Life curriculum.

- Department of Greek and Roman Studies, Director
- Department of Religious Studies
- Department of Political Science
- Department of History
- Department of Religious Studies
- Department of English
- Department of History
- Department of History
- Department of Religious Studies
- Department of Theatre
- Department of Modern Languages
- Department of Religious Studies
- Department of Religious Studies
- Department of Greek and Roman Studies
- Department of History
- Department of Political Science
- Department of Modern Languages
- Department of Philosophy
- Department of Greek and Roman Studies
- Department of Philosophy
- Department of Religious Studies
- Department of Art
- Department of Modern Languages
- Department of Music
- Department of Greek and Roman Studies
- Department of Political Science

101-102, 201-202.

4-4, 3-3 4-4-4. 200 -200

The Search for Values in the Light of Western History and Religion is an interdisciplinary study of the ideas, beliefs, and cultural developments that have formed Western culture. In the first year, students examine original documents in translation from the history and literature of the Hebrews, the Greeks, the Romans, and the early Christians. Selected texts from the Hebrew Bible are read and discussed in conjunction with the ideas and themes of Mesopotamian and Greek culture. Students study the Gospels and selected letters from the New Testament in conjunction with Hellenistic and Roman history, life, and thought.

In the second year, students trace the roles of biblical and classical heritages in the shaping of the values, character, and institutions of western culture and its understanding of self and world. To this end, they read and discuss selections from

the works of philosophers, theologians, political writers, scientists, and literary artists from the Middle Ages to the present. Courses in the second year focus attention on the following disciplines: Fine Arts, History, Literature, Philosophy, Politics, and Religious Studies. Students choose one of these disciplinary areas as the emphasis.

222. **Geographic Information Systems (GIS) Technology**.
Spring. Credits: 1.

Geographic information systems (GIS) technology is a tool used for scientific investigations, resource management and development planning. GIS technology is a collection of digital maps, associated digital data, and software tools that can answer spatially posed questions. This course will introduce students to GIS technology, GIS software and the application of GIS in a variety of natural and social science disciplines, including anthropology, biology, economics and business, geology, political science international studies, and urban studies.

240. **Public Speaking**.
Fall, Spring. Credits: 3.

This course provides students with frequent opportunities to practice oral communication skills. Students study the fundamentals of healthy and efficient voice production, as well as the use of the voice and body as instruments of expression and persuasion.

2 0. **Frontier Landscapes of New Mexico**.
Summer. Credits: 3.

In the American West, the record of human encounters with the land and of encounters between cultures tells a larger story of transformation that is the frontier experience. The landscapes of New Mexico encompass high desert, alpine mountains, sandstone canyons, volcanic rifts, and riverine plains. The cultural landscape includes Apache, Pueblo, Ute, Spanish, Mexican, and Anglo settlement and traditions. Together these diverse environments also represent diverse chronologies, including geologic "deep time," prehistory, history, and mythic time. Because of its diversity, New Mexico is a place where frontiers of environment and culture are brought into bold relief. Each year, this two-week field course in New Mexico will combine perspectives from three of the following disciplines: Anthropology, Art, Biology, Geology, History, Literature, Religious Studies, Sociology, or Spanish.

2 3. **Mock Trial**.
Spring. Credits: 1.

Preparation for and participation in intercollegiate Mock Trial competitions. Participants prepare cases around assigned sets of facts. They then practice and compete in roles of both lawyer and witness.

Prerequisites: Political Science 262 and invitation of the instructor. A total of 4 credit hours may be earned for Mock Trial Participation.

322. **Advanced Geographic Information Systems (GIS) Technology**.
Fall, Spring. Credits: 1-2.

This course is designed for students who have already been introduced to the analytical tools of GIS. Students will undertake a research project under the

or Latin will not satisfy this requirement.) An equivalent proficiency in mathematics, statistics or computer science may be substituted for the fourth semester of the language requirement through petition to the International Studies Department.

7. A Senior Paper or Honors Paper (done in I.S. 475 or I.S. 495-96).

A total of twenty-four (24) credits as follows:

1. International Studies 100, 190, 200, 300.
2. One two-course sequence numbered 200 or above in either area A or B.
3. One 400-level course (excluding I.S. 460 and 470) taken in the junior or senior year.

310-312: Comparative/International Political Economy

336: Nationalism

371-372: U.S. Foreign Policy/National Security Policy

395: U.S. Foreign Policy in East Asia

420: Revolution in World Politics

421: Democratization in World Politics

451-452: International Organization/International Law

221: Russia/Soviet Successor States

243-244: The Middle East

245-246: Africa

261-262: China/Chinese Foreign Policy

263-264: Japan/Southeast Asia

273-274: Latin America

281-282: Western Europe

283: Eastern and Central Europe

285: The East Asia Miracle

133: Model United Nations

431-432: Selected Topics in International Studies

450: Washington Semester

460: Internship in International Studies (1-8 credit hours)

470: Summer Internship Abroad (Mertie W. Buckman Student Fellowship Program) (4 credit hours)

Prerequisites: Senior standing, a minimum GPA of 3.50 in all course work. Approval of the department.

Required: A project consisting of an intensive research effort, the presentation and refinement of a research design, the writing and rewriting of the senior paper and the ultimate submission and a defense of the paper to the department (including faculty and students).

100.

Fall, Spring. Credits: 4.

Degree Requirements: Social Science, F8.

A survey of contemporary international politics. Major topics covered in this

foreign policies in selected Southeast Asian countries. Particular attention will be given to political development; the impact of war in Indochina; the threat of communism; the potential for regional organizations, especially the Association of Southeast Asian Nations (ASEAN); and the area's role in the new world order.

Prerequisites: International Studies 200 or permission of the instructor.

23. International Studies 230: Latin America

Fall. Credits: 4.

Degree Requirements: Social Science.

A study of the domestic political and economic development of Latin America. Topics include political history, political culture, political actors and institutions, governmental systems and the state, and contemporary political issues. Other topics in the economic area include underdevelopment, trade and political economy. Selected countries are examined as case studies to describe and explain Latin American political life in a variety of environments.

Prerequisites: International Studies 200.

24. International Studies 240: Latin America

Spring. Credits: 4.

Degree Requirements: Social Science.

A study of the international aspects of politics in Latin America, with particular attention to its relationship with the United States. Special attention is given to issues in U.S.-Latin American relations. Topics include diplomatic history, the Cold War and post-Cold War environments, the relationship of domestic and international politics in the region, and contemporary Latin America issues such

350. [Illegible]

Fall. Credits: 4.

This course examines various tools and methods used in the study of international relations. The formulation and design of research projects will be emphasized. Basic analytical concepts and techniques will also be introduced as students explore various approaches to the study of world politics.

Prerequisites: International Studies 200 and 300 or permission of the instructor.

3 1. [Illegible] 01; 01/ (1)-1(1(-)-1) 4(11)41(.) - /- 11 1 - - .135 -2.

1984. B.S., King College; M.S. and Ph.D., Vanderbilt University. (Differential equations, functional analysis.)

2001. B.A., Rhodes College; M.S. and Ph.D., University of Tennessee, Knoxville. (Operating systems.)

1998. Chair. E.C. Ellett Chair of Mathematics. B.S., Antioch College; M.S., University of Washington; Ph.D., University of Miami. (Algebraic combinatorics.)

2005. B.Sc., Leeds University; M.Sc., Liverpool University; Ph.D., Heriot-Watt University. (Dynamical systems, psychometrics.)

2003. B.A., Manchester College; Ph.D., University of Minnesota, Twin Cities. (Computational geometry.)

2002. B.S., Lafayette College; M.S. and Ph.D., Texas Tech University. (Topology, continuum theory, discrete dynamical systems.)

2004. B.A., Kalamazoo College; Ph.D., University of Colorado at Boulder. (Orbifold differential geometry.)

A total of eighteen (18) credits as follows:

1. Computer Science 141, 142, 172, 231, and 241.
2. One additional three-credit computer science course numbered above 300.

1. Required courses: fulfillment of the requirements for the major.
2. Honors course: readings, research, and a research and/or expository thesis.
3. Approval by the Individualized Studies Committee is required.

Students considering a major in Mathematics or Computer Science should contact the Chair or another member of the department as early as possible to ensure progress is being made toward the major. More information can be found at the department's web site: www.rhodes.edu/mathcs.

For reasonable progress toward a major in Mathematics, a student should begin the Calculus sequence (Math 121, 122 and 223) at the appropriate level in the first year, and complete the sequence before the Spring of the second year; complete Math 201 in the first year (or second year if necessary); and by the end of the second year, complete Math 261, Computer Science 141, and the Physics sequence.

For reasonable progress toward a major in Computer Science, a student should begin the introductory programming sequence (Computer Science 141, 142, 241) in the first year. In the second year, a student should complete Computer Science 172 in fall and Computer Science 231 in the spring. The Mathematics requirements should be completed by the end of the third year.

105.

Fall, Spring. Credits: 4.

Degree Requirements: Natural Science.

A course designed for the non-mathematics major. Possible topics may include (but are not restricted to) music and math and mathematical modeling.

Minimal, depending on the topic.

10

Fall, Spring. Credits: 4.

Degree Requirements: Natural Science, F6.

Topics include systems of linear equations, matrices, matrix inversion and applications (including Leontief input-output analysis), mathematical programming, linear programming and the simplex method, finite Markov chains, and game theory.

None.

10

Fall, Spring. Credits: 4.

Degree Requirements: Natural Science, F6.

This course is an examination of conventional cryptographic methods (such

Math 122 or permission of instructor.

223.

Fall, Spring. Credits: 4.

Degree Requirements: Natural Science, F6.

alternate years; scheduled for 2005-2006.)

For 362, Math 201 and Math 261. For 363, Math 362.

3 0.

Spring. Credits: 3.

Degree Requirements: Natural Science.

This course is an introduction to the theory of functions of a complex variable. Topics covered include complex numbers and their properties, analytic

320.

Spring. Credits: 3.

Degree Requirements: Natural Science.

Coverage of the basic concepts of 2D and 3D graphics, including an overview of graphics hardware, use of a graphics application programming interface, user interface design, techniques for computer animation, and graphical algorithms such as geometric transformations, clipping, windowing, hidden surface removal, and raster graphics techniques for the representation of curves, surfaces, and solids. (Course offered in alternate years; scheduled for 2007-2008.)

Computer Science 241.

Math 223 or Math 261 (unless already taken).

330.

Fall. Credits: 3.

Degree Requirements: Natural Science.

An introduction to the fundamentals of operating systems design and implementation. Topics include the process model and implementation of processes, an overview of the major components of a modern operating system, mutual exclusion and interprocess synchronization, a survey of scheduling algorithms, memory management techniques, and file systems. Examples are drawn from contemporary operating systems such as UNIX and Windows 2000. (Coay ofered

implementation, testing, and documentation will be explored and used as tools by students working in teams. Each team will produce a robust, scalable, and maintainable large-scale system based on the project proposal completed in CS 485. The Senior Seminar sequence is meant to emphasize the unity and power of computer science by applying and extending ideas drawn from the courses required for all Computer Science majors. All participants will make several oral presentations.

Prerequisites: Senior standing in the Computer Science major.

4 5-4

Fall, Spring. Credits: 3 to 6.

Prerequisites: Permission of department chair.

. 1973. A.B., Davidson College; M.A. and Ph.D., Duke University.
(French language and literature - nineteenth and twentieth centuries.)

Departmental Assistant.

The department regularly offers instruction in Chinese, French, German, Italian, Russian, and Spanish. Details about the study of each of these languages at Rhodes are found under the subject heading for that specific language. In addition to literature and culture courses in the modern languages, the department also offers some courses in literature in English translation.

The degree requirement in modern languages may be met by the successful completion of any appropriate three or four-hour course numbered 201 or higher or by demonstrating proficiency through placement into a language course at a level above 201 and approval by the appropriate language faculty. Students who take 201 (or higher) or the equivalent at another institution can earn transfer credit, but must still demonstrate proficiency (see above) in the specific language before the degree requirement is satisfied. Students for whom English is a second language may have this requirement waived.

All students who plan to fulfill Rhodes' foreign language degree requirement in a language they have previously studied for two years or more in high school must take a placement test in that language. For French, German, Russian, and Spanish, scores on that test will be used to place students in the course most appropriate for them at Rhodes. Students with fewer than two years in a language may enter that language at the 101 level. Any student who scores at the 202 level or higher will need to consult with the department to see if he or she fulfills Rhodes' foreign language requirement. Students wishing to fulfill the foreign language requirement in a language not previously studied should sign up for a course numbered 101 in that language.

101

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101-102.

Fall, Spring. Credits: 4-4.

This two-semester course introduces Chinese to students with no knowledge of the language. Equal emphasis will be given to acquiring the rudiments of spoken and written Chinese. Students who complete the year-long course will master approximately 700 characters and a vocabulary of a 1,000 words. It also intends to

literature, and in films about Chinese society. It aims at a critical examination of how femininity and gender roles are conceived in traditional Chinese society, how women are treated by men, and how men, women, and children subvert the patriarchal order.

None.

220. Fall, Spring. Credits: 4.

Fall, Spring. Credits: 4.
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234.

Spring. Credits: 3.

Degree Requirements: Humanities.

A study of films that exemplify the influence of French language and culture on Hitchcock and of Hitchcock on Truffaut. Taught in English. Does not satisfy the proficiency requirement in Foreign Languages.

301.

Fall. Credits: 3.

EA course that develops the ability to read critically and write substantial analytical essays in French. Introduction to literal criticism and advanced grammar review.

French 202.

302.

Spring. Credits: 3.

French 301 or 302. Students are advised to take French 302 prior to French 314.

31.

Credits: 3.

Degree Requirements: Humanities.

Life in France and the Francophone world. French readings on contemporary society, lifestyles, values, art and fashion, commerce, and advertising. Readings in current periodicals. Research project.

French 301 or 302 and 313 or 314.

332.

Fall. Credits: 3.

Degree Requirements: Humanities.

Plays by representative French dramatists from the French classical period to the present.

French 301 or 302 and 313 or 314.

333.

Credits: 3.

Degree Requirements: Humanities.

Study of French poetics and survey of poetical movements.

French 301 or 302 and 313 or 314.

334.

Credits: 3.

Degree Requirements: Humanities.

33
Credits: 1, 2, or 3.

Special studies in contemporary French usage. Focus on practical analysis of the French language.

French 301 or 302 and 313 or 314.

340.
Credits: 3.

Degree Requirements: Humanities.

Emphasis on problems and strategies of translation. Students will be trained in a variety of techniques to translate accurately and idiomatically from French into English and from English into French.

French 301 or 302 and 313 or 314.

354.
Spring. Credits: 4.

Degree Requirements: Humanities, F9.

Examines the origins and development of sub-Saharan African literatures written in French. Emphasis on the origins and dynamics of the Négritude movement, "postcolonial" theories and literatures, and the emergence of women's voices in literature.

French 301 and 313 or 314.

441-442.
Fall, Spring. Credits: 3-3.

Intensive study of some aspect of French literature, culture, or linguistics.

Permission of instructor.

4 5.
Spring. Credits: 2.

An independent research and writing project to result in an oral presentation and a paper of critical literary inquiry on a topic of the student's choice. Required of all majors.

Senior standing.

4
Fall. Credits: 1.

Independent, comprehensive review of the major movements in francophone literatures and in French literature and civilization from the Middle Ages to the present, culminating in a short exit exam. Preparation for the Senior Papers. Required of all majors.

Senior Standing.

4 5-4
Fall, Spring. Credits: 3-6, 3-6.

A total of twenty-seven (27) credits as follows:

1. German 301 and 302. Must be taken before any other 300 level course is attempted but may be taken concurrently with others.

2. At least three of the following 300 level courses: 303, 304, 305, 310. German 310 bears variable credit.
3. One of the following

Minors are encouraged to spend at least one Maymester in Russia.

Rhodes College maintains a close relationship with the Gornyi Institute in St. Petersburg, where the Russian Studies Program's Maymester takes place. In addition, students studying Russian can spend a summer, semester, or academic year in Russia through such nationally-recognized programs as the Council for International and Educational Exchange (CIEE) in St. Petersburg or the American Council on the Teaching of Russian (ACTR) in Moscow.

101-102.

Fall, Spring. Credits: 4-4.

Elementary grammar, reading, and conversation, supplemented by assignments in the Language Center.

201-202.

Fall, Spring. Credits: 4-4.

At least one course from the following departments or programs:
Music, Philosophy, Religious Studies, or Russian Studies.

300.

Spring. Credits: 3.

Degree Requirements: Humanities.

This course explores selected works by Dostoevsky in the context of the rise of the Russian novel. Concentration is on the major literary, philosophical, and religious issues Dostoevsky raises in his prose. All works are read in translation.

301-302.

Fall, Spring. Credits: 3-3.

Advanced grammar, with greater emphasis on the refinement of conversation and composition skills. Discussion of topics related to contemporary life in Russia.

Russian 201-202 or equivalent.

30

Fall. Credits: 1.

Practice in Russian sounds, especially those that tend to be problematic for a non-native speaker. Emphasis on specific phonetic phenomena, such as palatalization and assimilation of consonants, and reduction of unstressed vowels. Examination of word stress, sentence-level stress, and intonation patterns.

Course should be taken as early as possible in the study of Russian, but must be taken as a co-requisite with Russian 301.

400.

Spring. Credits: 3.

Degree Requirements: Humanities.

Introduction to the ideological and aesthetic forces that have shaped the development of Soviet/Russian film, with particular attention to various film theories. Films of various directors, such as Eisenstein, Chukhrai, Daneliia, Tarkovsky, and Mikhalkov will be studied. All films are subtitled; course is taught in English and cross-listed with English 382 (Course offered in alternate years; scheduled for 2007-2008.)

410.

Fall. Credits: 3.

4 5-4
Fall, Spring. Credits: 3-6, 3-6.

A total of twenty-seven (27) credits above Spanish 202. At least five courses must be completed at 310 or above. Required courses are the following:

1. Spanish 301 or 302
- 2.

301-302.

Fall, Spring. Credits: 3-3.

A study of the most difficult aspects of the Spanish language with emphasis on the four skills of speaking, understanding, writing, and reading. Special attention is given to the idiomatic character of the language. Text materials deal with civilization and current events. Aural comprehension and oral production are stressed in 301; composition is stressed in 302. These courses need not be taken in sequence.

Spanish 202 or the equivalent.

303.

Spring. Credits: 3.

Degree Requirements: Humanities.

Reading and analysis of selected works of Peninsular Spanish literature. Beginning with a brief introduction to Spain's multicultural past, the course will provide students with an overview of the major periods in Spanish cultural and literary history.

Spanish 301 or 302 or permission of instructor

305.

Summer. Credits: 4.

An intensive study of advanced-level Spanish at Estudio Sempere.

Two years of college-level Spanish.

30

Fall, Spring. Credits: 3.

Degree Requirements: Humanities.

After an introduction to the pre-Columbian heritage, attention is given to the prose of exploration, the poetry of the viceregal courts, the literature of the wars of independence, the modernista poets and the narrative of the 20th and 21st centuries.

Spanish 301 or 302 or permission of instructor.

30

Spring. Credits: 1.

Discussion of contemporary issues in Spanish-speaking communities with emphasis on improving oral proficiency.

Spanish 301 or 302 or permission of instructor.

30

Summer. Credits: 4.

An intensive study of advanced-level Spanish at Estudio Sempere's Cuenca location.

Two years of college-level Spanish.

310.

3 5.

Fall, Spring. Credits: 3.

Emphasis on a particular genre or the literature of a specific Hispanic nation.

Spanish 301 or 302 or permission of instructor.

3 0.

Fall. Credits: 3. Degree Requirements: Humanities.

A study of contemporary Southern Cone literature including short stories, novels, theatre, poetry, and essays.

Spanish 301 or 302 or permission of instructor.

3 5.

Fall. Credits: 3.

Degree Requirements: Humanities.

A survey course of the literary manifestations of Spain during the Middle Ages.

Some of the main texts that will be studied are

and



11

12

13

1. Fulfillment of the requirements for a major in music.
2. Intensive work in at least one of the following areas: music history, music

will assist students in developing practical and artistic applications and skills in music technology. Covering historical, technical, scientific, interactive, and hands-on knowledge, the course will develop a solid foundation for those wishing to use computers, electronics, synthesizers, and the internet to supplement their musical needs, mastery, and understanding.

30
Spring. Credits: 4.

Degree Requirements: Fine Arts.

This course examines twentieth-century analysis and compositional techniques, including set-theory and serialism, and musical form through a survey of common-practice repertoire. Final projects include a written analysis and an oral presentation of an extended composition.

Music 206.

410.
Fall. Credits: 4.

This is a beginning course designed for students with little or no prior study in composition. The course presents fundamental resources and techniques essential to the entry-level student, as well as skills applicable to those with some amount of musical experience.

411.
Fall or Spring. Credits: 1 or 2.

Continuing in a study of musicianship, students will examine and apply the tenets of sound theory and structure in the creation of new and original works.

Music 205, 410, or permission of instructor. Applied music fee assessed for all students per credit.

101.
Fall, Spring. Credits: 4.

Degree Requirements: Fine Arts, F5.

This course is designed to increase knowledge of the history and traditions of Western art music. A primary goal of the course is to develop greater skill in active listening. While the focus of the course is the European classical tradition from

introduced not only to the sounds of different musics, but also to their aesthetic foundations, relation to social and cultural contexts, historical developments, and cross-cultural interactions and influences.

11

Fall or Spring. Credits: 4.

Degree Requirements: Fine Arts, F5, F9.

This course is a survey of the African-American cultural music tradition, its special characteristics, and its significance in America and the world.

11

Fall. Credits: 4.

Degree Requirements: Fine Arts, F5, F9.

This course surveys the variety of indigenous, folk, and art musics of Latin America. Emphasis is on the sound of the music and on the cultural and social contexts of various cultures and the historical development of music in Latin America from the colonial period to the present.

200.

Spring. Credits: 4.

Degree Requirements: F2.

This course serves as an introduction to basic Western music literature, styles, and techniques for score study. Students will learn to identify the stylistic characteristics of the various periods of music history through score analysis and listening.

. Music 104 or permission of instructor.

322. Fall or Spring. Credits: 4.

This course examines the music of the periods frequently called "Classical" and "Romantic" (c. 1750-1900), focusing on the changing cultural contexts for the music, aesthetic issues raised by musical writers in the eighteenth and nineteenth centuries, biographies of major composers, style developments according to chronology and genre, and detailed analysis of works.

Music 228 or permission of instructor.

334. 20

Spring. Credits: 4.

Degree Requirements: Fine Arts.

This course will examine the diverse trends in music composition in the 20th century. Included will be twelve-tone music, electronic music, aleatory music, post-serialism, and minimalism.

Music 228 or permission of instructor.

415.

Spring. Credits: 4.

Degree Requirements: Fine Arts.

This course presents the fundamentals of conducting and their application to performance. Open to music majors and minors only.

Music 306 or permission of instructor. (Course offered in alternate years, scheduled for 2007-2008.)

All applied music instruction is offered both Fall and Spring semesters and meets the Fine Arts and F5 requirements with the requisite number of credits.

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1 0. Fall, 33(6)-4(0)2(.)-30(P)-3C (L)TjEMC7(P)-3C3(t)-33(.)JTPT

sixty years, and tours abroad every three years. Singers are the concert choir for Rhodes College and appear regularly in both a cappella concert settings as well as with orchestras. Membership is by audition. Students who join this ensemble are expected to participate for a full academic year.

1 1.

Fall, Spring. Credits: 1.

Degree Requirements: Fine Arts, F5.

This chamber orchestra is composed of students, faculty and staff, alumni, and community members. The ensemble rehearses weekly and presents one major concert per semester. Membership is by audition.

1 2.

Fall, Spring. Credits: 1.

Degree Requirements: Fine Arts, F5.

This ensemble is made up of students and experienced choral singers from the community. There are normally four concerts each year and the repertoire includes a wide variety of musical styles, often including works with orchestra. Membership is by audition.

1 3.

Fall, Spring. Credits: 1.

Degree Requirements: Fine Arts, F5.

This ensemble is open to female students, and repertoire is taken from a variety of musical genres. The ensemble presents a major concert each semester, as well as making several appearances in the local community. Membership is by audition.

1 5.

Fall, Spring. Credits: 1.

Degree Requirements: Fine Arts, F5.

Competent players may earn credit for studio and/or recital accompanying of vocalists and instrumentalists.

1 .

Fall, Spring. Credits: 4.

Degree Requirements: Fine Arts, F5.

Instrumentalists can explore the wide range of chamber music. Current ensembles include Flute Ensemble, Guitar Ensemble, String Quartet, Woodwind Quintet, Brass Ensemble, World Drum Ensemble, and Jazz Ensemble, as well as mixed groups of instrumentalists and vocalists.

1 .

Fall, Spring. Credits: 1.

Degree Requirements: Fine Arts, F5.

Competent singers will prepare and perform music ranging from duets to larger works.

4 5.

Fall. Credits: 4.

This seminar forms the senior capstone experience for the Music Major. Each student will prepare an extensive research paper.

4 5-4
Fall, Spring. Credits: 4-4.

the cosmos, the nature and role of reason, and the relation between reason and pleasure.

202. **PHILOSOPHY 202.**
Spring. Credits: 3.

304. . . .

Fall. Credits: 3.

Degree Requirements: Life Then and Now, Humanities.

works in philosophy and/or related fields (e.g., biology, psychology).

3 0.

Fall. Credits: 3.

Degree Requirements: Life Then and Now, Humanities.

An examination of prominent existentialists from the 19th and 20th Centuries. Issues include the idea that human beings' deepest desire is for meaning in their lives, and that the primary issue in human life is whether and how we own up to this.

3 0.

Spring. Credits: 3.

Degree Requirements: Humanities.

An examination of the major representatives of Classical American Philosophy. Emphasis is on issues such as the nature of philosophical method, the biological/social nature of human beings, the instrumentalist view of knowledge and inquiry, and the contextual nature of truth and value. (Course offered in alternate years; scheduled for 2007-2008.)

3

Spring. Credits: 1.

Junior Philosophy majors wishing to read for honors are required to enroll in this preparatory tutorial. Although required for honors, enrollment in this course does not guarantee acceptance into the Honors Program.

401. 0 04(t), 414(t)-2 () (/) - - -/ 11 1 - 10 0 0 10 2 4 .

Physical Education classes are offered each semester for students who wish to take courses to fulfill degree requirements and for their own growth, development, and pleasure. Courses are taught for seven weeks (one-half of a semester), and all classes are open to both men and women. Courses offered during the first seven weeks of the semester are numbered in the 100s, and courses numbered in the 200s are offered during the second seven weeks of the semester.

Three half-semester courses of Physical Education are required for graduation. These courses carry no academic credit and are graded on a pass-withdraw basis.

Physical Education courses for which proper registration is not made will not be credited to a student's record retroactively. It is the student's responsibility to be sure that he or she is properly registered for the course during the semester in which it is taken.

100/200.
Fall, Spring.

101/201.
Fall, Spring.

103/203.
Fall, Spring.

Basic instruction on the forehand, backhand, serve, volley, overhead, rules, and etiquette. Open to all skill levels.

10 /20
Fall, Spring.

Basic instruction on grip, swing, rules, and etiquette. Open to all skill levels.

120/220.
Fall, Spring.

Basic instruction on forehand, backhand, serve, rules, and etiquette. Open to all skill levels.

121/221.
Fall, Spring.

Instruction in basic skills and scoring.

125/225.
Fall, Spring.

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1996. The Van Vleet Fellow in Physics. B.A., Wabash College; Ph.D., Washington University (Ultrasonics, medical physics.)

1999. B.S., Santa Clara University; Ph.D., Washington University. (Materials Science, solid-state physics.)

2002. M.S., Indian Institute of Technology, Kanpur; M.S. and Ph.D., Carnegie Mellon University. (Ferrofluids, thermodynamics, theoretical physics.)

1974. B.S., Beloit College; M.S., George Washington University. (Geology, Earth system science.)

B.S., University of Memphis; M.S., Murray State University.

Departmental Assistant.

All prospective physics majors should consult with the Department Chairperson before registration. As noted, prospective physics majors should take in their first year Physics 111-112, and it is recommended that they also take Physics 185. Physics 101, 105, and 107 may not be used for credit toward a major or minor in physics, but they may be used for general degree credits.

1. Courses required: those listed for the B.S. degree with a major in physics, plus Physics 495-496, Honors Tutorial.
2. A research project in physics, usually involving a topic related to Physics Faculty research. The Honors Project must be approved by the Department of Physics, must follow the Department's schedule for Honors work, and a creditable thesis must be presented to the Department at the end of the academic year.

101.

Fall, Spring. Credits: 4.

Degree Requirements: Natural Science, F7.

An introduction to modern astronomy, including the apparent motion of stars and planets, fundamental astronomical concepts and astronomical tools, the Solar System, the Sun, other stars, stellar evolution and stellar systems, the Galaxy, other galaxies, galactic systems, and cosmology. The accompanying laboratory will include astronomical observations, computer simulations, and exercises involving astronomical concepts presented in the lecture.

None.

105.

Fall, Spring. Credits: 4.

Degree Requirements: Natural Science.

Topics, designed for the non-science major, in physics, astronomy, and interdisciplinary subjects, including modern developments in physics and closely allied fields, atmospheric processes, biophysics, geophysics, and science writing.

None.

10

Fall. Credits: 4.

Degree Requirements: Natural Science, F7.

An introduction for non-science majors to the physics of sound with applications to sound production by musical instruments. Topics include the physical behavior of sound, musical scales, human perception of sound, and sound production by acoustic instruments and the human voice. As part of the course, students are required to fabricate and demonstrate a musical instrument of their own design. The course and its integrated laboratory are normally scheduled for two consecutive class periods.

None.

111-112.

Fall, Spring. Credits: 4-4.

Degree Requirements: Natural Science, F6, F7.

A study of the classical fields of physics, with an introduction to modern physics. Includes the study of Newtonian mechanics, wave motion, and sound during the first semester, and thermodynamics, electromagnetism, optical properties of matter, and atomic structure in the second semester. Intended for both science and non-science majors, the course includes three lectures and one laboratory session each week.

Mathematics 121-122 or equivalent. Note that Physics 111 or the equivalent is a prerequisite for Physics 112.

the framework of classical mechanics. Topics include Newtonian mechanics, oscillating systems, general motion of a particle in three dimensions, mechanics of rigid bodies, and an introduction to Lagrangian and Hamiltonian mechanics.

Physics 112 and Physics 250.

30

Spring. Credits: 4.

Advanced topics in the study of dynamics, including non-inertial reference systems, motion in a central force field, motion of rigid bodies in three dimensions, dynamics of oscillating systems, chaotic systems, and special relativity.

Physics 305.

30

Fall, Spring. Credits: 4.

Topics for the intermediate-level physics- or natural-science student, often including but not limited to exposition of experimental systems or subjects such as robotics, spectroscopy, experiment interfacing, etc. (Course offered as interest warrants.)

Physics 211.

310

Spring. Credits: 4.

An introduction to modern astrophysics, this course will normally include coverage of the following: stellar evolution; physics of the interstellar medium; structure, evolution, and morphology of galaxies; the origin and evolution of large-scale structure in the Universe; and cosmology. Occasionally, topics such as comparative planetology may be included. (Course offered in alternate years; scheduled for 2007-2008.)

Physics 211 and Mathematics 223 or equivalent.

325

Spring. Credits: 4.

A study of contemporary physical optics, including diffraction theory (Fraunhofer and Fresnel), polarization, coherence theory and lasers, Fourier and nonlinear optics. Two lectures and one laboratory session per week.

Physics 301.

401

Fall. Credits: 4.

Introduction to topics in quantum physics, including observables and measurement, position and momentum representations, intermediate wave mechanics, the time-dependent Schrödinger equation, Hilbert space vectors and operators, the Hamiltonian, potential wells and the harmonic operator, introduction to Dirac notation, scattering theory, and applications to the study of atoms. (Course offered in alternate years; scheduled for 2007-2008.)

Physics 211 and Physics 250.

40

Spring. Credits: 4.

The study of thermodynamics and statistical mechanics from the unifying viewpoint of quantum theory. Topics include: Gibbs and Boltzmann factors; Fermi-Dirac and Bose-Einstein distribution functions; temperature, pressure, and the monatomic ideal gas; thermodynamic potentials. Application of theory to metals,

white dwarf stars, photons, and phonons will be considered. (Course offered in alternate years; scheduled for 2007-2008.)

Physics 211 and Physics 250.

40

Fall, Spring. Credits: 4.

Special topics designed for agBT/T11(c)-9263(f)-16(or)-264(a)2(gBT/T11(c)-9263

will devote a substantial portion of their last two semesters at Rhodes to their projects (honors work normally earns six credits for each semester). To be eligible, a student must have completed 21 credits of course work in the major and have a grade point average of 3.5 or higher in the college and in Political Science courses. All honors proposals must be approved by the department.

151. POLITICAL SCIENCE

Fall, Spring. Credits: 4.

Degree Requirements: Social Science, F8.

An examination of the U.S. political system. Major topics include the nature of politics, constitutionalism, federalism, political ideologies, public opinion and political participation, pressure groups, elections and campaigns, political parties, congressional, presidential, and bureaucratic politics, the Supreme Court and federal judiciary, and public policy-making. Open to seniors by permission of department only. Selected sections may meet the F2 requirement.

200. POLITICAL SCIENCE

Fall. Credits: 3.

Degree Requirements: Social Science.

A critical introduction to urban America's fiscal and racial problems, formal and informal political processes, power structures, and alternative futures.

Prerequisite: Political Science 151 or permission of the instructor.

205. POLITICAL SCIENCE

Fall, Spring. Credits: 3.

Degree Requirements: Social Science.

An analysis of the processes and politics of making and implementing public policies. Topics may include taxing and spending, energy, transportation, environmental protection, agriculture, equality, health, consumer protection, education, business, labor and welfare.

Prerequisite: Political Science 151.

211. POLITICAL SCIENCE

Fall, Spring. Credits: 3.

Degree Requirements: Social Science.

An exploration of perennial issues of politics broadly understood as they are treated in literature and drama. Authors studied may include: ancient Greek dramatists, Shakespeare, Defoe, Swift, Cooper, Hawthorne, Melville, Twain, Stendhal, Flaubert, Dostoyevsky, Conrad, Golding, Malraux.

212. POLITICAL SCIENCE

Fall, Spring. Credits: 3.

A survey of the ideas and controversies in American political thought and development from the Puritans to the present. Topics may include the philosophical

214. POLITICAL IDEAS AND SYSTEMS OF THOUGHT

Fall, Spring. Credits: 3.

A selected survey and analysis of ideas and systems of thought that have shaped the modern world. Topics include the evolution of liberalism and conservatism, the origins and development of communism, contemporary controversies over justice and economic distribution, morality and law, and feminism.

215. PERENNIAL ISSUES IN THE THEORY AND PRACTICE OF LAW

Fall, Spring. Credits: 3.

A selective survey of perennial issues in the theory and practice of law. Standard topics include: philosophical assumptions of criminal liability and moral responsibility; excusing crime; the purpose of punishment; the relation of reason and passion in the concept of provocation; the insanity defense; the intersection of race, gender and the law; legal ethics; discretion and the rule of law.

230. POLITICAL GOALS, STRATEGIES, AND TACTICS

Spring. Credits: 3.

A critical analysis of a variety of political goals, strategies, and tactics espoused in the 20th century. Views of Booker T. Washington, Marcus Garvey, W.E.B. DuBois, Martin Luther King, Jr., and Malcolm X are among those normally considered.

Political Science 151 or permission of the instructor.

241. POLITICAL PARTIES AND INTEREST GROUPS

Fall, Spring. Credits: 3.

Degree Requirements: Social Science.

An examination of the theory and practice, historical and contemporary, of political parties and interest groups in elections and policy-making. Specific topics will include: parties and representation, critical elections, parties in Congressional and Presidential politics.

Political Science 151 or permission of the instructor.

245. POLITICS IN THE AMERICAN SOUTH

Fall, Spring. Credits: 3.

An examination of politics in the American South, with special attention to political parties and elections. Politics at the state level is considered, along with the place of the South in the national political arena.

Political Science 151 or permission of the instructor.

255. CRIMINAL JUSTICE IN URBAN AREAS

Spring. Credits: 3.

Degree Requirements: Social Science.

The study of criminal justice in urban areas, practices and purposes of enforcement agencies and courts, arrest, preliminary hearing, bail, jury, prosecution, trials, plea bargaining, sentencing, corrections, and probation. Justice in theory and practice.

Political Science 151 or permission of the instructor.

256. TRIAL PROCEDURE

Fall. Credits: 3.

Students study and practice trial procedure. Topics include opening statements, direct examination, cross examination, closing statements, objections, and preparing a witness.

Sophomore status or permission of the instructor.

2 0.

Fall. Credits: 3.

Degree Requirements: Social Science.

An examination of the various research methods used in the study of American politics. Focus will be on quantitative methods of inquiry, but qualitative research techniques will also be studied.

Political Science 151.

2 0.

Fall, Spring. Credits: 3.

Degree Requirements: Social Science

An examination of some aspect of American politics and institutions of government. Topics might include: the judiciary, state and local government, intergovernmental relations, American political development, the legislative process, campaign finance. Prerequisite: 151 or permission of the instructor.

Political Science 151 or permission of the instructor.

2 2

Political Science 151 or permission of the instructor.

2 4

Political Science 151 or permission of the instructor.

2

Political Science 212 or 214 or permission of the instructor.

2

Political Science 151 or permission of the instructor.

301, 302.

Fall, Spring. Credits: 3,3.

Degree Requirements: Social Science.

An examination of the federal judicial process and American constitutional principles. Constitutional topics include the free speech, church-state relations, abortion, euthanasia, and rights of the accused.

Political Science 151 and one 200 level course.

30

Fall, Spring. Credits: 3.

An examination of some aspect of law and the judicial branch. Topics might include: the 1st Amendment, the 14th Amendment, state and local law, legal reform, and administrative law.

Political Science 151 and one 200 level course.

311.

Fall, Spring. Credits: 3.

A consideration of fundamental questions of political philosophy will be explored through careful examination of selected writings of Plato, Aristotle, and others including: What is the human good? How is politics related to human nature or, what does it mean to be a "political animal"? Are the good person and good citizen identical?

One 200 level course.

4 5. POLITICAL AND SOCIAL PROBLEMS .

Fall, Spring. Credits: 3.

An advanced investigation of critical political problems and/or contemporary perspectives on American democracy.

4 5-4 HONORARY TUTORIAL .

Fall, Spring. Credits: 6-6.

An advanced tutorial, individually tailored to each honor student. It involves the preparation of a major independent research project.

A total of 6 courses or twenty (24) credits as follows:

1. Psychology 150.
2. Psychology 200.
3. Four additional psychology courses to be chosen in consultation with a departmental advisor and to be approved by the department chair. These will be selected to coordinate with the student's major and career aspirations, and will normally include at least one 300- or 400-level courses.

Members of the faculty of the Department of Psychology encourage students of exceptional academic accomplishment to pursue research with a departmental faculty sponsor that is of an in-depth, rigorous nature; this work will introduce the student to the quality of research one would normally experience in a graduate program. Because the level of involvement of the student and his or her faculty sponsor will be greater in Honors research than that in either a Tutorial or Directed Inquiry, the faculty of the Department of Psychology have established rules for student admission to and conduct in the Departmental Honors Program. The policies are described on the department website and in the Major's Handbook.

105.

Fall, Spring. Credits: 3.

Degree Requirements: Social Science.

This course is designed for the non-psychology major and will examine a different general-interest topic each time it is taught. Students will be exposed to the five major theoretical perspectives and to research methods as they pertain to a thematic topic such as 'close relationships', 'psychology of the self', 'drugs, brain, and behavior', etc.

150.

Fall, Spring. Credits: 3.

Degree Requirements: Social Science.

Students will focus on major themes that underlie and define the discipline of psychology. The aim of this course is to foster an appreciation of the role of

knowledge of the major tests that demonstrate differences and relationships.
Psychology 150 and Psychology 200 or permission of the
instructor.

21

Spring. Credits: 3.

A survey of theories and research concerning sensation and perception focusing
216h. c3emhe3[(2)23(1)33(6)30410-64)3651 588.364109.80717(t)-1 n0 0 0 1 othology 1

31

Fall. Credits: 3.

Degree Requirements: Social Science.

This course illustrates how psychological processes can be understood as an expression of brain activity. Topics include perception, learning, motivation, language, consciousness and psychopathology.

Psychology 150 or permission of the instructor.

323.

Spring. Credits: 3.

Degree Requirements: Social Science.

Study of social behavior, including such topics as interpersonal attraction, altruism, aggression, conformity, group dynamics, leadership, intergroup conflict and negotiation, attitude change, person perception, and the social aspects of environmental and health psychology.

Psychology 150 and either Psychology 200, Math 111, Economics 290, or permission of instructor.

32

1983. The Albert Bruce Curry Professor of Religious Studies. B.A. and M.Div., Abilene Christian University; Th.D., Harvard University. (Old Testament, Hebrew.)

1990. The W. J. Millard Professor of Religious Studies. B.A., M.A., and M.L.S., State University of New York at Buffalo; M.Phil. and Ph.D., Drew University. (Biblical studies, classics, women and religion, ascetical theology.)

1989. B.A., Vanderbilt University; M.A., Florida State University; M.Div., Columbia Theological Seminary; Ph.D., Emory University. (Holocaust studies, religion and politics, religion and literature, religion and education.)

1997. B.A., University of Tennessee; M.S., University of Arkansas; D.Min., Union Theological Seminary; Ph.D., Emory University. (African-American religion and ethics, civil rights movement.)

1996. B.A., State University of New York at Oswego; M.A., Maryknoll School of Theology; S.S.L., Pontifical Biblical Institute; Ph.D., Drew University. (Biblical studies, Islam.)

1988. Chair and Director of the Life: Then and Now program. B.A., Baylor University; M.T.S., A.M., and Ph.D., Harvard University. (Theology, world religions.)

2001. B.A., The Ohio State University; M.A., Ph.D., Princeton University. (History of religion in America.)

2003. B.A., University of Redlands; M.A., Ph.D., The Johns Hopkins University (Hebrew Bible, ancient Israel, archaeology, Semitic languages and cultures).

2002. B.A., Oglethorpe University; M.T.S., Candler School of Theology; Ph.D., Emory University. (New Testament, early Jewish-Christian relations, Greco-Roman moral philosophy).

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2 5.

Spring. Credits: 3.

Degree Requirements: Life Then and Now.

2 -2

Fall, Spring. Credits: 3.

Degree Requirements: Life Then and Now.

2 0.

Spring. Credits: 3.

Degree Requirements: Life Then and Now.

2 1.

Spring. Credits: 3.

Degree Requirements: Life Then and Now.

2 2.

Spring. Credits: 3.

Degree Requirements: Life Then and Now.

2 3.

Spring. Credits: 3.

Degree Requirements: Life Then and Now.

2 4.

Spring. Credits: 3.

Degree Requirements: Life Then and Now.

2 5-2

Fall, Spring. Credits: 3.

Degree Requirements: Life Then and Now.

211.

Fall, Spring. Credits: 3.

Degree Requirements: Life Then and Now.

A survey of the major issues and figures in theology in the twentieth and twenty-first centuries. The course focuses on the special challenges to theology posed by the modern world.

220.

Fall, Spring. Credits: 3.

Degree Requirements: Life Then and Now.

An in-depth study of a particular problem, topic, or perspective in modern theology.

232.

Fall, Spring. Credits: 3.

Degree Requirements: Life Then and Now.

This course examines selected social issues in theological, ethical and biblical perspective. Topics include Holocaust, Religion and the Bible, Religion and Racism, and Religion and Sexuality.

233. Crisis and Hope

Fall. Credits: 3.

Degree Requirements: Life Then and Now.

A seminar that examines critical issues and problems of crisis experience involving pain, suffering, and death using various disciplinary perspectives and pedagogical methods, including interviews with health care professionals. Designed primarily for students considering health or human service vocations (e.g., medical professions, counseling, social work, ministry), but also of interest to others.

1976. Chair. Artistic Director, McCoy Theatre. B.A., Siena College; M.A., University of Memphis. (Acting; directing; stage movement.)

1994. B.A., Rhodes College; M.F.A., Tulane University. (Production design, costume design.)

1994. Technical Director and Production Manager, McCoy Theatre. B.A., Rhodes College; M.F.A., University of Memphis. (Lighting design, scene design.)

2004. B.A., Brigham Young University; M.A., Ph.D.(C)-10(o)/c8(n)-1(g)

334.

Spring. Credits: 4.

Degree Requirements: Fine Arts.

This course explores the creative process and the principles and tools of design as they apply to costume design. Emphasis will be on script analysis, period research and rendering techniques, utilizing classroom discussion, design evaluation, practical exercises and projects. (Offered alternate years; scheduled for 2006-2007.)

Theatre 122 and/or permission of instructor.

340.

Spring. Credits: 4.

Degree Requirements: Fine Arts.

The process of scene design, from inception of an idea to completion of a documentation package, will be the focus of this course. (Offered in alternate years; scheduled for 2007-2008.)

13. 102 (-)-1 (-)-4 (-)-5 (-)-10 ()

30. Spring. Credits: 4.

Permission of instructor (director).

33.

Fall, Spring. Credits: 1-4.

Designed for students to do advanced work in directing plays in production.

Permission of instructor (director).

341.

Fall, Spring. Credits: 1-4.

Working experience in the design and execution of stage settings.

Permission of instructor.

342.

Fall, Spring. Credits: 1-4.

Degree Requirements: Fine Arts.

Working experience in the design and execution of costumes for productions of the McCoy Theatre or the Theatre Department. Students act as designers or assistant designers.

Permission of instructor.

343.

Fall, Spring. Credits: 1-4.

Working experience in the design and execution of sound for productions.

Permission of instructor.

344.

Fall, Spring. Credits: 1-4.

Working experience in the design and execution of lighting designs.

Permission of instructor.

345.

Fall, Spring. Credits: 1-4

Working experience in the various areas of production, including but not limited to Stage Management, Properties Management, Set/Costume/Lighting crews.

Permission of instructor.

34

Fall, Spring. Credits: 1-4


Working experience in the areas of public relations, advertising sales, Newsletter publication, house management training, etc.

Permission of instructor.

40.

Fall, Spring. Credits: 1-4

Actual working experience in areas of interest may be gained through this course. Work may be on or off campus. Applications for internships must be filed and approved prior to registering for this course.



Rhodes College's commitment to international and cross-cultural study is most powerfully expressed in its programs abroad. In addition to the programs described in the "Opportunities for Study Abroad and Domestic Off-Campus Study" section earlier in this catalog, in 16(p)-5(r) in earn on programs ionctes durigin t

Rhodes' Philosophy 201 for credit.

35.

Credits: 3.

Degree Requirements: Humanities.

What can we know? How should we live? These and other connected questions were searchingly examined by Plato and Aristotle, and after them by thinkers of the Epicurean, Stoic, Sceptic, and Neoplatonist schools. The course is designed to provide a critical overview of the evolution of their debate. A closer look is made also at selected extracts from the writings of the philosophers concerned, as well as one complete work, the Nicomachean Ethics of Aristotle.

33.

Credits: 3.

Degree Requirements: Fine Arts.

The travel-study portion of Track Two includes a month-long tour of the Continent including Paris, Beaune, Rome, Florence, Venice, Ravenna, Nurnberg, Munich, Bruges, Ghent, and concludes with a week in London. During the tour, each student keeps a daily academic journal. Most students will never have thought seriously about art, architecture and city structure before going on this program, but, by the end of it, each student should have the wherewithal to look at a building or a sculpture and understand its period, its aims, the way it was produced and what the artist intended by it.

43.

Credits: 3.

Degree Requirements: Fine Arts.

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34.

Credits: 3.

Degree Requirements: Humanities.

The aim of this course is to provide a sound general understanding of European politics and society in the Middle Ages. The introductory classes consider the creation of the medieval world, focusing in particular on the "fall" of the Western half of the Roman Empire and on the formation and Christianization of the Germanic kingdoms of Western Europe. Next the course examines the political, religious, and social developments that reached their culmination in what historians call the High Middle Ages, among them the formation of states, the development of the papacy, the development of towns, and the roles of women in the medieval world. The course will end with consideration of the political, economic, and religious problems of the Late Middle Ages (c. 1300-c. 1500). This course is equivalent to History 212: Medieval Europe. Students may not take both courses for credit.

44.

preference, ranging from rooms with close contact with hosts to semi-independent studios. Meals are taken with French families four days a week.

A student successfully completing the program may earn a total of 15 credits per semester. Hours earned are applied directly to major, minor and degree requirements at Rhodes and grades are factored into the Rhodes grade point average.

Rhodes College financial aid is not available for this program. Both need-based and merit-based Scholarships for Study Abroad are available for the semester or year-long programs in Aix-en-Provence.

Since the Aix-en-Provence program and Rhodes have different numbering systems, the following course numbering indicates 1), the course number to enroll in at Aix-en-Provence; and 2), the course number as it will appear on the Rhodes

111-112.

Fall, Spring. Credits: 1-1.

This survey course is designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems, and an introduction to communication skills. Leadership Laboratory is mandatory for Air Force ROTC cadets, and it complements this course by providing cadets with followership experiences.

211-212.

Fall, Spring. Credits: 1-1.

This course is designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space-age global posn5ducg (e)-16 66(m)-40

111. ROTC I

Fall. Credits: 1.

Introduction to Army ROTC with hands-on approach through several basic military skills. Lectures and practical exercises in military rappelling and

311. Leadership and Management I

Fall. Credits: 3.

Study and application of principles and techniques of leadership at a small unit and group level in both field and garrison environment. Decision making, motivating performance, and use and support of subordinate leaders is emphasized. Detailed studies on military teaching principles. map reading, communications, field training exercise, branches of the Army, and preparation for ROTC Advanced Camp. Four class hours per week to include a two hour laboratory each week, three hours of physical training each week, and field training exercises on two weekends during the semester.

▲ ▲ ▲ ▲ ▲ Permission of the Professor of Military Science.

▲ ▲ ▲ ▲ ▲ Military Science 300.

312. Leadership and Management II

Spring. Credits: 3.

Continuation of first year advanced course.

▲ ▲ ▲ ▲ ▲ Permission of the Professor of Military Science.

▲ ▲ ▲ ▲ ▲ Military Science 300.

400. Leadership and Management III

Fall, Spring. Credits: 0.

Revolves around the cadet corps, a facsimile of an Army organization. Provides opportunity for actual leadership training experiences as it is largely cadet planned and operated. Additionally, cadre use it as a means to evaluate and develop leadership potential.

▲ ▲ ▲ ▲ Military Science 411 or 412. Two hours per week.

411. Leadership and Management IV

Fall. Credits: 3.

Leadership and management skill development in specific areas of oral and written communications, training management, personnel evaluation and counseling, personnel management systems of Army, U.S. Army logistic systems, military justice, and familiarization with ethics of the military professional. This course, in conjunction with 412, completes the cadet's preparation for



Service, Princeton, NJ 08541.

Applicants whose university instruction was not in English are also required to take the Test of English as a Foreign Language and achieve a score of 550 or above.



communicate effectively, both orally and in writing. A significant component of all graduate courses will be oral presentations and discussions as well as written assignments.

The following courses or their equivalents are required before beginning the graduate program. The graduate committee will evaluate a student's transcript to determine whether a core course requirement has been met. At the committee's discretion, a student may be allowed to take certain graduate courses concurrently with these core courses.

1. Financial Accounting
2. Intermediate Accounting I and II (Minimum grade of C- in both classes.)
3. Cost Accounting
4. Federal Income Tax
5. Auditing
6. Introduction to Economics, Micro and Macro

A student must complete at least one course, either graduate or undergraduate, in each of the following areas: management, marketing, and finance.

A total of thirty (30) credits as follows:

1. (24 credits):

the M.S. in Accounting at Rhodes. A minimum grade of B must be earned for any course credit to be transferred.

The following guidelines are used in evaluating academic work from other institutions for graduate transfer credit.

1. The institution at which the course work is taken must be an accredited college or university.
2. To be accepted for credit, each course must be judged comparable in terms of content and quality to a course in the graduate curriculum at Rhodes. The Program Director makes these judgments. The Program Director and the Registrar assign credit toward the M.S. degree in such a way as to match comparable work at Rhodes.
3. All course work taken at other institutions for which Rhodes receives a transcript will be evaluated for transfer credit, and if acceptable, will be posted to the student's record.
4. A maximum of 6 credits (1 credit = 1 semester hour) will be accepted toward the Rhodes M.S. in Accounting degree. Transfer credits based on a quarter system are converted to the Rhodes credit basis using the formula that one quarter hour equals two-thirds credit. Fractional transfer credits will be credited.
5. Transfer credits are not accepted if the grade is C+ or below. Transfer credits are credited to the Rhodes transcript as credits only; they are not used to determine the grade point average.
6. Transfer credit may be used to satisfy M.S. degree requirements.

The M.S. in Accounting program abides by the same academic regulations as the undergraduate program at Rhodes, with the exceptions noted below.

Qualification as a full-time, degree student requires registration for a minimum of six (6) credits in a semester. Degree-seeking students who register for five (5) credits or less in any one semester are classified as part-time students.

A student may enroll in a class on a pass-fail basis. Permission of the instructor and the Director of the M.S. in Accounting is required and must be obtained during the first three weeks of the class in a semester. The Pass/Fail option may not be used to satisfy any of the graduate course requirements for the M.S. in Accounting degree.

To maintain acceptable scholastic standing and to graduate, a student must have a cumulative grade point average of 3.00 (B) for all graduate work attempted. The Graduate Committee places on academic probation any student whose cumulative grade point average at the end of a semester falls below the minimum standard. Notification of academic probation will be printed on the student grade report. A student on academic probation is not considered to be accumulating

from the program. Any student who earns a D or an F in any graduate course may be dismissed immediately from the program.

Courses numbered 500-599 have a 300 or 400 level cognate course in which undergraduates may be enrolled. (See Course Offerings.) Courses numbered 600 and above are graduate-level-only courses. 600 level (except 645) alternate to accommodate co-op students.

Fall and Spring following the course titles indicate the semester in which the course is usually taught. Course credit is shown to the right of the semester.

The College reserves the right to cancel any course for which there is insufficient enrollment.

520.

Fall. Credits: 3.

Same as Economics 320 with additional requirements for graduate credit. Students who have taken Economics 320 may not take 520.

Economics 101-102, 290, and Math 115 or permission of the instructor and program director.

552.

Fall. Credits: 3.

Same as Business Administration 452 with additional requirements for graduate credit. Students who have taken Business Administration 452 may not take 552.

Business Administration 351 or permission of the instructor and program director.

554.

Spring. Credits: 3.

Same as Business Administration 454 with additional requirements for graduate credit. Students who have taken Business Administration 454 may not take 554.

Business Administration 351 or permission of the instructor and program director.

553.

Fall. Credits: 3.

Same as Business Administration 463 with additional requirements for graduate credit. Students who have taken Business Administration 463 may not take 553.

Business Administration 361 or permission of the instructor and program director.

555.

5 2. **Business Administration 572.**
Fall. Credits: 3.

Same as Business Administration 372 with additional requirements for graduate credit. Students who have taken Business Administration 372 may not take 572. Economics 290 and Business Administration 343 and 371 or permission of the instructor and program director.

5 3. **Business Administration 573.**
Spring. Credits: 3.

Same as Business Administration 473 with additional requirements for graduate credit. Students who have taken Business Administration 463 may not take 573. Business Administration 371 or permission of the instructor and program director.

5 5. **Business Administration 575.**
Fall or Spring. Credits: 3.

Same as Business Administration 375 with additional requirements for graduate credit. Students who have taken Business Administration 375 may not take 575. (Course scheduled for Fall 2006-2007.) Economics 290 and two of the following: 351, 361, 371.

41. **Business Administration 411.**
Fall, Spring. Credits: 3.

An in-depth analysis of the measurement and reporting of financial information to investors and managers. Conventional accounting methods, asset valuation, and income determination, as well as other current topics, will be explored. The course will utilize current articles to study contemporary research issues in financial accounting. (Course scheduled for Fall, 2006-2007.)

Completion of core courses.

42. **Business Administration 421.**
Fall or Spring. Credits: 3.

An overview of the use of computer-based accounting systems to support the

policy issues surrounding the current tax structure. Also, emphasis will be placed on tax research to enable students to analyze complex tax problems.

Completion of core courses.

4
Fall or Spring. Credits: 3.

Covers contemporary problems of income determination and accounting for special business entities. (Course scheduled for Spring, 2006-2007.)

Completion of core courses.

4
Fall or Spring. Credits: 3.

The impact of federal regulations on businesses, particularly in the areas of antitrust law and securities regulations. This course will examine the legal responsibilities of business owners and directors, as well as the responsibilities of business entities. (Course scheduled for Spring, 2006-2007.)

Completion of core courses.

4
Fall or Spring. Credits: 3.

A comprehensive view of theoretical and technical aspects of the attest function. Materialit1n1III5(o)1 0 0 10 88.9161 430.9995 Tm[-3051Isp136(t)-1-38(ia)-ainti2.9s8-30

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....., Chair.
....., Vice Chair.
....., Secretary.
....., Treasurer.
....., President, ex officio.

[REDACTED] B.A. Wayzata, Minnesota. President, E. L. Amis Foundation.

[REDACTED], Jr. M.D. Houston, TX. Professor Emeritus of Medicine, University of Texas.

[REDACTED] LL.B. Memphis, Tennessee. Retired Chairman of the Board, Associated Realty Services, Inc.

Professor Emerita of English since 1982. B.A., Mary Washington College of the University of Virginia; M.A., University of Tennessee.

Professor Emeritus of French since 1983. B.A., University of Richmond; M.A. and Ph.D., University of Virginia.

Professor Emeritus of Mathematics since 1983. B.E.E., Cornell University; M.A., Syracuse University; Ph.D., Cornell University.

Professor Emeritus of Anthropology since 1984. A.B. and M.A., Emory University; Ph.D., Duke University.

Professor Emeritus of Biology since 1984. A.B. and M.S., Emory University; Ph.D., University of Florida.

Dean Emeritus of Financial Aid and Government Relations since 1987. B.A., Rhodes College; B.D. and Ph.D., Duke University.

Professor Emeritus of History since 1988. B.S., Davidson College; B.D., Th.M. and Th.D., Union Theological Seminary (Virginia).

Professor Emeritus of English since 1988. B.A., Rhodes; M.A., Columbia University.

Professor Emeritus of History since 1988. B.A. and M.A., Cornell University; Ph.D., Johns Hopkins University.

Professor Emeritus of English since 1990. B.A. and M.A., Vanderbilt University; Ph.D., Harvard University.

Professor Emeritus of Physics since 1990. B.S. and M.S., Bucknell University.

Professor Emeritus of Chemistry since 1990. B.S., Rhodes College; Ph.D., Massachusetts Institute of Technology.

Professor Emeritus of German since 1991. B.A., Carleton University (Canada); M.A. and Ph.D., University of Cincinnati.

Professor Emeritus of Physics since 1992. B.S., Rhodes College; Ph.D., The Johns Hopkins University.

President. B.A., Union University; M.A., University of Louisville; Ph.D., Vanderbilt University.

Executive Assistant to the President. B.S., University of Arizona; M.Ed., University of South Carolina.

Executive Administrative Assistant.

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Dean. B.A., University of Durham; M.A., Ph.D., Courtauld Institute of Art, University of London.

Associate Dean. B.A., University of the South; M.A., University of Virginia.

Director. B.F.A., University of Memphis; M.F.A., University of Iowa.

Departmental Assistant, Psychology, Anthropology/Sociology, Education.

Technical Associate. B.S., University of Memphis; M.S., Murray State University.

Departmental Assistant, History. B.B.A., University of Memphis.

Departmental Assistant, Modern Languages and Literatures.

Departmental Assistant, Economics and Business Administration Department. B.A., Vanderbilt University; M.L.S., George Peabody College.

Chemistry Storeroom and Laboratory Manager. B.S., University of Memphis.

Departmental Assistant, Chemistry. A.D., Compton College.

Departmental Assistant, Mathematics and Computer Science. B.A., University of Southern Indiana, Evansville.

Laboratory Supervisor and Biology Stockroom Manager. B.S., University of Tennessee.

Administrative Assistant, Music.

Departmental Assistant, Political Science.

Departmental Assistant, Physics.

Departmental Assistant, Biology.

Departmental Assistant, International Studies.

Departmental Assistant, Religious Studies, Art, Philosophy.

Departmental Assistant, English. A.A.S., South(-1(gIS)1(.5(I)-1057

- Director of Campus Safety. B.S., Arizona State University.
- Shift Commander.
- Shift Commander.
- Shift Commander.
- Administrative Assistant.

- Director of Career Services. B.A., Purdue University; M.A., Bowling Green State University.
- Assistant Director of Career Services. B.A., University of Mississippi; M.S., University of Memphis.
- Coordinator of Disability and Career Services. B.S., University of Washington; M.S., University of Memphis.
- Administrative Assistant.

•

M.A., University of Memphis.

Associate Director of Meeman Center for Scheduling and Event Operations. B.S., Middle Tennessee State University.

Administrative Assistant.

Administrative Assistant. B.A., University of Memphis.

University; M.S., Rhodes College.

Assistant Director of Accounting. B.B.A., University of Memphis.

Payroll Manager.

Staff Accountant. B.S., Mississippi State University.

System Administrator. A.A.S., State Technical Institute, Memphis.

Programmer/Analyst. B.A., Rhodes College.

Network and Computer Engineer. A.E.T., State Technical Institute, Memphis.

Application Specialist. B.A., M.A., University of Memphis.

Senior Desktop Specialist. B.A., Mississippi State University.

Desktop Support Specialist. B.A., Rhodes College.

Helpdesk Manager. B.A., Rhodes College; M.S.L.S., University of North Carolina at Chapel Hill.

ITS Media Technician. B.A., Rhodes College.

Director of the Library. A.B., M.A. and M.S.L.S., University of Illinois, Urbana-Champaign.

Coordinator of Public Services. B.A., Rhodes College; M.L.S., George Peabody College. Curator for the Jessie L. Clough Art Memorial for Teaching.

Information Services and Electronic Resources Librarian. B.A. and M.L.I.S., University of Tennessee, Knoxville.

Acquisitions and Periodicals Librarian. B.A., Rhodes College; M.S.L.S., University of Tennessee, Knoxville.

Cataloguer. B.A. and M.S., University of Memphis; M.S.L.S., University of Tennessee, Knoxville.

Archivist/Special Collections Librarian. B.A. and M.L.S., University of Rhode Island.

Interlibrary Loan and Information Services Librarian. B.A., Elon College; M.L.S., University of North Carolina at Greensboro.

Assistant Catalogue Librarian. B.S. and M.L.S., Florida State University.

Head of Circulation. B.A., Mississippi State University.

Circulation Supervisor. B.A., Rhodes College.

Media Center Supervisor. B.A. and M.Ed., Southeastern Oklahoma State University.

Periodicals Assistant. B.S., University of Memphis.

Music Librarian. B.M., M.M., Arkansas State University; D.M.A., University of Memphis.

Dean of Admissions and Financial Aid. B.S., Bowling Green State University.

Director of Admissions Operations.

Director of Admissions. B.S., Wheaton College.

Associate Director of Admissions/Coordinator of Multicultural Recruitment. B.U.S., Eastern New Mexico University.

Assistant Director of Admissions. B.A., Baylor University; M.A., Boston College.

Assistant Director of Admissions. B.A., Rhodes College.

Assistant Director of Admissions. B.A., Rhodes College.

Assistant Director of Admissions. B.A., Davidson College.

Assistant Director of Admissions. B.A., Rhodes College.

Admissions Systems Analyst. B.S.B.A., University of Arkansas.

Information Coordinator. B.B.A., University of Mississippi.

• • • • • Campus Visit Coordinator.
• • • • • Campus Visit Coordinator.

• • • • • Director of Financial Aid. B.A., Birmingham-Southern College;
M.A., University of Alabama.

• • • • • Associate Director of Financial Aid. B.S., University of
Memphis; M.S., Arkansas State University.

• • • • • Assistant Director of Financial Aid. B.S., Mississippi State
University; M.Ed., University of South Carolina.

• • • • • Administrative Assistant.

• • • • • (• • • • •)
• • • • • Bookstore Manager. B.A., Union University; M.A., Murray State
University.

• • • • • Textbook Manager. B.A., Christian Brothers University; M.Ed.,
University of San Francisco.

• • • • • Accounting Manager. B.A., Christian Brothers University.

• • • • • Textbook Coordinator. B.S., Christian Brothers University.

• • • • • General Merchandise Coordinator. B.A., Wayne State University;
M.A., University of Virginia.

• • • • • Lead Cashier.

Rhodes' strength as a distinguished college of the liberal arts and sciences is dependent on an exceptionally able student body and a faculty of effective teachers and committed scholars. College planning, including curriculum and academic facilities, is done with the objective of making it possible for students and faculty to create an imaginative and challenging learning experience.

Rhodes recruits faculty members who demonstrate excellent teaching and who

was created in 1998 by trustee Dunbar Abston, Jr. in honor of his wife. Dr. Michael Leslie, Professor of English, holds the chair.

was provided by the estate of Winton M. Blount, Chair of Rhodes' Board of Trustees 1988-92. Mr. Blount was a former U.S. Postmaster General and founder of Blount, Inc., an international construction firm based in Montgomery, Alabama. An occupant will be named at a future date.

supports a professorship in the interdisciplinary course, "The Search for Values in the Light of Western History and Religion." Dr. Valerie Nollan, Associate Professor of Russian, is the current holder of the Interdisciplinary Professorship.

was established in 2002 by former trustee and alumna Neville Frierson Bryan '58 of Chicago. An occupant will be named.

was established in 1990 by trustee Robert H. Buckman to honor his mother. Dr. Andrew Michta, Professor of International Studies, holds the chair.

provided by trustee Robert H. Buckman, honors the founder of Buckman Laboratories and longtime friend and trustee of the college. The current occupant is Dr. John Copper, Professor of International Studies.

was established in 2002 by trustee and alumnus Lester Crain, Jr. '51. An occupant will be named.

was provided and sustained by Second Presbyterian Church of Memphis. Dr. Steven McKenzie, Professor of Religious Studies, is the current Curry Professor.

were provided by the Rhodes Board of Trustees in 1998 to recognize President and Mrs. Daughdrill's exemplary leadership and service to the college for 25 years. Dr. Timothy W. Sharp, Associate Professor of Music, holds the Elizabeth G. Daughdrill Chair. The James H. Daughdrill, Jr. Chair is held by Dr. Darlene Loprete, Associate Professor of Chemistry, and Dr. Terry Hill, Professor of Biology.

was created by Edward Coleman Ellett, Class of 1888. Dr. Eric Gottlieb, Associate Professor of Mathematics, is the current Ellett Professor.

was established in 2005 by trustee Nancy Hill Fulmer '51 and Arthur Fulmer to support work in the Department of Political Science. Dr. Michael Nelson, Professor of Political Science, currently holds the Fulmer Chair.

was provided by Mrs. Charles R. Glover and is occupied by Dr. Brian Shaffer, Professor of English.

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scholarship recipients—four per class—who will not be limited to fine arts majors but who will work either through performing a job, a service or a research project in the fine arts; an endowed chair for a permanent faculty position in the fine arts; and funding for curriculum and faculty development, student recruitment and mentoring, visiting artists, classroom and technology upgrades and other fine arts program enhancements.

The **Ward Archer Award** was created to support the development of leadership and/or diversity training programs.

The **Edward J. Curtis Collection** was given in 1998 by the Bournes, both members of the Class of 1954. The photographic prints represent the work of distinguished photographer Edward J. Curtis and document life of Native Americans in the Pacific Northwest, circa 1905. Selected prints are periodically displayed in the Clough-Hanson Gallery and are used for teaching.

The **Robert C. Harnden Collection** in North American Native Art was given to Rhodes in 1990 in her memory by her husband, Robert C. Harnden. The Harnden Collection is on permanent display in Halliburton Tower and Buckman Hall.

The **Jayson D. Pankin Collection** was given in his memory by his son Jayson D. Pankin of Michigan in 1997. The prints, dating from 1960-80, document many of the styles or movements of those decades, including op art, hard-edged abstractions, figurative art, and photo-realism. Selected prints are periodically displayed in the Clough-Hanson Gallery and are used for teaching.

The **Asian Woodcut Prints Collection** was given to Rhodes in 1953 by sisters Floy and Etta Hanson in memory of their friend and first art teacher. The collection of Asian woodcut prints, porcelains, fabrics, and other objects forms the basis of the college's teaching collection. Selected objects are periodically displayed in the Clough-Hanson Gallery.

The **Ward Archer Award**, given by his late wife and his children, recognizes the student selected as having demonstrated the most creativity at Rhodes. The award honors the memory of Ward Archer, Sr. '39, founder of Ward Archer & Associates, now the public relations firm Archer/Malmo, and his wife Louise Thompson Archer '44, whose early career was in the advertising field in New York.

The **Barbara L. Smith Award**, established by an alumna in memory of her father, is given to the student selected by The

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teaching faculty at Rhodes to recognize excellence in teaching.

The Clarence C. Day '52 Award was established by Mr. Clarence C. Day '52 of Memphis in 1981 to recognize a Rhodes faculty member for significant research and/or creative activity which has been brought to fruition in a public form, e.g. scholarly writing, public performances.

The award is given annually to the student judged to be most outstanding in Middle Eastern Studies.

The award was established in 1978 by Dr. and Mrs. James H. Daughdrill, Jr. in memory of her mother.

_____ , established in 1988, is awarded to a junior from Shelby County with an interest in business and a 3.0 grade point average. The scholarship may be renewed in the recipient's senior year.

Robert L. Brown, Class of 1935. was provided through the estate of alumnus

father. was established by Whit Brown in memory of his

William Clark Brown, Sr., Stamps, Arkansas.

John H. Bryan, Sr., West Point, Mississippi, founder of Bryan Foods.

Fabricators, Inc., Mr. Paul Isbell, and the late Mrs. Buchman of Memphis.

for Women are awarded annually to deserving junior and senior students with financial need to participate in Rhodes-sponsored programs abroad or in Rhodes' exchange programs. Preference is given to women students.

were established in 2003 by Rhodes trustee Robert H. Buckman and his wife Joyce Mollerup to enable qualified students to study abroad, either for a semester or for a complete academic year, and to then participate in the development of international awareness at Rhodes upon their return. Buckman Scholars must have completed at least two semesters at Rhodes at the time of the award and preference will be given to juniors or rising juniors. Demonstrated financial need may be a consideration in the granting of these scholarships. These scholarships are not available to students applying for summer program study. For more information, contact the Buckman Center for International Programs.

was established by the late Mrs. Buckman to support students with need.

was established to provide assistance to a student from Tennessee.

was established by the late Mrs. Burrow of Memphis.

, established by Mrs. Calandruccio in memory of Dr. Peyton Nalle Rhodes, President Emeritus of the college, provides financial aid with preference given to female students who demonstrate financial need.

was established by First Presbyterian Church, Hazlehurst, Mississippi.

was established in 1947 by the Women of the Church of the Synod of Alabama. Preference is given to a Presbyterian student from Alabama.

was established by Mr. and Mrs. Herbert V. Carson, Jr. of Houston in memory of his parents.

was established by citizens of Memphis in honor of the former mayor of Memphis.

was created in her honor by her son, Gray Stevens '82 and his wife Allison. It benefits students of high academic ability with demonstrated financial need. Preference is given to students from Alabama.

was provided by alumni of the Class of 1950 in honor of their 50th Class Reunion in October, 2000.

was created by alumni and friends in memory of Dr. Yerger Clifton, Dean Emeritus of the British Studies at Oxford program.

was established by the late Mrs. Anna P. Cole of Memphis in memory of her husband.

was established by the late Mr. and Mrs. A. B. Cooper of Nashville in appreciation of the education that Rhodes

was established in 1955 by the late Mrs. Houston of Oxford, Mississippi.

was established by the late Mr. J. Thayer Houts '37 and his wife, Mrs. Margaret Mason Jones Houts '40 of Memphis.

was established by T. C. Howard of Covington, Tennessee, in 1937.

honor the memory of his parents by the estate of the late Paul Tudor Jones IV, Rhodes alumnus, Class of 1932, and life trustee. Primary emphasis for selection of the recipients is based upon the student's genuine religious nature and integrity of character.

_____ was created through the will of Jacob M. Meyer of Memphis.

_____ were endowed by friends of Senator Kefauver, United States Representative, 1938-1948, and United States Senator, 1949-1963.

_____ was established by Dorothy Hughes Klewer in memory of her husband.

_____ is named for the beloved Rhodes Professor of Religion. It was established in his memory by Mrs. Kinney.

_____ created by her daughter Marli Krushkova, is awarded to a student in music.

_____ was provided in memory of her parents by trustee Elizabeth LeMaster Simpson '58 and her husband David L. Simpson, III '58. It is awarded annually to students with financial need to participate in Rhodes-sponsored European Studies, in Rhodes' exchange programs, or approved programs in the U.S.

_____ was given by the Liebmans to provide aid for a student from Shelby County with financial need.

_____ was established by Edward L. Lipscomb of Memphis, father of Nell Lipscomb Martin and alumnae Martha Lipscomb Whitla '57 and Lynda Lipscomb Wexler '60, in memory of his wife and their mother. Preference is given to a female music student from a Southern state.

_____ was provided by the E. H. Little Trust.

purpose of the scholarships is to enable middle-income students who meet these criteria to get a Rhodes education.

was established in her memory by family, colleagues, and former students. Gail McClay was Associate Professor and Chair of the Education Department until her death in 1999. The scholarship benefits students in education with demonstrated financial need.

was funded through the estate of Anna Leigh McCorkle (1)-Work Study Scholarship

was established by her family REF00

was established by J. H. McMinn III hai5 '6of M

memory of her mother

Rosanna

her sister
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Mrs.

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J. Myatt
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the late

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Plough in memory of his parents.

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in Physics was established in 1989 to honor Conwood Corporation President, William Rosson. The scholarship is awarded to a student majoring in physics.

was provided by the late Mrs. Lucy W. Rowe and her daughter, Mrs. William R. Carrington Jones, Memphis.

were established by the late Mr. Jules B. Rozier, Memphis.

was provided by friends in memory of this outstanding leader from the Class of 1972.

is provided by the Schadt Foundation of Memphis to benefit a student with financial need.

was established through a bequest of Mrs. Scharding.

was provided for students with need by the late Mr. Schmidt, Class of 1972.

was established by the late Mrs. Lucretia H. Scrivner of Lawton, Oklahoma. This scholarship is to be awarded to a

for many years Comptroller of the college.

was established in his memory by his parents. This award goes to a rising sophomore majoring in Theatre. Mark was a member of the Class of 1988.

created by the late Dr. Ellen Davies-Rodgers, is awarded to a student in business or commerce.

was established by the alumna's sister, Mrs. Dorothy Shepherd, for deserving students with need.

was established by family and friends on the occasion of his retirement from medical practice. Dr. and Mrs. Strong, members of the classes of 1954 and 1955, have subsequently increased the value of the Strong Scholarship through their own gifts. It is awarded to students with financial need selected on the basis of academic achievement and promise.

was established by his father, Mr. H. P. Sullivan, Walls, Mississippi, and friends of the family.

was established by members of Webster Groves Presbyterian Church, Webster Groves, Missouri, in honor of their Organist Emeritus, Gene Dickson Symes '45.

was created in 2005 by alumnus Charles W. Robertson, Jr. '65 and his wife Patricia K. Robertson. From 1956 to 1992, Dr. Jack H. Taylor '44 served on the Rhodes faculty as Professor of Physics. Dr. Robertson was inspired by Dr. Taylor and pursued a very successful career in physics after graduation. The scholarship, restricted to students studying physics, is awarded through application and competitive process.

was established in 2000 by Harry L. Swinney '61 in honor of his Rhodes mentor, Jack H. Taylor '44, Professor Emeritus of Physics. The scholarship is restricted to students majoring in the physical and biological sciences.

was created through the will of Miss Taylor, Class of 1933.

was funded by the Presbyterian Churches of Tennessee and the Synod of Tennessee in the mid-1970's. Preference is given to a Presbyterian student.

was established in his memory by the Sigma Nu Fraternity Epsilon Sigma Chapter at Rhodes.

Fund was established by the late Mr. Thompson, a member of Rhodes Class of 1929 and retired economist with Union Planters Bank of Memphis.

was funded through the estate of Frances Tigrett of Jackson, Tennessee. The scholarship is awarded to students who commit to performing ten hours of community service weekly.

was established by the Boys Club of Memphis to provide assistance to a Boys Club member.

was established in her memory by her mother, the late Ethel Winfrey Wright. It is awarded to students with need.

was established by alumna Sarah Waller '63 and her husband, trustee Robert Waller.

was created by the First Presbyterian Church of Dyersburg, Tennessee.

was established by Mr. Edmund Orgill, C.I.T. Financial Services, and C.I.T. executives.

was established with a gift from Rose Lynn Barnard Watson '38 and the late Lauren Watson '37 of Memphis.

The following alphabetical listing of Rhodes buildings includes functions of these facilities and the names of those who made the buildings possible. Thirteen campus buildings and two permanent gateways are listed on The National Register of Historical Places.

Boyle Court, given through the generosity of the late E. A. (Bob) and Emily Beale Alburty, was dedicated May, 1977.

Goodman and Gronauer * is a memorial to I. W. and Sallie Ashner, established by Mrs. Julius Goodman and Mrs. Ike Gronauer of Memphis

Edgar H. Bailey, the north campus drive between Snowden Street and Charles Place, was named in 1998 for Memphian Edgar H. Bailey, Rhodes life trustee, and his wife Ann Pridgen Bailey, Class of 1947, in grateful appreciation of their vision, generosity and devoted service to Rhodes.

Paul Barret, Jr. Trust is a state-of-the-art facility, made possible by a major gift from the Paul Barret, Jr. Trust. The Library opened during the summer of 2005. Paul Barret, Jr., a graduate of the class of 1946 who died in 1999, was the nephew of Mr. and Mrs. A.K. Burrow, who provided for the construction of the 1953 Burrow Library.

Walter D. Bellingrath * was dedicated October 18, 1961, in memory of Dr. Walter D. Bellingrath, Mobile, Alabama, a long-time friend and benefactor of the College.

Carolyn and Wynton Malcolm Blount a residence hall completed in 1986, was dedicated on October 17, 1996 in recognition of Carolyn and Wynton Malcolm Blount as distinguished leaders, benefactors and friends of Rhodes.

Boyle Investment Company, provided by the employees of Boyle Investment Company in memory of Chairman Emeritus J. Bayard Boyle, Sr., was dedicated January 23, 1997. In 1998, as part of the 150th Anniversary celebration of Rhodes, a time capsule was buried in Boyle Court, to be opened in 2048.

Thomas W. Briggs, provided through the generosity of the late Mr. and Mrs. Thomas W. Briggs of Memphis, augmented by gifts of parents and other friends, was dedicated May 2, 1966. It houses a bookstore, mailroom and offices. Extensive renovation of the building Blonn eB11ate

Mallory, Memphis, who was killed in an airplane crash in Italy on February 19, 1945. Major Mallory became a member of the Board of Directors of Rhodes in 1937, and in 1938 became Treasurer of the College, which office he held at the time of his death.

- _____ is named in honor of Virginia J. and Robert D. McCallum, Chair of Rhodes Board of Trustees from 1969 to 1981.
 - _____, made possible by gifts of the J. R. Hyde family, was dedicated March 17, 1971. It now houses three racquetball courts and an aerobics/dance studio.
- _____ was named in honor of Mertie W. Buckman and the late Stanley J. Buckman and their family. It houses the departments of International Studies, Economics and Business Administration, Political Science, Language Laboratory,

The academic life of Rhodes is enhanced considerably by annual sponsored programs which make it possible for authorities in various fields of study to come to the College and to participate in a variety of events with faculty and students.

The Frank M. Gilliland Symposium was established in 1984 by Tandy Gilliland and by Jim and Lucia Gilliland. The Symposium is presented in memory of Frank M. Gilliland, a prominent Memphis lawyer and active community citizen committed to the understanding of social and ethical issues confronting America. It brings to Rhodes well-known speakers in the fields of history, international studies, and English to address social and moral issues of importance to American society.

The Harry B. McCoy, Jr. Visiting Artists Program was established in 1978 in honor of the late Harry McCoy, a Memphis real estate developer who died in 1966. The purpose of the program is to introduce Rhodes students to various art forms and to the performing artists themselves. The McCoy Visiting Artists Program has brought to Rhodes an impressive variety of performing artists.

Established in 1984, the Moss Endowment brings to the College each year guest lecturers and visiting scholars in the fields of art, art history, and criticism for the benefit of Rhodes students and the Memphis community. This series has attracted national attention for its roster of speakers selected from the world's leading experts in the fields of art and art history.

Annually since 1984, the Peyton N. Rhodes Physics Lecture Series has brought to the campus and community experts in the physical sciences and astronomy.

T

Interdisciplinary Humanities

Jennifer Thompson

Emily Popp

Katie Frink

Matthew Horton

Mathematics and Computer Science

Sara LaPlante

Sarah Mercer

Ross Dawkins

Adam Isom

Michael Siler

Tobias O'Leary

Modern Languages and Literatures

Logan Wheeler

Evan Chase

Music

René Orth

Jeffrey France

Political Science

Paul Plekon

Katie Frink

Todd Ridley

Craig Cooper

Robbie West

Psychology

Paige Mossman

Stephanie Albury

Meredith Guillot

Religious Studies 0.4 0. ()-10()- ()-10()

Courtney Jones
Meredith Huddleston
Danielle Mashburn
Anna E. Phillips
Sara Rutherford
Stephanie Swindle
David Tyler
Evan Volgas
Ellen Whitten

Sunita Arora
Christine Coy
Mary Claire Giffin
Stephen Ogden
Brenna Ragghianti
Stanley Vance

SPECIAL SCHOLARSHIP AWARDS

Logan Wheeler

May 14, 2005

NOTE: Degree candidates graduating have attained an overall collegiate grade point average of 3.9500. Those graduating have attained a 3.8500 overall average. Students graduating must have an overall average of 3.500.

Lamar Alexander, United States Senator

Carol Johnson, Superintendent, Memphis City Schools

Maria Luisa Adams

Stephanie Michelle Albury

Traci Ellen Allen

Laura Elaine Anderson

Joshua Bishop Argo

Virginia F. Arnold

Sunita Arora

Psychology

Psychology

Art

English

Art

Economics

Margaret Marian Brodman
Emily Caitlin Brooks
Jennifer Grace Brooks
James Clifton Bryant



English
English
English
Philosophy

Anne Lindsey Burger
Garnet Joseph Caldwell
Ryan Patrick Call

Biology
Art
English

Emily Elizabeth Jones
Meredith Willett Jones

Ψ
Ψ

Administration
International Studies
Business

Benjamin Stewart Jorge
Christina Austria Jupson

Ψ

Administration
Psychology
Business

Rebekah S. Kaithern
Kyle D. Kamrath
Kendall Warren Karcher
Leah Anne Kaye

Ψ
Phi Beta Kappa

Administration
English
Political Science
English
Philosophy

Lynn Corbett Keathley
Business

Ψ
Phi Beta Kappa

Economics and
Administration

Linda Dove Keith
Meghan Elizabeth Kiihnl
Ji Eun Kim
Lee Alyson Koblas
Amber Korb

Ψ

Religious Studies

David Kottwitz
Valery Krieg
Lauren Elizabeth Lachner
William Sean Lancaster
Bazile René Lanneau III
Wesley Adair Lawrence
Erin Frances Lawton
Nicole Marie Lazo
Lauren Rebecca Lewis

Ψ

Political Science
English
Psychology

Anna-Clare Kathleen Lipsmeyer
Jodi Michelle Little
Nicole Catherine Lobdell
William Brian London
Bryan Stephen Loughridge

Ψ

International Studies
History
Political Science
Psychology
Spanish
English
History
International Studies
Latin American Studies

Ψ
Phi Beta Kappa

Leila Mahfooz
Corletra Faye Mance
Tabbatha Lynese Martin
Rachel Lee Martself

Ψ

Religious Studies
Biology
English
English

Helen Camp Matthews
Elizabeth Lea Maxey

Ψ

Economics and
Business
Administration

Nicholas Brooks McCamey
Krista Leigh McClain
Brooke Megan McClelland

Ψ

Art
Political Science
Psychology
Religious Studies/
Theatre

Ψ
Phi Beta Kappa
Honors Research

French
Business
Administration
Computer Science
Biology
Spanish

Morgan McCrary

Ψ

Theatre

Timothy Joseph McCrary

Business
Administration

Meredith Leigh McDonald
Joseph Keith McKinney

Psychology
Business
Administration
Political Science
Business
Administration

Christopher Bryan McNally
Michael Blount McNeil

Lori Ann Meadows
Caitlin Grace Miller
Jane Anne Miller
Lauren Michel Miller

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Psychology
Political Science
Urban Studies
International Studies/
Political Science

Maureen Elise Miller
Rebekah Verlinden Miller

ε π κ ι
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Psychology
Religious Studies and
Political Science
(double major)

Taylor Strifert Miller
Grace Ann Mitchell

Biology
Business
Administration

Natalie Moll
Ellen Christine Moore
Eric Austin Moorman
Paige Katherine Mossman
Jonathan Edward Nelson
Jacob Robert Nemer
Mary Jane Rainer Noble
Political Science
Stephanie Laura Noriea
Noelle Marie Norris

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English
English
Political Science
Psychology
Religious Studies
Political Science
International Studies/

Political Science
Economics and
Business
Administration

Phi Beta Kappa

Rachel Novotny
Andrew Marshall O'Brien

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Psychology
Greek and Roman
Studies
Psychology
Political Science
Religious Studies and
Philosophy

Megan Kathleen O'Brien
Mollie Kathleen O'Dell
Stephen Robinson Ogden

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Honors Research

Chassie Jeneen O'Neal
Jade Ciara Opper

ε π κ ι

History
Economics and
Business
Administration

Bradley Lawrence Oser

Mira Kamla Patel
Pratik Bhakti Patel

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Phi Beta Kappa

Administration
Business
Administration
Political Science
Economics and
Business
Administration

Rupal Pravin Patel
Jacqueline Marie Perrottet
Cynthia Mathis Pfohl
Lundy Elizabeth Plash

Paul Christian Plekon
David Logan Pool

Ellen Hart Porter
Frances Jane Rabalais

Derek Scott Rabe
Administration
Heidi Ann Rademacher

Brenna Maria Ragghianti
John Israel Ratliff

James Tomlinson Ray

Natalie Kathryn Ray
Emily Jockusch Reynolds
Matthew Todd Ridley

William Foster Rives

Elizabeth Janette Roads

Emily Swiggett Robbins
Bradley Stephen Romig

Heather Elizabeth Ross
William Edward Routt III
Jacquelyn Barbra Ruick
Justin Robert Sampson

Abby Hogan Sanders
Sarah Megan Sanders
Deana Sylvia Satar
Matthew Christopher Sauter
Linn Christopher Schifano
Hillary Vickers Schroeder
Administration
Jennifer Erin Benz Scott
Lindsay E. Sears
Alexandra Maria Sedlander
Terri E. Sharpley
Alia Michelle Shirani

Phi Beta Kappa

Phi Beta Kappa

Phi Beta Kappa

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Phi Beta Kappa

Phi Beta Kappa

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Biology
Art
Urban Studies
Business
Administration
Political Science
Philosophy

Psychology
English

Business

Biology and French
(double major)
English
Business
Administration
Economics and Business
Administration
Biology
English
Political Science and
Greek and Roman
Studies
(double major)
Economics and Business
Administration

English and Greek and
Roman Studies
Russian Studies
Religious Studies

English
Philosophy
English
Business
Administration

English
International Studies
Biology
English
International Studies
Economics and Business

Psychology
Psychology
History
Political Science
Business
Administration

Dana Simonton
Louis Gordon Sinclair III
Amanda Ashley Sirota

Ida LeBlanc Smith
Lindsey Carroll Spellings

posthumous

Urban Studies
Religious Studies
Business
Administration and
Spanish
(double major)
Political Science
Psychology

Robert West

Honors Research

Political Science

Carolyn J. BDC 0.622 0 Td(2)TjETJ2.622 0 T

Adam Jamison Isom

Honors Research

Computer Science

Katherine LaRoque Jameson

Sean Patrick McKenna

Matthew Vincent Shanks

Andrew Robert Shores

Desiree Anahita Steimer

Anne Rain Tanner

Stanley Ray Vance, Jr.

Phi Beta Kappa
Honors Research

Biology

Physics

Physics

Physics

Biology

Chemistry

Chemistry

David Alan Watkins

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Chemistry

Carolyn Jean Westfall

Melanie Ann Woods

Biology

Biology

MASTER OF SCIENCE DEGREE
Benjamin Woodbury Barksdale
Jason Thomas Brink
John Watson Buntin, Jr.
Leslie Donald Campbell
Justin Alan Etheridge
Christopher Scott France
Sara Ann Haiar



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