



**THE BULLETIN OF
RHODES COLLEGE
1989-90**

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1989-90

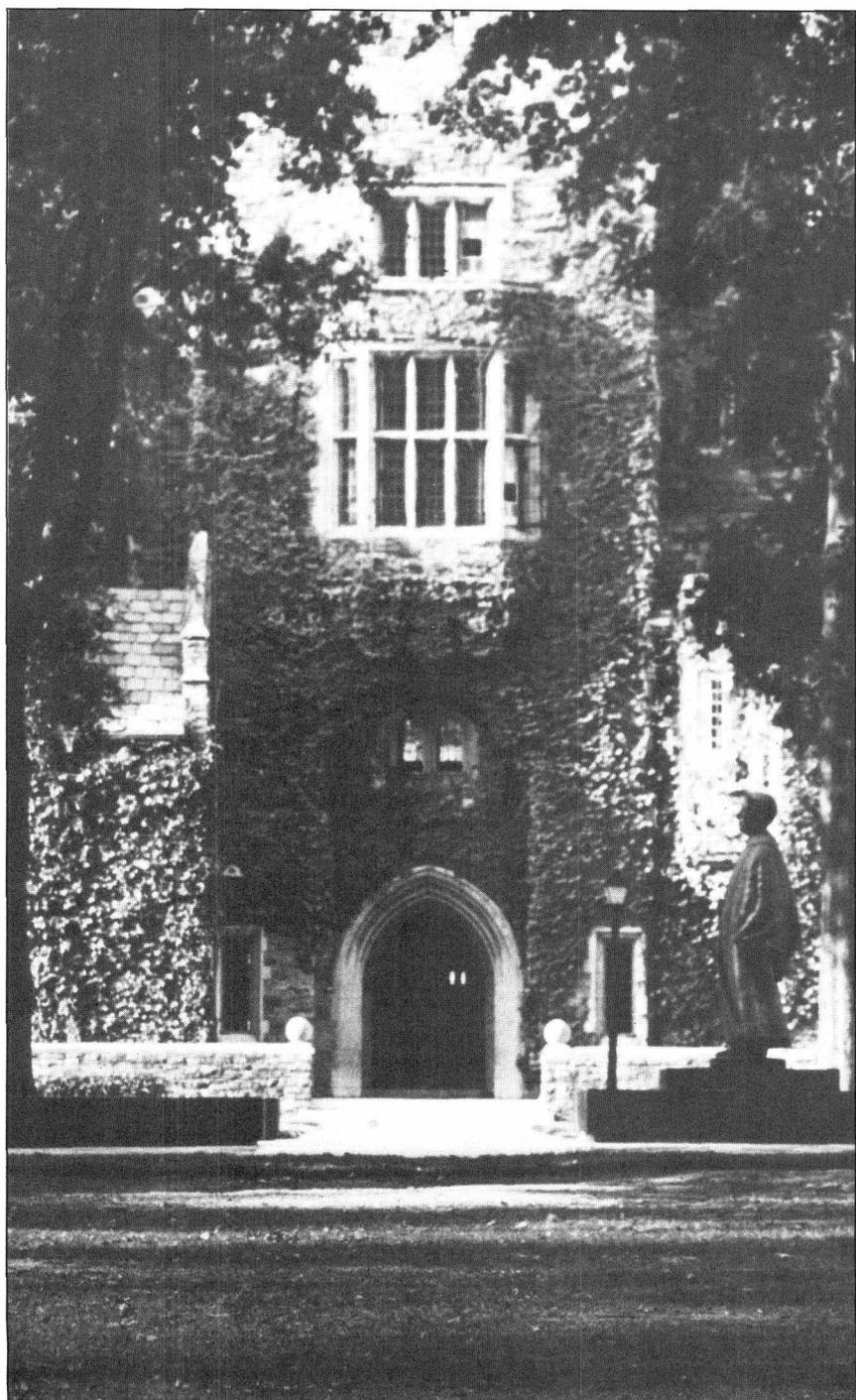


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COLLEGE CALENDAR

FALL SEMESTER, 1989-90

Orientation for New Students
 August 18-22, Friday-Tuesday
Registration for All Students
 August 22, Tuesday
Classes Begin
 August 23, Wednesday
Drop/Add Period Ends
 August 29, Tuesday
Withdraw Period Begins
 August 30, Wednesday
Re-Examinations
 August 30, Wednesday
Labor Day Recess
 September 4, Monday
Pass/Fail Option Ends
 September 5, Tuesday
Last Day to Remove Conditional Grades
 September 19, Tuesday
***Founders' Day Convocation**
 September 22, Friday, 10:00 A.M.
Fall Recess Begins
 October 13, Friday, 5:00 P.M.
Mid-Term Grades Due
 October 13, Friday, 5:00 P.M.
Fall Recess Ends
 October 18, Wednesday, 8:00 A.M.
Withdraw Period Ends
 October 27, Friday
Registration Advising
 November 6-17, Monday-Friday
Pre-Registration for Spring Semester
 November 20, Monday, 4:00 P.M.
Thanksgiving Recess Begins
 November 21, Tuesday, 5:00 P.M.
Thanksgiving Recess Ends
 November 27, Monday, 8:00 A.M.
Reading Days
 December 7, Thursday and
 December 13, Wednesday
Final Examinations
 December 8-15, Friday-Friday
End of Fall Semester
 December 15, Friday, 5:00 P.M.
Final Grades Due
 December 18, Monday, 12 Noon

SPRING SEMESTER, 1989-90

Registration and Validation Day
 January 8, Monday
**Monday Laboratory Sections and
 Music Studio Classes Meet**
 January 8, Monday, 1:00 P.M.-4:00 P.M.
Classes Begin
 January 9, Tuesday
Martin Luther King Day Observance
 January 15, Monday
Drop/Add Period Ends
 January 17, Wednesday
Withdraw Period Begins
 January 18, Thursday
Re-Examinations
 January 18, Thursday
Pass/Fail Option Ends
 January 24, Wednesday
Last Day to Remove Conditional Grades
 February 5, Monday
Mid-Term Grades Due
 February 28, Wednesday, 5:00 P.M.
Spring Recess Begins
 March 9, Friday, 5:00 P.M.
Spring Recess Ends
 March 19, Monday, 8:00 A.M.
Withdraw Period Ends
 March 21, Wednesday
Registration Advising
 March 26-April 6, Monday-Friday
Pre-Registration for Fall, 1990
 April 6, Friday, 4:00 P.M.
Easter Recess Begins
 April 11, Wednesday, 5:00 P.M.
Easter Recess Ends
 April 17, Tuesday, 8:00 A.M.
***Awards Convocation**
 April 24, Tuesday, 9:45 A.M.
Reading Days
 April 28, Saturday, and
 May 2, Wednesday
Final Examinations
 April 30-May 7, Monday-Monday
Final Grades Due
 May 9, Wednesday, 9:00 A.M.
***Baccalaureate Service**
 May 12, Saturday
***Commencement**
 May 13, Sunday

** Formal Academic Occasion*

GENERAL INFORMATION

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PURPOSE OF THE COLLEGE

- to educate students to lead lives of genuineness and excellence.
- to expand the horizons of knowledge and scholarship, and
- to live as a community of truth, loyalty, and service.

Rhodes is committed to being one of the finest colleges of liberal arts and sciences in the nation.

What Are Rhodes' Educational Ideals?

In order to fulfill its purpose, the College must educate students to lead the most meaningful and fulfilling lives of which they are capable; to love learning; to understand and be concerned about justice and freedom, peace and security, and the needs of the world, and to translate that understanding and concern into effective action.

What Lifetime Skills And Attributes Do Students Develop At Rhodes?

Rhodes helps students to acquire an informed understanding of the world, cultivate an appropriate set of dispositions and sensibilities, and develop a comprehensive personal philosophy.

An informed understanding of the world requires study of the dynamics of human behavior and social structures, including interactions among individuals, societies, cultures, and nations, and of the basic nature and operation of the physical and biological worlds, of those processes by which knowledge is structured, of historical processes, of creative processes, and of artistic expression.

In order for students to progress toward this goal, they must be challenged by classical and contemporary thinking in the various disciplines. They must be given an opportunity to apply their knowledge by investigating ideas, perceptions, theories, and hypotheses and also explore in depth some discipline of their choosing.

An appropriate set of dispositions and sensibilities includes the attributes of personal

integrity and respect for one's own abilities and values, respect for other persons and a concern for their dignity and welfare; a sense of community; an appreciation of cultural diversity; a respect for and an aesthetic appreciation of the natural world and human creativity; open-mindedness and an attitude of critical inquiry; a desire for personal growth, wisdom, and wholeness; and a sense of direction fostered by the cultivation of personal talents.

Cultivation of that set of dispositions and sensibilities involves experiences in a community built on an honor system, in which students govern themselves and participate in the decision-making processes of the College. It also involves living and working in a setting which harmoniously blends natural beauty and works of human creation; exposure to quality in a variety of fields; participation in the fine arts; interacting with students and Faculty from different racial, cultural, economic, and ideological backgrounds; participation in discussions in which students are called upon to express their own points of view and to consider with respect the views of others; and working with others in situations which require cooperation and mutual responsibility. Students have opportunities for participation in service projects that involve working with people from different social and economic backgrounds, in off-campus learning experiences here and abroad, and in sports and other physical activities which cultivate health and a sense of fair play.

A comprehensive personal philosophy includes reasoned views about the ultimate source and meaning of human life, what is of primary importance, and a corresponding hierarchy of values and obligations.

For students to formulate such a philosophy, they must be presented with a wide variety of challenging views on these central issues. Rhodes is committed to the position that students should formulate their own personal philosophy in dialogue with a Christian perspective on these issues in an atmosphere which encourages freedom of thought and expression for all. Students have the opportunity for interaction, both inside and outside the classroom, with a

Faculty of scholars who have a strong commitment to their disciplines and an enthusiasm for sharing their love of learning.

Certain skills contribute to the attainment of the educational goals of the College:

- a. **Critical skills:** The ability to analyze arguments, to assess evidence, to discover, articulate and evaluate assumptions.
- b. **Creative skills:** Flexibility of thought which allows one to ask thoughtful and penetrating questions, to generate new insights, to seek new solutions to problems, to envisage new possibilities, to respond positively to change.
- c. **Communication skills:** The ability to listen, to enter into dialogue, to write and speak with clarity and style in English; and proficiency in a foreign language.
- d. **Research skills:** The ability to read critically, to formulate and test hypotheses, to collect and interpret information, and to draw conclusions.
- e. **Evaluation skills:** The ability to formulate and justify value judgments, to evaluate oneself and one's beliefs honestly.
- f. **Empathic skills:** The ability to appreciate the perspective of others and to respond empathetically.
- g. **Aesthetic skills:** The ability to express oneself artistically, to exercise the imagination, and to recognize quality.
- h. **Synthetic skills:** The ability to perceive ordering principles such as those inhering in myth, language, mathematics, and schools of thought and to fit diverse pieces of knowledge together into a whole.

What Kind of College Is Rhodes?

Rhodes can be described in a few words: It is a coeducational, undergraduate, metropolitan, private, small, well-rounded, beautiful, church-related college noted for genuineness and excellence in the liberal arts and sciences.

Coeducational. Rhodes is dedicated to the belief that the most natural and best education takes place in a setting where there are

both men and women students. Students benefit socially, psychologically, and educationally.

Undergraduate. Rhodes specializes in undergraduate education. Thus it emphasizes teaching and scholarship that supports excellent teaching. Students benefit because they are taught by outstanding faculty, not by teaching assistants. Rhodes' budget is not divided among graduate programs, hospitals, or special interests, but is focused on the learning and growth of students during the four years of college, supplemented by a quality program of continuing education for lifelong learning. Rhodes does not try to be all things to all people, but concentrates on providing the very best education for its students.

Metropolitan. Rhodes is the only liberal arts college in the South rated "Very Selective +" that has a metropolitan campus. The location of the College in residential mid-town Memphis was carefully chosen to provide students the many advantages of a city: internships, outlets for social, cultural and service interests, convenient access by transportation of all types, availability of medical and other services, opportunities for off-campus living, and the variety of religious, artistic, governmental, recreational, social service, and business opportunities available to help the student grow. Thus the Rhodes student has the firsthand opportunity to learn how to deal with pluralism, yet has opportunities to develop special interests.

Private. Rhodes holds to the highest principles of academic freedom and academic responsibility. Rhodes is committed to the market economic system that has built this country and fostered the growth of freedom in our society. We believe that a private college, not operated by the state, provides students the best opportunity to experience educational excellence and the values of religious faith and spiritual growth. Rhodes maintains a spirit of cooperation with public higher education, but stands as an important part of the free enterprise sector that opposes a government monopoly of higher education.

Small. Rhodes is committed to the belief that the best education takes place in the

presence of what psychologists call “significant others.” In childhood these are most frequently parents or their substitutes. In adolescence and adulthood these are most often teachers, mentors, or ones who know and care about us. For this reason Rhodes is small and has a low student-faculty ratio that encourages students to develop close personal relationships with professors. The College provides the best in academic advising and in personal and career counseling, but the opportunity to know and to discuss ideas with members of the Faculty are among the most important parts of a fine and lasting education. Rhodes is small so its students can be well-rounded.

Well Rounded. Rhodes provides students with opportunity to participate in intercollegiate athletics, fraternities and sororities, student publications, broadcasting, and many activities not available except to specialists on huge campuses. Students benefit by developing broad interests and their capacity as leaders. Attending Rhodes is fun; the College plans it that way.

Beautiful. Rhodes maintains a campus that is second to none in its design, function and beauty. Students benefit because elegant architecture inspires, broadens the mind, expands the consciousness to beauty and harmony, and reminds the community of the history and breadth of learning. The College is dedicated to maintaining a physical plant and campus that is cared-for and beautiful, not as an end in itself, but because such a campus shapes the quality of education and provides students a constant vision of excellence.

Church-Related. Rhodes has been affiliated with the Presbyterian Church since 1855. The College’s Christian commitment and church relationship is more than assent to a set of vague values or sentimental emotions. It is a view of existence and reality based upon faith in God as creator, sustainer, and redeemer of life. It recognizes that the fear of God is the beginning of wisdom and that truth is God’s self-revelation. It is dedicated to the spiritual growth of students, a special witness to the Christian faith, and a community that nurtures lives of faith and service.

Genuine and Excellent. Rhodes is dedi-

cated to the pursuit of genuineness and excellence in all its endeavors. Students learn to live with genuineness and excellence. The College encourages, supports, and rewards outstanding achievement and merit in all parts of the life of the College.

Liberal Arts College. Finally, Rhodes is founded upon the principle that the best education for all of life is an education in the liberal arts and sciences.

Rhodes seeks out for appointment to its faculty and staff those who hold high these ideals, and the College recognizes and rewards not only those who have individual expertise and who carry out their personal responsibility, but also those who work to further the ideals of the College.

Historical Summary

Rhodes had its origin in the Clarksville Academy, founded in 1837. The Academy conveyed its property in 1848 to the Masonic Grand Lodge of Tennessee and was merged into the new Masonic University of Tennessee, a degree-granting institution of higher education located in Clarksville, Tennessee. This institution became Montgomery Masonic College in 1850, and in 1855 its name was again changed, to Stewart College, in honor of its president, William M. Stewart. Under President Stewart’s leadership the operation of the College passed from the Masonic Lodge to the Presbyterian Synod of Nashville.

Under the “Plan of Union” of 1873, the Presbyterian Church reorganized Stewart College after the Reconstruction Era to operate it as the single Presbyterian college 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 1925 and adopted as its name Southwestern, denoting a liberal arts college. In 1945, the official college name became Southwestern At Memphis.

On July 1, 1984, the name of the College was changed to Rhodes College in honor of President Peyton Nalle Rhodes, who served the College from 1926 until his death in 1984.

During the 1980's Rhodes has continued to grow in strength as one of the finest colleges of the liberal arts and sciences in the nation.

Accreditation and General Policies.

Rhodes College is a fully accredited four-year college of liberal arts and sciences. With an endowment of \$70 million and a physical plant valued at \$82 million, the College has one of the largest investments per student (\$115,000) in the nation.

Rhodes is accredited by the Committee on Colleges of the Southern Association of Colleges and Schools to award the Bachelor of Arts and Bachelor of Science degrees. It is also a member of the American Council on Education, American Association of Colleges, College Entrance Examination Board, Southern University Conference, and Tennessee College Association.

The Music Department has full membership in the National Association of Schools of Music.

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 traditions and environment. Among these traditions is the Honor System, administered by students, which is described elsewhere in the catalog. 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 sex, race, color, handicap, national and ethnic origin in its admissions policies, scholarship and loan programs, or other

college educational programs, policies and activities.

Policies stated in this catalog are expected to be in effect through the academic year 1989-90 but are subject to revision. Normally, policy revisions are implemented in the next academic year, following notice thereof and are effective for all students who graduate in or after that academic year. However, occasionally a policy must be changed and implemented in the same academic year. In such cases, written notification of the revision will be mailed to all students currently enrolled.

The Faculty of Rhodes College has the authority and the responsibility for establishing and maintaining those policies and procedures governing the academic standing of students at the College. Any deviation from the policies and procedures stated in this catalogue relating to academic standing requires the prior formal approval of the Faculty.

A compendium of all current policies and procedures in regard to the College is *The College Handbook*. A current copy is maintained in the office of the Provost of the College.

ADMISSIONS

Admissions Procedure

A student who wishes to apply for admission to Rhodes should write the Admissions Office requesting an application form, which should be filled out carefully and mailed to the Dean of Admissions, together with a non-refundable application fee of thirty dollars. Rhodes also accepts the Common Application.

Students who have submitted an application and all supporting credentials to the Admissions Office by February 1 (January 15 for students nominated for Bellingrath/Hyde Scholarships) will be notified of the decision of the Committee on Admissions and Financial Aid by April 1.

Applicants are expected to complete in high school 16 or more academic units, including at least four years in English, two years of the same foreign language (classical or modern), and three years of mathematics, including geometry and either two years of algebra or one year of algebra plus one year of advanced mathematics. Further, it is strongly recommended that a student take at least two years of a laboratory science and two years of history or social science. A fourth year of high school mathematics, including trigonometry and advanced algebra, is especially important for students who plan to elect mathematics, natural science, computer science or economics programs.

Students with slightly different patterns of subjects may be considered only if their records in other respects clearly indicate readiness for Rhodes' program of study.

Standardized Tests

All applicants for admission to the freshman class are required to take either the Scholastic Aptitude Test of the College Entrance Examination Board or the American College Test. It is advisable for the student to take the test in the junior year as a means of adjusting to this type of examination or for early decision. Any student applying to live on campus should take the test not later than December of the senior year so that scores will be available to the Committee on Admissions and Financial Aid by February 1. *Applicants must request that their*

test scores from SAT or ACT be sent to Rhodes College directly from the testing service. This procedure is necessary regardless of whether or not the scores are recorded on the student's high school transcript.

Application forms may be obtained from high schools, or by writing directly to the testing services, as follows: (1) The College Entrance Examination Board, Box 592, Princeton, New Jersey 08541. (Students from Western states should write to Box 308, Berkeley, California 94701.) (2) The American College Testing Program, P.O. Box 451, Iowa City, Iowa 52240.

Interviews and Campus Visits

An interview with a member of the admissions staff is *strongly* recommended for all applicants for admission. The Admissions Office is open year round, and appointments may be made by writing or telephoning the Admissions Office at least one week in advance. Appointments may be scheduled between 9:00 A.M. and 4:00 P.M., Monday through Friday, and by special arrangement on Saturdays from 9:00 A.M. until noon. Interviews may not be possible in February and March as the admissions staff is heavily involved in reading applications.

The campus visit is the best way to experience Rhodes life. Students are encouraged to visit between Monday and Friday so that, in addition to an interview, they may attend a class and meet faculty. Arrangements can also be made through the Admissions Office to spend one night in a residence hall.

(Outside Tennessee, call toll free, 1-800-238-6788. In-state residents call 1-901-726-3700.)

Early Decision Plan

Students who are certain they want to attend Rhodes may wish to take advantage of the Early Decision Plan. Under this plan the student must submit a completed application by November 15 and agree to apply to no other college at that time. *If offered admission, the applicant agrees to accept the offer.* Students who are applying for financial aid are required to file the Rhodes Financial Aid Estimator by *November 1.*

The Early Decision applicant must take the Scholastic Aptitude Test or the American College Test not later than the first week in November of the senior year.

Under the Early Decision Plan, the College agrees to render a decision on admission by December 15. Accepted students applying for financial assistance will hear from the Financial Aid Office concerning their request shortly after December 15. If accepted under the Early Decision Plan, the applicant is expected to submit the required deposit (as explained under Enrollment Deposit) by January 1. If a decision on the student's application can not be reached by December 15, the student will be notified that the application will be guaranteed unbiased consideration under the regular admissions procedure, and the student will be free to apply to other colleges.

Admission of Special Students

Special applicants who give evidence of sufficient ability may be admitted to a course of study not leading directly to a degree, but allowing them to pursue that work for which they are best prepared and which they particularly need. A course of this kind is not open to a student who has recently finished preparatory work with insufficient credits to be admitted as a regular candidate for a degree.

Application for admission as a special student must be made in writing and must be approved by the Committee on Admissions before the student may be enrolled. The request will be acted upon after the formal application and scholastic record of the student have been received. The request must be renewed each academic semester. Tutorial courses and Directed Inquiries are not ordinarily open to special students. In no case may a special student be enrolled in more than two classes, or for more than eight hours of credit.

Special students are not regarded as candidates for a degree and are not eligible to live in the residence halls or to participate in intercollegiate athletics, fraternity or sorority membership, and other extra-curricular activities. Should the special student subsequently become a degree candi-

date, credits earned while a special student are applicable towards the degree sought.

Admission of Transfer Students

Rhodes welcomes applications from students who wish to transfer from other accredited institutions. Prior college work is evaluated in light of Rhodes' established degree requirements. Transfer students whose prior work does not lend itself to a degree program may find it necessary to extend their college careers in order to complete all requirements for the degree.

An applicant for admission as a transfer student should write to the Office of Admissions for an application. The student should have transcripts sent directly from the secondary school and from all collegiate institutions attended to the Dean of Admissions at Rhodes.

If the high school record does not include the student's scores on the SAT or the ACT examination, the student will be asked to have these sent to the Admissions Office.

Rhodes' admissions policy is to consider only applications for transfer from students who are in good standing at the last institution attended. Students under academic or disciplinary suspension normally are not eligible to apply to Rhodes until eligible for readmission to the suspending institution.

Transfer from an unaccredited college requires a more thorough analysis of academic credentials, including the high school transcript and the SAT or ACT examinations. If accepted, the student will be placed on probationary status for one academic year and is expected to maintain a record satisfactory to the Committee on Curriculum, Standards, and Standing.

For information regarding the transfer of credit, see "Transfer Credit" in the "Planning a Degree" section of this bulletin.

Admission of Foreign Students

Rhodes encourages students from other nationalities and countries to apply for admission. Application forms may be obtained from the Admissions Office. Comparable application forms, such as those supplied by Amideast, are also acceptable.

All applications must be accompanied by a \$30.00 (U.S. dollars) fee and a passport-size photograph of the applicant. In addition, a counselor's report, an official transcript of the student's secondary school record, and the official results of either the Scholastic Aptitude Test (SAT) or American College Test (ACT) and the Test Of English As a Foreign Language (TOEFL) must be forwarded to the Admissions Office from the appropriate officials. If a student has studied at other colleges or universities, transcripts from those institutions must be sent to Rhodes. All transcripts must include English translation.

A limited amount of financial aid is available to a foreign student with financial need. Forms by which the student and his or her family may make a confidential financial statement to the College are obtainable from the Admissions Office. Foreign student applicants are eligible for the competitive scholarships offered by the College.

A foreign student adviser and student counselors are also available to assist the student.

Admission of Adult Degree Students

There is a special program administered through Special Studies (see page 168) for adults 24 years or over who wish to earn an undergraduate degree from Rhodes. The first two semesters for Adult Program students are designed to re-orient and support them in the disciplines and skills necessary for success in a demanding academic program. Students wishing to apply for the Adult Degree Program should contact the Meeman Center for Special Studies.

Readmission of Students

Students who leave the College by voluntary withdrawal or suspension must apply for and be accepted for readmission. Returning students apply for readmission through the Office of the Registrar by completing an application for readmission. This application requests current information about the student, including an account of activities and educational experiences during the absence from the College.

In many cases interviews with the Dean of Academic Affairs and the Dean of Stu-

dent Affairs will be necessary to complete the readmission process. Students seeking to be readmitted must initiate their requests well in advance of the beginning of the academic year or the start of a new semester.

Students who have taken more than two courses in any one term at another institution are considered as transfer students. These students must apply for readmission to Rhodes through the Office of Admissions. The Committee on Admissions will review all records and render a decision.

Rhodes High School Scholars Program

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 take 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, must have scored at least 1000 on the Scholastic Aptitude Test (SAT) or 23 on the American College Test (ACT); normally rank in the upper one-fourth of his or her class; have a positive high school recommendation, and have a personal interview.

Course fees are \$180 per credit hour. Participating students are eligible to apply for financial aid based on need as determined by analysis of the Financial Aid Form (FAF). The FAF for the current year must be completed by the parents on behalf of the student and mailed to the Financial Aid Office. FAF forms are available from high school counselors or the College. Students seeking aid for the High School Scholars Program must so indicate on the regular application for admission.

Participation in the High School Scholars Program will require coordination of the student's college and high school course schedules. Rhodes' Office of Admissions will gladly help arrange such details with the student's high school teachers and counselor.

Advanced Placement

Rhodes will grant advanced placement and course credit to entering students who score either 4 or 5 on the College Board

Advanced Placement Examination in the field. Students who score 3 on the Advanced Placement Examination may receive advanced placement if the department concerned recommends it. Course credit, however, in these cases must be approved both by the department concerned and by the Curriculum Committee. A maximum of twenty-eight (28) credit hours may be earned through Advanced Placement examinations.

A student who wishes to take courses for credit after receiving Advanced Placement credit for those courses is required to waive Advanced Placement credit before receiving direct credit from the College for actual enrollment and successful completion of those courses.

The International Baccalaureate Degree Program

Rhodes recognizes the International Baccalaureate academic program and welcomes for review the submission of IB examination scores. Course credit is 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 placement, subject to review by the appropriate department.

Enrollment Deposit

In order to reserve a place in the class, all students whose applications are accepted must make a \$100.00 enrollment deposit to the College. Those students who are to reside on the campus must deposit an additional two hundred dollars (\$200.00) to reserve a room in the residence halls. The Candidates' Reply Date, May 1, is the deadline for payment (January 1 for Early Decision candidates). The deposit is not an extra charge but is credited to the student's account and deducted from his or her expenses. *It is not refundable.* The balance of the first payment is due in mid-August. The College cannot guarantee that a room will be available unless this balance is paid at that time.

Room and Board

The rooms in the residence halls are equipped with all necessary furniture, but the students must have mattress pads and

supply bed sheets, blankets, pillows, towels, curtains, and rugs. Laundry facilities are available in several locations on campus.

The College reserves the right to use the residence halls for its own purposes during vacation periods. The dining halls will be closed during Thanksgiving, Christmas, and mid-semester recesses. The residence halls will be closed during all semester recesses.

On or before February 1, current resident students may apply to reserve space in the residence halls for the next session by paying a \$200.00 fee, which is applied to the cost of the room, and is refundable up to March 1. The balance of the room rent is payable in mid-August. The College cannot guarantee that a room will be available unless this balance is paid.

Orientation and Registration

All students entering Rhodes for the first time are expected to be present for orientation week which immediately precedes the opening of College. The orientation period is designed to acquaint new students with the traditions, ideals, and regulations of Rhodes and to afford them an opportunity to plan their courses of study in consultation with members of the Faculty. During orientation week the new students, in addition to discussing their courses of study individually with a member of the Faculty, meet with the representatives of various student organizations, take aptitude and placement tests, receive instruction in the use of the library, participate in social events, and attend discussions with administrative officers of the College. The dates of the orientation period are listed in the college calendar.

A complete medical examination is required of all full-time students entering the College for the first time. The results of the examination, recorded on a special form provided with registration material, must be on file in the College infirmary before actual registration. Failure to provide the requested form can result in not being permitted to register and not being provided medical services until the form has been received. In the case of insufficient or missing medical data, the student will be granted provisional registration.

14 Admissions

Additional Information

All applicants for scholarship or financial aid must check the appropriate boxes on the regular application for admission to Rhodes, and adhere to all deadlines.

Additional information and application forms will be supplied upon request. Contact:

Office of Admissions
Rhodes College
2000 North Parkway
Memphis, Tennessee 38112
(901) 726-3700.

A toll-free telephone number is available to those persons calling from outside the state of Tennessee: 1-800-238-6788.

Admissions Office hours are 8:30 a.m. to 5:00 p.m., Monday through Friday (Central Time Zone).

EXPENSES

General Information

Quality education cannot exist today without first-rate compensation for faculty, up-to-date buildings, computers and scientific equipment, and adequate financial aid. Rhodes, with one of the highest endowments per student in the nation and aggressive fund raising, has been able to hold tuition to 51.3% of the total cost of education while steadily increasing quality. (Tuition 51.3%, Room & Board 16.3%, Gifts and Grants 7.7%, Endowment Income 13.0%, Fees and Other Income 11.7%).

The tuition of \$10,502.00 for the regular academic year includes out-patient care in the College Infirmary, admission to athletic events, subscriptions to student publications and many other student activities.

Tuition	\$10,502.00
Activity Fee	158.00
Room:	
Single	\$2560.00
Standard Multiple	\$2167.00
Cabana, Stewart,	
University Dorms	\$1940.00
Board	\$1657.00

Payment Schedule

The regular college plan provides for payment of tuition, room and board in two installments.

	Non-resident	Resident single	Resident multiple	Resident multiple
August 8	6,396.00	8,926.00	8,690.00†	8,554.00*
Nov. 21	<u>4,264.00</u>	<u>5,951.00</u>	<u>5,794.00</u>	<u>5,703.00</u>
	10,660.00	14,877.00	14,484.00	14,257.00

* Multiple rate for Cabanas, University Dorm and Stewart Hall.

† Multiple rate for all other residence halls.

Resident students are billed less deposit already made. There will be no refund on room rent.

If monthly payments are preferred by parents and/or Guardians, there are companies which will meet the above schedule and allow monthly payments. Companies providing these services are: The Tuition Plan, Inc., Concord, New Hampshire 03301; and Knight Tuition Payment Plans, Knight Insurance Agency, Inc., 855 Boylston Street,

Boston, Massachusetts 02116. If one of these is chosen, arrangements must be made prior to the date the first payment is due.

Regulations Regarding Payment of Tuition and Fees

A bill for the tuition charge, together with applicable room and board, will be mailed to all students before each due date. Unless prior arrangements acceptable to the Cashier of the College are made, a student's account not paid in full at the due date will be regarded as delinquent. A student whose account is delinquent will be denied the privileges of registration, attending classes, obtaining transcripts of credit, using College facilities, being certified for initiation into a fraternity or sorority, or being admitted to graduation. Any student with Perkins loans or Guaranteed Student Loans made by Rhodes must have an exit interview with the Financial Aid Office before being admitted to graduation.

All candidates for degrees are required to pay the graduation fee by the beginning of their last semester in attendance.

A normal load for a student is 13-16 hours in each semester. For the tuition, a regular student is permitted to enroll in courses carrying a maximum of sixteen credit hours each semester. If approved for an overload, a seventeenth credit hour may be added without additional charge for tuition.

The student desiring to take more than a normal academic load during a semester should consult the section of the catalogue on "Registration" appearing under "Academic Regulations." A student who enrolls in more than seventeen hours in a semester will be required to pay the extra hour fee even if the overload hour is dropped after the one-week drop/add period.

For students who enroll for less than a full year, the following tuition rates apply:

Fall Semester	\$5,330.00
Spring Semester	\$5,330.00

Students living in the residence halls are required to take their meals in the dining hall. There can be no exception to this regulation. Other students and members of the faculty and staff may also obtain meals in the dining hall.

16 Expenses

Education Fees

Education student teaching courses require a participation fee of \$13.00 per credit hour.

Music Fees

Candidates for a major in music are charged the same tuition and fees as for all other majors. These fees include private lessons on the student's principal and/or secondary instruments.

Students majoring in other fields of study who wish to add the study of applied music to their regular academic program will be charged an additional fee:

Fall Semester (one credit hr.) \$120.00
Spring Semester (one credit hr.) \$120.00

Special Fees and Deposits

1. APPLICATION FEE. \$30.00
2. TUITION DEPOSIT. \$100.00

This applies to incoming students only. The deposit, due by May 1, is non-refundable.

3. ROOM DEPOSIT. \$200.00
For incoming students the deposit, due by May 1, is non-refundable. For current Rhodes students, the deposit is due February 1 and is non-refundable after May 1.
4. KEY DEPOSITS. \$25.00
These fees include \$10.00 for room key, \$10.00 for outside dorm key and \$5.00 for mail box. Deposit balance will be transferred to the following academic year for all continuing students.
5. DORM DAMAGE DEPOSIT. \$50.00
Deposit balance will be transferred to the following academic year for all continuing students.
6. SPECIAL STUDENTS TUITION (Students not seeking a degree at Rhodes). First 3 hours—\$205.00 per credit hour. Second 3 hours—\$265.00 per credit hour. Each additional hour—\$305.00 per credit hour.
7. PART-TIME STUDENTS (degree candidates taking 10 hours or less). \$300.00 per credit hour.
8. EXTRA COURSE FEE. \$180.00 per credit hour.
9. SUMMER SCHOOL 1989. \$130.00 per credit hour.

10. DIRECTED INQUIRY—Summer 1989. \$130.00 per credit hour.
11. LATE PAYMENT OF BILL. \$25.00
12. LATE REGISTRATION FEE. \$25.00
13. GRADUATION FEE. \$80.00
14. REMOVAL OF CONDITIONAL GRADES. (Incomplete or reexamination). \$10.00 per grade
15. CHANGE OF SCHEDULE. \$3.00 during the scheduled drop/add period \$10.00 thereafter.
16. SPECIAL STUDENTS—AUDIT FEES. One-half of per credit hour fees plus \$30.00 application fee. See Special Student Tuition.
17. STUDENT ID CARD REPLACEMENT. \$5.00
18. TRANSCRIPTS. See "Transcripts—Academic Regulations."

Telephones

The College provides each dormitory room with an outlet for a telephone. Permanent numbers are assigned to each room. Students must furnish their own telephones. Phones must be touch-tone. Local and on campus calls are free. Long distance services are available. Students who wish to use the college long distance service must pay a \$50.00 deposit. Students will be assigned a personal code number. Bills will be sent monthly for long distance calls plus a \$5.00 access fee. For additional information please contact the Cashier's Office.

Withdrawals and Refunds

College tuition and room fees are not refundable unless the student withdraws because of protracted illness. All requests for withdrawal must be initiated in the Dean of Student Affairs Office and must be approved by the Dean of Academic Affairs. The date of this approval is considered the official date of withdrawal.

Board refunds are made on a pro rata basis in the event of withdrawal. *There will be no refund on room rent.* The College reserves the right to use and reassign rooms. Tuition refunds granted due to illness will be made on the following basis ("days" refers to days when classes are scheduled i.e. five days per week):

Withdrawal during first 10 days of a semester: refund of $\frac{3}{4}$ of tuition.

Withdrawal from 11 through 25 days of a semester: refund of $\frac{1}{2}$ of tuition.

Withdrawal from 26 through 35 days of a semester: refund $\frac{1}{4}$ of tuition.

No refund will be made when a student has been suspended from the College or from the residence halls by action of an official disciplinary body.

SCHOLARSHIPS AND STUDENT AID

Students accepted for admission to Rhodes benefit from one of the largest scholarship programs per capita in the United States. For the 1988-89 academic year, 68% of all Rhodes' students received some form of assistance totaling over \$7.4 million. This program includes a wide range of merit-based scholarships with the highest awards equal to the cost of tuition, room, and board, valued at over \$58,700 each.

I. COMPETITIVE SCHOLARSHIPS

Competitive scholarships for incoming students are based solely on merit; financial need is not a consideration. Selection is based on the candidate's academic record, leadership, character, and personal achievements.

The scholarships are:

A. Scholarships By Nomination

Each year four (4) *Walter D. Bellin-grath Scholarships* and two (2) *J. R. Hyde Scholarships*, with stipends equal to the full cost of tuition, room, and board charges at Rhodes, are awarded to Rhodes "most outstanding entering freshmen".

Consideration for these six highest awards—which have a four year value each in excess of \$58,700—is by nomination only. High school counselors, principals or headmasters, Presbyterian ministers, and alumni of the College may make nominations. The deadline for submission of a nomination is December 1. A student who is nominated for one of these scholarships must complete and submit an application for admission and all necessary support documents by January 15.

Further information will be sent to those students nominated.

B. Scholarships By Application

The following competitive scholarships do not require nomination. A student who wishes to compete for one of these scholarships should indicate that

intent on the application for admission to Rhodes. The application for admission must be submitted by February 1 for preferential consideration.

1. *Morse Scholarships*—Six (6) full tuition scholarships are awarded each year to entering students. Each is renewable on the basis of continued achievement and each has a four year value over \$43,200.
2. *Cambridge Scholarships*—Twenty (20), each covering seventy-five percent (75%) of tuition charges, are awarded annually. These are renewable and each has a four year value of over \$32,400.
3. *University Scholarships*—Sixty (60), scholarships covering fifty percent (50%) of tuition charges are awarded each year to entering students. These are renewable and each has a four year value over \$21,600.
4. *Dean's Scholarships*—At least five (5) scholarships are awarded to outstanding entering black students each year. These scholarships amount to fifty to seventy-five percent (50%—75%) of tuition and are renewable. Each of these scholarships has a four year value from \$21,600 to \$43,200.
5. *Presidential Scholarships*—Twenty (20) scholarships, equal to twenty-five percent (25%) of tuition, are awarded to entering students each year. These scholarships are renewable and each has a four-year value of over \$10,800.

II. OTHER SCHOLARSHIPS AND GRANTS

- A. *Rhodes College National Merit Scholarships*—National Merit Scholarships sponsored by Rhodes may be awarded to students who do not demonstrate financial need. In these cases the amount of the annual stipend is \$500. These are renewable for three years.
- B. *Rhodes College National Achievement Scholarships*—National Achievement Scholarships sponsored by Rhodes may

be awarded to students who do not demonstrate financial need. In these cases the amount of the annual stipend is \$500. These are renewable for three years.

C. The Air Force ROTC Scholarships—

Through an agreement between Rhodes and the United States Air Force, Rhodes' students may participate in the AF-ROTC program based at Memphis State University and can compete for an AFROTC Scholarship. Both Type I and Type II scholarships are available to entering students. Type I scholarships pay all tuition and fees, full book allowance, transportation to Memphis, and a tax-free stipend of \$100 per month. Type II scholarships have the same benefits except that the amount allowed for tuition costs is limited to \$7,600 per year.

Additionally, if a student decides after enrolling at Rhodes that he/she would like to participate in the AFROTC program the student can compete for a 3 1/2 year, a 3 year, a 2 1/2 year, or a 2 year scholarship.

For details contact the Rhodes College Coordinator for Aerospace Studies or call Air Force ROTC at (901) 454-2681.

D. Army ROTC Scholarships—

Three-year and two-year scholarships covering tuition and fees and a book allowance of \$385 per year are available to Rhodes' students. Information about Army ROTC Scholarships may be obtained by writing to Army ROTC, Memphis State University, Memphis, TN 38152, or by calling Army ROTC at (901) 454-2933.

F. The Presbyterian Partnership—

Because Rhodes shares an important relationship with the Presbyterian Church (U.S.A.), a special scholarship program, called the Presbyterian Partnership, has been established. Through this program Rhodes seeks to strengthen its ties with the Church and to help students obtain the distinctive and high quality education available at Rhodes.

Through the Presbyterian Partnership the College and local churches cooperate in a very real and personal way to provide a lower tuition cost for the student. In the program, the Session of a Presbyterian church may nominate a student to receive a Partnership grant of \$1,000, \$2,000 or \$4,000. The church contributes one half share of the Partnership to Rhodes, *and the college will match it*, and apply the total to the student's account.

Any institutional grant aid previously awarded the recipient by Rhodes may be used to match the Church's portion of the scholarship. Eligibility requirements for a Partnership Scholarship are:

1. The student must be nominated by the Session of a local Presbyterian Church (U.S.A.).
2. Only freshmen and transfer students are eligible for an initial Partnership Scholarship.
3. The recipient must meet all requirements for admission to Rhodes as a full-time student and maintain satisfactory academic progress at all times.

Interested students should contact their pastor or Clerk of Session to see if the church is willing to enter a Partnership agreement with Rhodes. For further information about the Presbyterian Partnership program contact the Director of Financial Aid.

F. National Presbyterian College Scholarships—

Rhodes participates in the National Presbyterian College Scholarship Program by co-sponsoring fifteen (15) awards each year to entering freshmen. These awards—based upon the financial need of recipients and ranging in value from \$500 to \$2,000—are renewable for three years.

To be an eligible NPCCS applicant a student must be a confirmed member of the Presbyterian Church (U.S.A.) no later than December 1 of the year prior to entering Rhodes, a United States citizen or permanent resident, and a person who has not been previously

enrolled in college as a full-time student.

The National Presbyterian College Scholarship Selection Committee will determine the winners from those applicants who indicate on the application that Rhodes is their first choice of the participating Presbyterian colleges. Application forms may be obtained from and *must be returned* by December 1 to:

National Presbyterian College
Scholarships
Presbyterian Church (U.S.A.)
The Vocation Agency-
Financial Aid for Studies

100 Witherspoon Street, Room M110
Louisville, KY 40202-1396

G. **The Science Fair Award**—In cooperation with the Science Fair held each year in Memphis, Rhodes offers a one year, non-renewable scholarship of \$500 to a winning high school senior.

H. **American Field Service Returnee Scholarships**—Rhodes will provide up to five (5) AFS Returnee Scholarships per year ranging in value from \$500 to \$2,000 depending upon the financial need of the student. The scholarships are renewable for three years and are available to any AFS returnee who is offered admission to the College. The student should indicate on the application for admission that he/she wants to be considered for the AFS Returnee Scholarship.

I. **Outside Scholarships**—Scholarships from other organizations such as the \$1,000 one-year National Merit Scholarship and awards from local communities are also available to students who attend Rhodes. Funds from corporations, unions, trust funds, religious and fraternal organizations, associations, and private philanthropists are available and often unused. Some of these awards are administered through high schools. However, in most cases, you apply directly to a club or association. You should work with your high school guidance counselor to become aware of those scholarships available in your area.

III. STUDENT EMPLOYMENT

Employment on the campus may be offered to students who do not demonstrate financial need. In these cases employment will be offered only after those students who were offered jobs in order to meet their financial need have been placed. Students in this category (no financial need demonstrated) who desire employment should contact the Director of Financial Aid after the beginning of the academic year.

When an offer of campus employment of any type is extended by the College and accepted by the student, this offer does not guarantee that the student will earn the full amount of the award. The student will be paid only for the hours worked. Earnings are paid directly to the student; they are not credited to the student's account in the Cashier's office.

IV. FINANCIAL AID TO MEET NEED

Rhodes is committed to offering a financial aid "package" which meets 100% of demonstrated need. In order to determine financial need a student must submit a Financial Aid Form (FAF) to the College Scholarship Service (CSS) and designate Rhodes College (code number 1730) to receive the results. To assure access to all financial aid programs available, the student must file the FAF by May 1 each year.

A. **Rhodes Grants**—Grants may be made to students with demonstrated financial need. These are usually offered along with other forms of assistance such as student loans and work opportunities. Whether or not a grant is offered and the amount of any grant offered will depend upon the availability of institutional funds.

For 1988-89, over \$2,082,309 in Rhodes' grants were awarded to 517 students. The average grant was \$4,028.

Recipients of scholarships may receive financial aid, including a grant, if their

financial need exceeds the amount of the Rhodes scholarships and other grants or scholarships received from outside sources. Scholarships and grants received from other sources will reduce the amount of the Rhodes grant.

B. Ministerial Grant—As a church-related college, Rhodes will assist applicants for the ministry and children of church professionals. A preministerial student who is certified by the responsible court or agency of the student's denomination, or a student who is a dependent of Presbyterian Church professional in the supporting Synods, may receive, if needed and upon application, a ministerial grant of \$200 plus an institutional grant as explained above.

C. Pell Grant—The federal government provides direct assistance to eligible students through the Pell Grant Program. A student's eligibility for the Pell Grant is based on a federal needs-analysis formula. These grants currently range from \$200 to \$2,200.

All students who apply for financial aid from Rhodes must also apply for the Pell Grant. Application is made by checking the appropriate box on the FAF. Once the student receives the Student Aid Report (SAR) from the Pell Grant Processor the student should send all copies of the SAR to the Financial Aid Office at Rhodes.

If the student is eligible for a Pell Grant it will be included in the financial aid award. However if the student is not eligible for a Pell Grant other assistance will be offered to meet the student's demonstrated need.

D. Supplemental Educational Opportunity Grant—Supplemental Educational Opportunity Grants (SEOG) are made by Rhodes using funds provided by the federal government. These grants are made to students with exceptional financial need.

E. Tennessee Student Assistance Awards—Students who are residents of Tennessee are expected to apply to the Tennessee Student Assistance Corporation for a grant of up to \$1,290 per year. To be eligible a student must have graduated from a Tennessee high school have been a continuous resident of Tennessee for the twelve month period preceding the start of the academic year for which the grant is made and have financial need.

All Tennesseans should indicate on the Financial Aid Form (FAF) sent to the College Scholarship Service (CSS) that they are applying for the Tennessee Student Assistance Award. No other application is necessary. Further information may be obtained from the Tennessee Student Assistance Corporation, Suite 1950, Parkway Towers, 404 James Robertson Parkway, Nashville, TN 37219-5097.

E. Rhodes College National Merit Scholarship—Each year renewable Merit Scholarships are awarded by Rhodes to incoming freshmen. Selection is made from those finalists in the National Merit Scholarship competition who have indicated Rhodes as their first choice and who have not received other National Merit Scholarships. The stipend can range from \$500 to \$2,000 per year depending upon financial need.

G. Rhodes College National Achievement Scholarship—Each year renewable Achievement Scholarships are awarded by Rhodes to incoming freshmen. Selection is made from those finalists in the National Achievement Scholarship Program who have indicated Rhodes as their first choice and who have not received other National Achievement Scholarships. The stipend can range from \$500 to \$2,000 per year depending upon financial need.

H. Regular College Work-Study Program—Through the College Work-Study Program part-time employment is offered to students to help them meet

their financial need. Jobs are available both on and off campus. A student may work for no less than the national minimum wage rate for as many as forty (40) hours per week during the summer and an average of ten (10) hours per week while enrolled as a regular student during the academic year.

- I. **Special College Work-Study Program**—A limited number of students can be allowed to work half-time (20 hours per week) during the academic year in an assigned department related to the student's academic program. In exchange the student is paid one-half of the full tuition charges. Because the student is employed one half of the normal work week the student's academic load cannot exceed ten (10) hours per semester. Therefore a student who participates in this program may have to attend Rhodes for more than four years to obtain a degree. Other forms of financial assistance may be available to meet the unmet need of students in this program.

If interested a student should so indicate on the Application For Renewal of Financial Aid.

- J. **Perkins Loans**—Rhodes makes Perkins Loans to students who demonstrate financial need. The maximum loan cannot exceed \$4,500 over the first two years or \$9,000 for all four years. This is a 5% loan on which no interest is charged and no payments are made as long as the student is enrolled at Rhodes on at least a half-time basis. Repayment begins nine months after the student ceases being at least a half-time student in an approved institution. The minimum repayment may extend over a 10-year period.

Additional information can be obtained by writing to the Financial Aid Office at Rhodes.

- K. **Stafford Student Loan Program**—Loans up to \$2,625 for each of the first two years of an undergraduate program and up to \$4,000 per year for the third and fourth years of undergraduate study may be obtained by an eligible student from

his or her local bank or commercial lending agency which participates in the program.

The interest is paid by the federal government while the student is enrolled in an eligible institution on at least a half-time basis. Repayment begins nine months after the student graduates or ceases to be enrolled at least half-time. The maximum repayment period is ten years and the interest rate during the first four years of repayment is 8%. Beginning in the fifth year of repayment the interest rate becomes 10%.

Additional information may be obtained by writing the Financial Aid Office at Rhodes.

- L. **Student Loan of the Presbyterian Church, U.S.A.**—Up to \$1,000 annually may be borrowed from the Student Loan Fund administered by the General Mission Board on behalf of the Presbyterian Church. The student must have been a member of the denomination continuously for at least one year immediately preceding the date of application. Evidence of financial need is required. Students interested in this loan should address all communications to:

Associate for Student Loans
Presbyterian Church
341 Ponce de Leon Avenue, N. E.
Atlanta, Georgia 30308.

Reporting Financial Assistance From Outside Sources

All outside financial assistance or scholarships received by a student attending Rhodes must be reported to the Director of Financial Aid. Rhodes reserves the right to make adjustments in the financial aid package offered to students who receive assistance from other sources.

V. ALTERNATIVE FINANCING

- A. **Payment Plans**—For families who prefer to pay college costs in monthly installments, Rhodes suggests two possibilities: The Tuition Plan, Inc., Concord, New Hampshire 03301-9964 or the Insured Tuition Payment Plan, Richard

C. Knight Insurance Agency, Inc., 53 Beacon Street, Boston, Massachusetts 02108. Arrangements must be made with one of these agencies prior to the due date of the first tuition payment.

B. Loan Programs

1. Through the PLUS (Parent Loan for Undergraduate Students) Program the parent of an undergraduate student can borrow up to \$4,000 per year for the educational expenses of a dependent student. The interest rate is variable but has a ceiling of 12%. For the period July 1, 1988 through June 30, 1989 the rate is 10.45%. Please contact the Financial Aid Office if you desire additional information.

2. A check-activated Educational Line of Credit for those families who qualify is available through The Tuition Plan, Inc. A credit check is a routine procedure in order to qualify. Again, contact the Financial Aid Office if interested.

3. The Education Resources Institute (TERI) makes educational loans from \$2,000 to \$15,000 per year at a variable interest rate with up to 15 year repayment period. Credit-worthiness of the borrower is a determining factor. Contact the Financial Aid Office for additional information.

**VI. STUDY ABROAD
FINANCIAL AID**

A. Rhodes students enrolled in semester abroad programs that are run by Rhodes or by a consortium which includes Rhodes and in which Rhodes has an important voice, are eligible for merit-based and need-based financial aid from Rhodes on the following basis:

1. The total cost of such a program will be defined as: tuition, participation fee (if any), round trip airfare, a reasonable allowance for ground transportation in the foreign country, an allowance for room and board, books and required supplies, and an allowance for incidental personal expenses.

2. The expected family contribution will be calculated using an approved need analysis service such as the FAF.

3. All forms of financial aid for which the student would normally qualify will be applicable, including Rhodes grants and scholarships, campus-based Title IV and other Title IV funds, as well as any outside loans or scholarships the student might have. However, the sum of need-based grant and merit-based scholarship may not exceed the tuition charge at Rhodes for one semester. Workstudy income will be replaced by additional loan, and need in excess of the cost of attending Rhodes will be met by loan.

4. In cases where the total cost of the semester abroad program is less than the total cost of a semester at Rhodes (as a resident student) the financial aid "package" will be based on the cost of the semester abroad program.

B. For students electing to participate in programs not included in the above definition, the following policy holds:

If Rhodes is to be the degree-granting institution, accepting credits from the program, Rhodes will assist the student in obtaining any non-campus-based Title IV funds for which the student may qualify. No Rhodes funds will be available and no campus-based Title IV assistance will be available.

C. Students will not be eligible for either Rhodes need-based financial aid or for Rhodes merit-based scholarship aid for more than one semester abroad program during their time at Rhodes.

D. Beginning with the class of 1992 (students entering the fall of 1988 and after) merit-based scholarships will not be available for off-campus programs.

The above policies apply to study abroad programs that occur during the normal academic year. Summer study abroad programs are excluded.

VII. RENEWAL OF SCHOLARSHIPS AND FINANCIAL AID

Normally all forms of financial aid offered by Rhodes are awarded with the expectation of annual renewal for a maximum of three renewals. Students receiving need-based financial aid are required to file a Financial Aid Form (FAF) with the college Scholarship Service by March 1 of each year.

Rhodes' scholarships and financial aid can be used only for study at Rhodes or for study at Rhodes' funded programs. Funds are not available for summer terms or for studies at other institutions. Scholarships and grants can be applied only to those fees billed directly to the student by Rhodes.

A. Satisfactory Academic Progress—Minimum standards for renewal of Rhodes' financial assistance and campus based Title IV (federally funded) programs (Supplemental Educational Opportunity Grants, Perkins Loan Program, and College Work-Study Program) are:

1. Financial aid for students beginning their second academic year will be renewed if (a) the student attains a total cumulative grade point average of at least 1.75 and (b) receives credit for a minimum of twenty-two semester hours upon completion of the first academic year.

2. Upon completion of the second academic year all students are required to have attained a cumulative grade point average of 2.00 in order to have financial aid renewed.

3. For financial aid renewal purposes a student will be considered a sophomore upon receiving credit for twenty-two semester hours, a junior upon receiving credit for fifty-two semester hours and a senior upon receiving credit for eighty semester hours. In cases of mitigating circumstances an appeal for variance from these standards may be submitted to the Director of Financial Aid.

B. Satisfactory progress standards for receiving other Title IV (federally supported) student financial assistance

(Pell Grant, Guaranteed Student Loan Program, PLUS/SLS Loan, and Tennessee Student Assistance Award) are as follows:

1. All students must be enrolled in a degree program in order to receive Title IV assistance of any type.
2. Students must be enrolled on at least a half-time basis in order to be eligible for any Title IV assistance.
3. Quantitative requirements are: a) the maximum time frame in which a student can complete a degree is six (6) years and b) the minimum number of hours to be completed at the end of any one of the six years is one sixth of the total number of hours required for a degree (see "Graduation Requirements").
4. Qualitative requirements are: a) to obtain a degree from Rhodes a student must have a total cumulative grade point average of at least a 2.00 and b) upon obtaining credit for twenty-two semester hours a student must have a grade point average of at least 1.75 and upon obtaining credit for fifty-two semester hours a student must have a cumulative grade point average of at least 2.00.

Stated in other sections of this College catalog are definitions as well as regulations concerning "full-time student" status, "course schedule changes", "unauthorized withdrawal from class", and "removal of conditional grades".

VIII. RENEWAL OF COMPETITIVE SCHOLARSHIPS

A. *Bellingrath, Hyde, Morse, and Cambridge Scholarships* may be renewed for three years as long as the student maintains a grade point average of 3.00 or better.

B. *University, Dean's, and Presidential Scholarship* recipients must maintain a grade point average of 2.50 or better.

C. Special Achievement Awards may be renewed if the student is making satisfactory progress toward graduation (as outlined in VI, A.) and is continuing to show evidence of special achievement in college activities. Special achievement may be evidenced by outstanding academic achievement (at least a 3.00 grade point average). Holders of these

Achievement Awards must file an annual statement describing their participation in college activities during the current year and their proposed activities for the forthcoming year by January 31.

4. The student receives additional assistance from a source not listed on the most recent Award Notification.
5. The student fails to meet satisfactory progress standards as stated in section VII.

IX. TRANSFER STUDENTS

Students transferring to Rhodes who are seeking financial assistance, must provide a Financial Aid Transcript from each post-secondary institution previously attended whether or not the student received financial aid at those institutions. Also, a transfer student seeking financial assistance must submit an accurately completed FAF by March 1 in order to determine eligibility for assistance for the upcoming academic year.

A transfer student shall be eligible for all financial aid—except Bellingrath or Hyde Scholarships—and/or competitive awards provided:

- A. had the student entered Rhodes during the freshman year, he or she would have received such an award; and
- B. his/her previous college academic record is commensurate with the requirements for the Award (a 3.00 is required for a University Scholarship and a 3.50 is required for any scholarships of greater value).

X. REVISION OF AWARDS

Once financial need is determined, an "award package" will be offered. The "award package" is subject to revision for any of the following:

1. In the process of verifying the information reported on the need analysis form, an error is discovered which changes the student's eligibility.
2. A change in regulations governing federal or state programs occurs and requires an adjustment to be made.
3. Funding levels in federal or state program are reduced.

XI. ADDITIONAL POLICIES

- A. Institutional funds will be awarded for each classification year (i.e. freshman, sophomore, etc.) only once. A maximum of two semesters of assistance will be awarded for any classification.
- B. When calculating Rhodes' scholarships or grants based on tuition, room, and board, the amount used for room is the amount charged by the College for a student at a multiple occupancy rate; the amount used for board is the current on-campus meal plan rate.
- C. Rhodes' scholarships and grants are based on a normal course load. Additional costs incurred by a student taking an "overload" will be incurred at that student's expense.
- D. Students seeking financial assistance to meet demonstrated financial need must submit the Financial Aid Form (FAF) or other approved need analysis document by May 1 to assure access to Rhodes College financial aid programs for which the student may be eligible.

XII. SUMMARY STATEMENT

All requests for Rhodes scholarships or financial aid of any kind must be indicated on the regular application for admission to Rhodes.

If the student has been granted admission to the College and Rhodes has received the need analysis report (FAF) from The College Scholarship Service (if the student is applying for need-based assistance), the student should receive a Notification of Award by April 15. The deadline for accepting the offer from Rhodes is May 1 or two weeks from the date of the Notification of Award, whichever is later.

STUDENT LIFE

The Thomas W. Briggs Student Center

The Briggs Student Center serves all elements of the Rhodes community. The building contains the Lynx Lair, the Center for Counseling and Career Services, the Chaplain/Kinney Director's office, the studios of the campus radio station WLYX, a student lounge, a TV lounge, the Language Center, the campus bookstore, the student mail room, and offices for students directing various student activities and publications. The program of the center is dedicated to the social, cultural, educational, and recreational enrichment of the Rhodes community.

Commons

All students, whether campus residents or commuters, are members of the Rhodes College Commons Program. Teams comprised of four resident advisors represent both freshmen and upperclassmen, as well as men's and women's residence halls. Each team is responsible for coordinating a variety of cultural, social and athletic activities throughout a one month period. Faculty and staff members are invited to act as advisors to the groups and frequently participate in the activities. Open forums, social gatherings, field days, poetry readings, and intramural athletic teams are a few examples of Commons-sponsored programs.

Many Commons events are held in the various social rooms in the residence halls on campus, depending on the particular amenities at each location. Movies nights, for example, often take place in the Townsend Social Room, with its large television, while poetry readings and philosophical discussions are scheduled in the winter months in the Voorhies Social Room where a fire in the fireplace provides an inviting atmosphere.

Student Assembly

The main purpose of the Student Assembly is to provide a group to represent the needs and concerns of the Rhodes student body to the Faculty and Administration. The members of the Assembly 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 Assembly sponsors College Bowl and other student activities, oversees the allocation of Assembly funds, nominates students for appointment to serve on Board of Trustees' and Administrative Committees, directs the Assembly Commissions, and generally entertains any matters of student interest or concern at meetings and campus-wide forums.

Three officers and five representatives of each class comprise the voting membership of the Assembly. Elections are held in the Spring for all positions except the Freshmen Representative spots which are elected in the Fall. Also elected in the Spring are commissioners for Athletics, Elections, Food Services, Social Activities, Religion, and Publications. Four persons are appointed each Spring to serve as members of the Secretarial Cabinet, and applications for these posts are available to all students.

The Honor Council

The students of Rhodes maintain the honor system and assume responsibility for the honorable conduct of all academic tests and examinations and other phases of campus life. They elect an Honor Council which is composed of representatives from each of the four classes. In cases of alleged dishonesty, this Council acts as a court, and a student found guilty by it is disciplined, with punishment extending to expulsion from the College. Either the defendant, the accuser, or two or more members of the Council may appeal the Council's decision to a specially designated committee of the faculty. This faculty committee may, at its discretion, remand the case to the Council for retrial, after which the action of the Council is considered final. Every entering student is expected at the time of matriculation to sign a pledge promising to uphold the honor system and accepting the jurisdiction of the Honor Council as described in the published honor code.

Social Regulations Council

The student body of Rhodes has the responsibility of governing its social and moral

conduct on campus through the cooperative efforts of class and ex-officio members of the Social Regulations Council. The membership of the Council consists of fourteen voting members: a president, eight elected class representatives of the student body, and five ex-officio members. There are also five non-voting members: one appointed secretary and four advisors, two faculty members and two administrators.

The general duties and responsibilities of the Council fall into two categories. First, the Council is charged with the power to initiate and put into effect all campus social legislation, subject to approval by the College administration. Secondly, the Council has the authority to enforce all social legislation. This responsibility includes hearing all appeal cases from the Council's constituent groups and hearing cases in which precedents would be set. The Council may impose penalties extending to expulsion from the college.

Honor Societies

The Rhodes College Chapter of Phi Beta Kappa, Gamma Chapter of Tennessee, was established at the College in 1949. Rhodes is one of only 237 colleges and universities in the nation to be awarded a chapter of this prestigious honor society. For over two hundred years, election to Phi Beta Kappa has been a recognition of exceptional academic achievement in the liberal arts and sciences. Rhodes students are elected to Phi Beta Kappa by the members of the chapter chiefly on the basis of outstanding academic achievement. Students are eligible for election in their senior year on the basis of seven semesters' work at Rhodes, or in exceptional cases in their junior year on the basis of five semesters' work at Rhodes. Students who have transferred from other colleges with chapters of Phi Beta Kappa may be elected on the basis of at least four semesters of residence at Rhodes and grades of comparable quality at the Phi Beta Kappa colleges previously attended.

Omicron Delta Kappa, Phi Chapter, was established at the College in 1927. The purpose of this national organization is to recognize leadership in college activities and to undertake various activities for the good

of the College. Student members are chosen from the junior and senior classes, and not more than three per cent of the student body may be elected to membership. Members must have distinguished themselves in such activities as scholarship, athletics, and publications.

Mortar Board, a national honor society for seniors was established at Rhodes April 17, 1964, for the purpose of recognizing eminence in scholarship, leadership, and service.

The Pi Kappa Lambda honorary academic music fraternity was established in the spring of 1949. It recognizes outstanding achievement in music and may elect not over twenty per cent of those members of the senior class majoring in music.

Eta Sigma Phi, national classic languages fraternity, was established in 1952. The purpose of this fraternity is to promote interest in all aspects of Greek and Roman literature, art, and life. Those who have at least a B average in advanced courses in either Greek or Latin are eligible for membership.

The Rhodes chapter of Sigma Pi Sigma, the national physics honor society, was established May 27, 1963. The chapter receives into membership physics students and a limited number from closely related fields when such students attain high standards of scholarship, professional merit, and academic distinction.

The Rhodes chapter of Omicron Delta Epsilon, Theta Chapter of Tennessee, was established November 15, 1979. This International Economics Honor Society was created to recognize scholastic excellence in the field of economics and to establish closer ties between students and faculty within and between participating colleges. Undergraduate membership is limited to junior and senior students who are making the study of economics one of their major interests, who have completed at least twelve hours of coursework in economics, who have at least a 3.50 average in all economics courses attempted, and who are in the top third of their class.

Sigma Tau Delta, national English honor society, was established at Rhodes in 1984. The purpose of this society is to promote

the study of literature in English and to recognize outstanding achievement in this area.

Theta Chapter of Sigma Iota Rho, a national honor society in International Studies, is a charter chapter which 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 in their junior and senior years, and must have a 3.2 cumulative grade point average and a 3.3 within the major. Membership is limited to no more than 40% of the majors in any one graduating class.

Psi Chi, the national honorary fraternity 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 fraternity, 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 National Order of Omega 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 3.00 grade point average is required for consideration for membership. Applications for members are extended each spring to eligible rising seniors.

The Social Fraternities and Sororities

Six national fraternities and four national sororities have active chapters at Rhodes. The fraternities, listed in order of their establishment here are as follows: Pi Kappa Alpha, Alpha Tau Omega, Sigma Alpha Epsilon, Kappa Sigma, Kappa Alpha, and Sigma Nu. The sororities, similarly listed in order of establishment at Rhodes, include the following: Chi Omega, Kappa Delta, Alpha Omicron Pi, and Delta Delta Delta. These national fraternities and sororities have attractive lodges on the Campus which are used for meetings and social events.

In the spring of 1989, Rhodes College added two sororities, Delta Sigma Theta

and Gamma Phi Beta, and one fraternity, Kappa Alpha Psi. These organizations are presently colonies seeking eventual active status.

To be eligible for initiation, a pledge must have passed a minimum of nine hours with a grade-point average of 1.666 or better in the preceding term at Rhodes. Written certification by the Registrar and the Cashier that the student has met the scholarship requirements and has settled all College accounts is necessary for initiation.

The Interfraternity Council for the fraternities and the Panhellenic Council for the sororities, made up of two representatives from each of the groups, in cooperation with the Director of Student Activities in the Dean of Student Affairs Office coordinate fraternity and sorority rush, adjudicate all fraternity and sorority matters pertaining to violations of college policies, provide educational programs for the fraternities and sororities, and oversee the general affairs of the fraternity and sorority system.

Chaplain and Religious Activities

The student religious program at Rhodes is designed to offer each student an opportunity for the development of religious faith through denominational as well as interdenominational activities. Although Rhodes is a college of the Presbyterian Church (U.S.A.), the program is projected on the conviction that it is wholesome for students of different religious affiliations to learn and to worship together. In addition to separate activities of denominational groups, interdenominational activities are coordinated by the Religion Commission of the Student Assembly and the Chaplain of the College.

Musical Activities

The Rhodes College Singers perform music from various periods of choral literature. The choir appears at several campus and city functions during the year, travels to churches and schools on a tour of the Mid-South each spring, and engages in foreign tour every third year.

Music students, under the guidance of the faculty, participate in the activities of such

professional groups as the National Association of Teachers of Singing, the American Guild of Organists, Pi Kappa Lambda, and various local performing groups.

Various ensemble opportunities are available as provided in the curriculum of the Music Department. A student pep band plays at College athletic events during the year.

Hassell Hall, the most recent addition to the campus, houses practice rooms, studios, a music library, and a recital hall. Whether or not a student is a music major, Hassell Hall is available for individual practice and for ensemble rehearsals.

Theatre Activities

The studio program at McCoy Theatre provides numerous opportunities for students involvement. Students participate in a variety of activities in the production areas of acting, stage management, set crews, costume crews, running crews, and properties management. There are also many opportunities for involvement in what are called "front of house" areas of Box Office Management, house management, public relations, McCoy publications editor, press management, marketing and advertising.

The McCoy Theatre offers low student rates for subscription memberships. The purchase of a subscription is a commitment to an important art form and includes tickets to see the Subscription Series productions as well as the Studio productions.

Since opening its first season in 1982, the McCoy Theatre has produced plays which are consistently chosen as outstanding by the Memphis press and public. Musical productions have included *Candide*, *The Gondoliers*, *Sweeney Todd*, *Cowardly Custard*. Plays have included *The Children's Hour*, *Brecht On Brecht*, *Beyond Therapy*, *Love's Labours Lost*, *The Tempest*, *Twelfth Night*, and the Landmark production of *Nicholas Nickleby* in 1985.

Specialty Housing

Specialty housing provides students with the opportunity to build and share an experience in community living centered around a particular academic affiliation or interest. The success of each unit depends, in part, on

the degree of commitment and participation exhibited by each of its members. As a result, only those students who are willing and capable of being actively involved with that specialty are encouraged to apply for specialty housing.

In 1987, the College offered five townhouse units in the newly-constructed Spann Place. In addition, another townhouse unit was opened next to the infirmary, housing six students. The units were organized around language, international studies, visual arts, and history interests. Applications are available in the Dean of Student Affairs Office each February.

Student Publications

All student publications are governed by the Publications Board, which is chaired by the Publications Commissioner and is composed of editors and elected representatives of each of the four classes and four representatives from the faculty and administration. The Publications Board appoints editors and business managers of the various publications who are responsible to the Board, not only in all financial matters, but also for the proper conduct of the publications. The *Sou'wester* is the weekly student newspaper, and the *Lynx* is the college annual. *Review* is the college literary magazine. The *Rhodes College Science Journal* is a student-produced publication containing reports of original student research. These papers are rigorously selected, edited, and printed by students. Rhodes traditionally provides students with many opportunities for independent study. Other student publications include *Faces*, the student directory.

WLYX-FM

Students and community volunteers make up the staff of the college's FM radio station, WLYX-FM. The station broadcasts on 89.3 MHz, and it has an effective broadcast radius of approximately 30 miles from the campus. The program format is jazz and classical music; however, specialty music programs are included on a regular basis to provide a comprehensive music format. Programs of an educational nature are broadcast, and Rhodes events are covered when those events are of public interest.

Students may take internships or do work-study in conjunction with the activities at WLYX-FM. The Department of Theatre and Media Arts supervises the internships, and the actual work for WLYX-FM is directed by the General Manager of the station. Students are encouraged to use the station for educational purposes, including radio plays, special events coverage, news reporting, public service announcements, and general broadcasts of interest to the public.

Black Students Association

The Black Students Association was formed to provide an organization in which black students may participate and with which they may identify themselves. The organization seeks to channel communication in order that members may participate more fully in campus social life; to coordinate presentations and exhibitions of black culture; to foster better understanding among races; to recruit black students and to orient new black students to the adjustments to be made upon entering the College.

Other Organizations

Rhodes is a corporate member of the American Association of University Women. It is on the approved list of this organizations which qualifies its women graduates holding the B.A. or B.S. degree for A. A. U. W. membership.

Professional associations which have student affiliate chapters at Rhodes, include the American Chemical Society and the National Association of Personnel Administrators. Some of the other organizations include the Astronomy Club, Model United Nationals, Philosophy Club, College Bowl, Health Professions Society, and the Planning Forum student chapter.

The Laurence R. Kinney Program

A supervised program of community service activities is open to students on a volunteer basis. The purposes of this program are (1) to meet actual needs in the Memphis community, (2) to provide training for Rhodes students to perform such service skillfully and in a spirit of sharing, and (3)

to develop in students a willingness to make a place in a busy college schedule for activities which may carry beyond graduation in similar service in communities where they settle.

Initiated a number of years ago by a grant from the Danforth Foundation and perpetuated by a gift from the estate of John D. Buckman, these service programs have been continued by the College because of the enthusiasm of the large number of students who participate each year. The activities generally take about three hours a week and include work with community and social agencies, hospital visitation, literacy education, teaching crippled children, elderly visitation and supervision of crafts and recreation at community centers.

Athletics

The Department of Athletics administers extensive sports, physical fitness and recreational programs. Included in the department offerings are the following:

Intercollegiate Sports: Rhodes sponsors teams in eight varsity sports for men (Football, basketball, baseball, soccer, golf, tennis, track, and cross country) and five varsity sports for women (volleyball, basketball, tennis, soccer, and cross country). The intercollegiate athletic program is an integral part of the total educational process and a substantial percentage (approximately 25%) of the student body participates in the program.

Rhodes is a member of the NCAA and competes in Division III. As such, all financial aid awarded to athletes is either based upon the family's financial need as established by the College Scholarship Service or is part of the merit scholarship program. Financial Aid for all students is the responsibility of the Dean of Financial Aid and the Committee on Admissions and Financial Aid.

Men's varsity teams compete in the College Athletic Conference whose members are: Rhodes, University of the South (Sewanee), Fisk University, Centre College, Millsaps College, and Trinity University (Texas). The conference champion in basketball receives an automatic berth in

the NCAA tournament. In 1986 both baseball and soccer won conference championships. In 1985 the football team was co-champion and ranked 20th in the nation. In 1987, the football team was conference champion. In 1988, the football team participated in the NCAA Division III playoffs.

Women's varsity teams compete in the Women's Intercollegiate Athletic Conference whose members are: Rhodes, University of the South (Sewanee), Fisk University, Centre College, Berea College, and Maryville College. The tennis team has won three straight Conference titles, as well as sending at least one player to the NCAA tournament for four consecutive years. In 1984-85 the team earned one of eight national berths in the Division III tournament.

Intramurals: A large percentage of Rhodes men and women participate in the popular intramural program. Teams are organized by a wide variety of groups. Intramural teams compete in flag football, volleyball, basketball, softball, tennis, track water polo and swimming. There is racquetball competition in singles, doubles and mixed doubles. The emphasis is on full participation, and many faculty and staff (as well as their spouses) compete.

Club Sports: Rhodes currently offers three club sports: equestrian, rugby and lacrosse. Student initiated, these clubs offer an opportunity for competition against club teams from neighboring colleges and universities.

Physical Education: Classes are offered in many areas. The specific courses 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 which can be continued on an individual basis after graduation.

Facilities include Fargason Stadium, Mallory Gymnasium (racquetball courts,

weight room, wrestling room, training room, classrooms and dressing rooms), Hyde Women's Gymnasium, Alburty Swimming Complex, Strauffer Baseball Field, an all-weather track, eight all-weather tennis courts, and numerous practice fields for varsity teams as well as fields for intramural games.

STUDENT SERVICES

The concern that Rhodes has for its students is reflected in the variety of resources and services provided by the faculty and the administrative staff.

Career Planning and Placement Services

The Center for Counseling and Career Services brings together resources to help students relate their knowledge and skills to those careers and occupations which offer them the greatest opportunity to reach their life goals.

Recognizing that most undergraduates will explore several career options before deciding on one they will pursue, the Center is committed to supporting this exploration process. A counselor is available by appointment to assist students in systematically exploring major areas of study and career options. Those seeking professional employment are aided in job search techniques, including resume writing and interviewing.

The College offers series of workshops designed to help students identify career and professional objectives and relate these objectives to the choice of a major. The faculty members in a department are also invaluable sources of information about the use of majors in a particular profession. The descriptions of the courses in the departments, found in the Courses of Instruction section of this catalogue, contain further information along these lines.

A Career Library is maintained by the office housing information on a wide variety of occupations. Guides listing universities offering graduate and professional programs are kept current. In addition, a Placement Library houses annual reports and career path literature on local, regional, and national employers. Up-to-date announcement of full time, part-time and summer employment opportunities are available.

The Center for Counseling and Career Services invites a variety of employers and graduate school representatives to campus annually. Recruiters from business, industry, education and government participate in the office on-campus recruiting program.

The Center establishes contacts with other employer representatives to whom students can be referred.

Seniors who are candidates for professional employment or graduate school may register with the Center. Formal registration allows students to place resumes or related placement credentials in a permanent file. These materials are maintained in accordance with the rules and regulations concerning confidentiality of records and are released in accordance with the directions of the candidate.

Personal Counseling

Students with normal problems of college life, students in crisis situations, and those who wish assistance in personal development may come to the Center for Counseling and Career Services for confidential and professional services. The Center offers personal counseling for individuals and groups, personal development groups and workshops, study skills assistance, and consultation and referral services for the Rhodes student community. Qualified professionals whose training and experience relate specifically to the needs of the individual within the college environment are available to assist students in confronting personal issues.

All services provided are free of charge and confidential. Information about the counseling visits is not entered on official College records or released to others without the student's consent, except when disclosure of specific information is essential to protect the student or someone else from clear and imminent danger.

Academic Advising

Each student is assigned to a faculty member who serves as the student's academic advisor. This person normally serves as the faculty advisor until the student selects a major. By the end of the sophomore year, each student is expected to select a major and is then assigned an advisor in that department by the Chairperson. A faculty advisor is available to assist in many ways but especially in course selections and schedule planning.

The Dean of Academic Affairs and the Dean of Student Affairs are available to consult with students in matters related to administrative policies as well as academic, personal, and social concerns.

Career Advising

Rhodes graduates have prominence in their chosen professional fields. Approximately forty-five percent of the College's graduates have obtained advanced, professional degrees. The top five occupational classifications for graduates are: Business-Finance, Business-Management, Education (on all levels), Medicine-Health Sciences, and Law.

The academic program at Rhodes offers a variety of courses which may be used as preparation for graduate study or as preparation for particular professional careers. The prerequisites for professional courses of study vary greatly not only among the various professions but also among individual institutions preparing students for the professions. Therefore, the faculty advisor should be consulted as soon as a student has decided upon aims for the future, in order that the best course of study may be planned according to individual purposes and needs.

In some cases very specific recommendations for pre-professional courses have been developed. This is especially true for Medicine and the Health Sciences, Business Administration, Education, and Law. The advisors named below have this information and should be consulted early in one's undergraduate work.

Career Advisors

Accounting: Professor Legge

Business: Professors Church, Planchon, and Danehower

Church Professions: Professor Brown

Finance: Professor Pittman

Foreign Service: Professor Hammond

Health Professions:

Professors Barnhardt, Gilow and Smith

International Business:

Professors Hammond, Stanley and Iskander

Law: Professors Pohlmann, Lanier

Media Arts: Professor Garner

Museum Careers: Professor Anthony

Music: Professor Clark

Psychological Services: Professor Smith

Social Services: Professor Ekstrom

Teaching (Secondary): Professor McClay

Medical Services and Insurance

Students may be treated for ordinary illnesses at the Moore Moore Infirmary on campus. A nurse practitioner retained by the College visits the infirmary at pre-arranged times during the week, and a registered nurse is on duty during the day. The nurse practitioner's services include treatment of those disorders which would be treated by the family physician in his office or at the patient's home. Where unusual problems involving the eyes, skin, bones, etc., or instances requiring special studies are brought to the College nurse practitioner, the student may be referred to appropriate specialists in the city. All charges are obligations of the student.

When serious illnesses or accidents are brought to the attention of the College nurse practitioner, arrangement is made for hospitalization and emergency service in one of the several well-equipped local hospitals, and an appropriate specialist is asked to take charge. Parents or guardians will be notified promptly. Minor emergencies occurring at night or when the College nurse practitioner is not available will ordinarily be referred to the emergency room of local hospitals for appropriate care. In all such unusual instances, the fees of the private physician and the costs of X-rays, tests, hospitalization, and all other charges are obligations of the student. The College makes available information concerning an optional accident, sickness, and hospitalization insurance policy.

When acute emotional disorders are brought to their attention, the College nurse practitioner or College counselor will refer the student to a psychiatrist for emergency care. The parents will then be notified and will take responsibility from this point. In emergency situations, if the parents cannot be reached, the Dean of Student Affairs may make a referral for an emergency psychiatric evaluation, including hospitalization if necessary. The parents will be notified as soon as possible and will assume responsibility. In the event of chronic emotional disorder, the parents will be notified, and they will then assume responsibility for the student's treatment.

CAMPUS REGULATIONS

A desire to promote responsible maturity and personal freedom undergirds policies and procedures in the area of student life at Rhodes. Responsible maturity and personal freedom require a high regard both for one's own worth and for that of others.

Students of the College are expected to conduct themselves as responsible citizens of an academic community. Persistent or extreme departures from this standard may result in restrictions, suspension or expulsion of personal rights. Through the agencies mentioned below, Rhodes seeks to preserve all the rights and responsibilities of individuals, but at the same time it reserves the right of the community to exclude at any time persons whose conduct is undesirable. In such cases, no refunds of tuition, fees, board or room will be made, and neither the College, nor its student, faculty, or administrative judicial committees, nor its officers shall be under any liability therefor.

The administration of rules pertaining to student behavior is chiefly in the hands of the Honor Council, Social Regulations Council, Dean of Student Affairs and the Dean of Academic Affairs.

The students of the College share in the responsibility for the quality of campus life and participate through the following representatives in the formation and administration of College regulations.

An official set of campus regulations can be found in the Student Handbook and is provided to each student enrolled at Rhodes. This section, which summarizes regulations especially applicable to students, is intended only to provide a broad overview.

Honor Council

The Honor Council is composed entirely of students and is charged with enforcing the Honor Code which prohibits cheating, stealing, and lying in official matters. The success of the Honor Code depends on the support of the entire community, but the Council is the judicial agency which enforces the regulations up to and including expulsion. Every applicant to the College is required to read the stipulations of the Code and to subscribe to it before being admitted.

Social Regulations Council

The Social Regulations Council is composed of students, with several faculty and staff serving as advisors. Its responsibilities are to adjudicate social offenses and enforce regulations up to and including expulsion, to advise the College administration on social regulations and to promote responsible, sensitive and mature conduct among students.

Student Assembly

The Student Assembly is the vehicle for student participation in the governance process of Rhodes College. The Student Assembly also has the responsibility for determining the allocation and administration of resources to registered student organizations. It attempts to see that the various groups on campus, continuing student interests — social, educational, religious, etc. — and general student welfare are properly supported.

Statement on Alcohol Use

A complete description of the Rhodes College Alcohol Policy can be found in the Student Handbook provided to all students. The policy recognizes and is guided by the following principles:

“All members of the Rhodes community, as adults, are ultimately responsible for their choices and behavior regarding alcohol. We are committed to the ongoing development of a livable community, aware, at the same time, that we must respond to a world not of our making. As such, one's presence at Rhodes does not provide immunity from the laws and standards of behavior of the larger community. As a community, the College will take reasonable steps to effect regulations that will encourage compliance with the law and protect the safety of its members, remembering that their purpose is to maintain a healthy, safe and fulfilling social life on the Rhodes campus.

Incumbent in the freedom or choice to use alcoholic beverages are responsibilities to self as well as others. Irresponsible use may endanger the lives of others or impinge upon their rights.”

The College is subject to the laws of the State of Tennessee and the City of Mem-

phis regulating the use of alcoholic beverages. Every member of the collegiate community has a personal responsibility in regard to these laws, and no member can assume Rhodes provides a sanctuary for the misuse of alcohol or other drugs.

College policy prohibits the serving and consumption of alcoholic beverages in the following public areas: all academic and administrative buildings; the athletic complex; the Burrow Library; all maintenance and security buildings or facilities; the Infirmary. Special permission may be granted by the Dean of Student Affairs, Dean of Academic Affairs, Dean of Special Studies or any other member of the Administrative Cabinet.

To promote reasonable precautionary measures, sponsors of social activities involving twenty or more people and the serving or consumption of alcoholic beverages must register the activity through a Social Event Registration Form available in the Dean of Student Affairs Office. Detailed information is contained in The Student Handbook.

Rhodes College is committed to providing the members of its community with factual 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 you in your efforts to make safe and responsible choices about alcohol. Educational programs will be organized and conducted annually to promote continued awareness and encourage an attitude of genuine concern and care for others.

Information concerning responsible use, effective party planning, indications of abuse or addiction, and resources for assistance are available in the Center for Counseling and Career Services.

Statement on Illegal Drug Use

The possession or use of illegal drugs is prohibited on the Rhodes campus. Such conduct:

1. Violates the law,
2. Violates one's physical and mental health, and
3. Violates the fabric of community

with serious security risks resulting from dealing with people outside the law, and serious security risks because of the high cost of maintaining a drug habit.

Possession or use of illegal drugs will result, for the first offense, in a fine of up to \$500.00 or a requirement of community service of up to 100 hours, and the College may require the student to undergo counseling. Should circumstances warrant it, the College may impose an even more severe penalty. Second offenders will be expelled from the residence halls and/or suspended or expelled from the College.

In dealing with drug use, the College's parallel concerns are with the well-being of the individual and the College community. If a student is involved with drugs and wants help, he or she should contact the College Counselor for confidential assistance.

Any student who sells or transfers illegal drugs will be subject to separation from the College.

Residence Halls and Campus Property

All residence hall regulations are administered and enforced by the Dean of Student Affairs Office. A complete description of all regulations appears in the Student Handbook.

College furniture may not be removed from a room without written permission from the Dean of Student Affairs Office. Any College items of furniture found missing from a residence hall will be charged to the residents of that room.

Pets such as dogs and cats are not permitted in the residence halls at any time. The only exception is guide dogs for visually handicapped students.

It is absolutely prohibited for any student to have firearms (including pellet guns, B-B guns and bows-and-arrows) on the Rhodes campus. Anyone failing to follow this regulation will be suspended.

Authorized personnel of Rhodes have the right to enter student rooms at any time for purposes of maintenance and repair, inspection of health and safety conditions, and investigation of violation of College regulations. This right will be exercised with restraint. At least once each semester,

generally over vacation periods, residence hall safety, sanitation, and maintenance inspections will be conducted by a representative of the Dean of Student Affairs Office and/or a representative of Physical Plant/Security.

A student's personal belongings are not covered by College insurance. In deciding what to bring to college, students should discuss with their parents whether they want their comprehensive policy to include coverage of their belongings on campus.

Official Recesses

Residence facilities, the Refectory, and the Lynx Lair will be closed for the official College recesses which occur at Fall Recess, Thanksgiving, between the Fall Semester and the Spring Semester and Mid-Semester (Spring). 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 Dean of Student Affairs Office at least two weeks before the vacation period. Townhouses usually remain open during all recesses.

Automobiles

Students may not keep a car on campus without registering it with the Security Office. Car registration can be obtained through the Security Office anytime during the year. The registration is free.

Use of Campus Facilities

All campus facilities are for the use of the academic community of Rhodes College. Requests by on-campus groups for the use of all campus facilities must be initiated by checking with the Facilities Coordinator in the Registrar's Office for reservations for the academic year or the Dean of Special Studies Office for reservations in the summer.

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PLANNING A DEGREE

Degrees Offered

The curriculum at Rhodes provides a four-year program of liberal arts and sciences leading to a Bachelor of Arts or a Bachelor of Science degree. Candidates for either of these two degrees complete the general degree requirements. Depending on the major, either a B.A. degree or a B.S. degree can be awarded.

The Bachelor of Arts degree may be awarded for study resulting in a major in any of the following areas:

- Anthropology-Sociology
- Art
- Biology
- Chemistry
- Economics
- Business Administration
- English
- French
- German
- Classics (Greek and Latin)
- Spanish
- History
- International Studies
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Religious Studies
- Theatre and Media Arts

The B.A. degree may also be awarded for study resulting in a major in any of the following interdisciplinary areas:

- Business Administration and Mathematics
- Business Administration and Computer Science
- Business Administration and International Studies
- Computer Science/Mathematics
- Economics and Business Administration
- Economics and Mathematics
- Economics and International Studies
- International Studies and History
- International Studies and a Foreign Language
- International Studies and Political Science

- Latin American Cultural Studies
- Russian/Soviet Cultural Studies
- Urban Studies

The Bachelor of Science degree may be awarded for study in which there is a special concentration in the field of the natural sciences and mathematics. The degree may be awarded in the following areas:

- Biology
- Chemistry
- Computer Science/Mathematics
- Mathematics
- Physics

Special interdisciplinary majors may be constructed to fulfill individual educational goals. The Bachelor of Arts degree has been awarded to students who majored in the following interdisciplinary areas, among others:

- American Studies (Art-History)
- American Studies (English-History)
- Art-Biology
- Biology-Mathematics
- English-Psychology
- English-International Studies
- German-Business Administration
- Political Science-Psychology

The provisions governing interdisciplinary majors are described below.

Detailed descriptions of the majors named above are given in the sections of this catalogue which present the curriculum offerings of each department. Students are encouraged to consult with faculty advisors about plans for majors and to complete declarations of major as soon as possible upon making the decision so that careful course scheduling can result in completion of a degree within the normal four-year period.

It is possible that some individualized degree programs and other patterns of study leading to a degree may take longer than four years.

Changes in the Academic Program and Calendar

Beginning in the academic year 1987-88, the academic program of Rhodes College was structured with two fourteen-week semesters. This change resulted in modifications in the degree program.

The major change in the degree program is the requirement that 112 credit hours be

earned in the appropriate subjects for the awarding of a baccalaureate degree.

The new credit hour requirement for a degree from Rhodes is phased in as follows:

Students who graduate in May, 1990, must have 115 credit hours.

Students who graduate in May, 1991, must have 112 credit hours.

The Faculty of Rhodes is currently studying proposals for changes in degree requirements. Some changes may occur in the 1989-90 academic year.

Residence and Other Requirements

To obtain a degree from Rhodes, a student must earn a minimum of 112 credit hours. A minimum of fifty-six credit hours must be earned in residence, including the senior year which is considered to be the last twenty-eight hours. Of those last twenty-eight hours, no more than six may be transferred from other academic institutions. In addition to the 112 credit hours, a student must earn a minimum grade point average of 2.000 (C).

Three half-semester courses in Physical Education (non-credit) are required.

A second degree may be awarded upon the completion of a minimum of twenty-eight additional credit hours. The appropriate major requirements and comprehensive examinations/senior seminar must be completed satisfactorily.

The requirements in a major must be satisfied. A 2.00 (C) average is required in the major field. A student may satisfy major requirements in the same catalogue as the degree requirements to be met, or in a later one, but not in an earlier one.

A student must satisfy the general degree requirements, with the exception of major requirements, as set forth in the catalogue in effect at the time of matriculation. The graduation class of 1990 must satisfy the requirements as outlined above incorporating the changes in the academic program and calendar. Students moving to a later graduation year than originally expected must meet the degree requirements of the original graduation class. A student who is readmitted to the College must graduate under the catalogue in effect during the original period of enrollment or under a

program incorporating the previous and current catalogues worked out in cooperation with the Registrar of the College subject to approval by the Curriculum Committee.

Students wishing to participate in special programs at other accredited institutions are required to obtain permission and approval in advance from the Curriculum Committee. In the case of a temporary transfer for a semester or more, students should consult with the Registrar to work out a program which will facilitate acceptance of credit upon return to Rhodes. The Registrar, in consultation with department chairpersons and the Dean of Academic Affairs, must approve all work at other institutions in advance of beginning the work. In some cases it may be necessary to postpone approval until course syllabi, papers and tests are examined.

Attendance at the commencement exercises is required for all candidates for a degree including those whose work was completed in the first semester and those needing summer courses for completion. Rhodes recognizes students who complete degree work in August as members of the preceding graduating class. Students who complete degree work in December are included in the graduating class in May of the next calendar year.

The Major Field of Study

No later than midterm of the spring semester of the sophomore year, a student must declare an intended major department, and after consultation with the chairperson of the department, be accepted as a major. Any student in good standing will be accepted by any chosen department, but only after consulting the chairperson concerning suitability of work in the department for that student. The consultation is also the time to make a preliminary plan for the remainder of the college career. Forms for securing admission to a major department are available from the Registrar.

Students will not be registered for classes in their junior year if they have not declared majors. Majors may be changed, but changes made after the end of the sophomore year may result in delays or inconveniences.

Major requirements are stated in departmental descriptions in this catalogue. Students consult with departmental chairpersons, but their courses are not monitored by chairpersons. Students are responsible for acquainting themselves with degree and major requirements and for arranging courses of study accordingly. A faculty advisor is assigned from the major department, and a student is expected to work closely with this advisor on an appropriate academic program. Students are encouraged to work closely with the Registrar's Office to insure up-to-date and accurate records of academic work.

Comprehensive Examinations and Senior Seminars

All candidates for a degree must pass comprehensive examinations or a senior seminar in the major field of study.

Comprehensive examinations assess mastery of all materials deemed essential for an undergraduate degree with the particular major area of concentration. The examinations are scheduled for the eleventh and twelfth weeks of the second semester of the senior year, and it is customary for nine to twelve hours to be spent taking the examinations.

The senior seminar is an alternative to comprehensive examinations. The seminar may carry from two to six hours of academic credit, and at least part of the seminar must be in the second semester of the senior year.

Both experiences are integrative in nature, reviewing important aspects of different areas within the discipline. Both require development and practice of skills in critical analysis and assessment, in clarity of expression, and in the creative use of ideas. The senior seminar involves each student in both an oral and written presentation.

Students who follow an outline of study for an interdisciplinary major have as a part of the interdisciplinary major structure specific provisions approved in advance that determine what is required in terms of a comprehensive examination or a senior seminar.

The Faculty is considering a proposal to replace comprehensive examinations by

required senior seminars. The provisions outlined above apply through the 1989-90 academic year.

Interdisciplinary Majors

Some students prefer to study in an area that can best be covered by combining the work in two or even three academic departments. Interdisciplinary majors are important ways in which the faculty can meet the special academic needs of these students. Students are encouraged to explore the possibility of interdisciplinary majors with faculty advisors.

An interdisciplinary major may be used as preparation for graduate work, but a student contemplating graduate or professional education should investigate the way in which an interdisciplinary major might affect particular plans.

Students who wish to declare any of the established interdisciplinary majors may do so by obtaining the approvals of the chairpersons of the departments involved in the interdisciplinary major. The "Declaration of Interdisciplinary Major" form is used to record the approvals and to advise the Registrar of the College. Any deviation from the program of study outlined in the description must be approved by the departments involved and by the Curriculum Committee subject to Faculty review.

Students who wish to declare an interdisciplinary major that does not have a program of study already defined should follow the steps below in order to secure the necessary approvals within a reasonable time and to ensure an adequate review of the proposed program of study.

- 1) Consult with faculty members in the departments that will be combined in the major to determine the feasibility of the interdisciplinary major.
- 2) Prepare, in consultation with the departments, a petition requesting the Faculty's approval of the interdisciplinary major. This petition is addressed to the Chairperson of the Committee on Curriculum, Standards, and Standing. The petition should contain these items:
 - (i) 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.
- (ii) A complete listing of courses, with numbers and titles and dates when the courses are to be taken, which comprise the interdisciplinary major. Though it is customary that the number of courses in the departments will be less than expected of a major in the departments, it is essential that courses be included in the departments that result in reasonably advanced work. Introductory level courses in a large number of areas is not sufficient.
 - (iii) A complete description of the manner in which comprehensive examinations/senior seminar will be structured and administered.
 - (iv) Some indication of how the departments will work cooperatively with the student in realizing the rationale for the interdisciplinary major. This may take the form of a specially designed directed inquiry or tutorial for the student, participated in by representatives of the departments; it may be a major project in one area reviewed and evaluated by members of the other department. Whatever form it takes, some academic program sponsored by the departments in the interdisciplinary major is necessary.
- 3) The petition should be endorsed in writing by the chairpersons of the departments. This endorsement should give an assessment of the student's ability to undertake and complete successfully the work projected in the petition. The departmental endorsements should also specify who will serve as the principal faculty advisor for the student.
 - 4) The petition is submitted to the Dean of Academic Affairs for review before it is sent to the Curriculum Committee for a full review and action.
 - 5) Interdisciplinary majors must be declared and receive approval no later than mid-

term of the spring semester of the junior year. It is expected that work on the petition, interviews with faculty, consultation with the academic dean will take place no later than the fall semester of the junior year. The student who submits an interdisciplinary major petition will have already declared a major by midterm of the spring semester of the Sophomore year. If the interdisciplinary major can be worked-out in time for the Sophomore year deadline for declaring a major, it should be submitted earlier.

- 6) Any changes in the approved interdisciplinary major must have departmental approvals and the approval of the Curriculum Committee before changes are made.

Transfer Credit

Students who transfer to Rhodes have their previous college work evaluated for transfer credit upon their acceptance for admission. Transfer students are responsible for having final copies of transcripts sent from each institution attended. Official evaluation of transfer credit will not be completed until these final transcripts have been received in the Registrar's Office. Academic work from other institutions is evaluated for transfer credit according to the guidelines below.

As degree candidates transfer students must satisfy all of the degree requirements outlined in this catalogue. The Basic Requirement in Humanities may be fulfilled using Alternative A or Alternative B, depending upon the acceptance of transfer credit for previously completed coursework. Religious Studies, Philosophy, Bible, and certain other Humanities courses may be accepted for part or all of the Humanities 101-102, 201-202 requirement (Alternative A); or the courses may be credited toward fulfilling requirements in biblical studies or Bible-related studies (Alternative B).

Rhodes students may enroll in courses at other colleges and universities and transfer credit hours to Rhodes. A student who desires to have academic work transferred from another institution must have the work approved in advance by the appropri-

ate academic department chairperson at Rhodes and by the Dean of Academic Affairs, acting on behalf of the Committee on Curriculum, Standards, and Standing. 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 the course(s) in question.

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

1. The institution at which the coursework 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 curriculum at Rhodes or it must be judged to be consistent with the liberal arts and science curriculum and of a quality comparable to that expected of courses at Rhodes. Departmental chairpersons make these judgements; in many cases the Registrar of the College can act with the authority of departmental chairpersons. The chairpersons and the Registrar assign credit toward a degree in such a way as to match comparable work at Rhodes.
3. A maximum of 56 credit hours (1 credit hour = 1 semester hour) may be accepted towards a Rhodes degree. Of the twenty-eight hours earned to qualify for the senior year in residence, a maximum of six credit hours may be transfer credit.
4. Transfer credit hours are not accepted if the grade is D+ or below. Transfer credit hours are credited to the Rhodes transcript as credit hours only; they are not used to determine the grade point average.
5. Transfer credit hours may be used to satisfy degree and major requirements where appropriate.
6. Transfer hours based on a quarter system are converted to the Rhodes credit hour basis using the formula that one (1) quarter hour equals two-thirds ($2/3$) credit hour. A student may use a 4 quarter hour course, equivalent to 2 and $2/3$

credit hours, to satisfy course requirements for a degree, up to a maximum of five courses. Fractional transfer credit hours will be credited.

If a student with transfer credit is a candidate for academic achievement recognition the student must have the grade point average required for academic achievement on all Rhodes work and must have a grade point average for all transfer work and Rhodes work combined which meets the standard for academic achievement.

Academic Achievement

The candidate for the degree who attains an overall average of 3.5000 or above in all academic work at the College or accepted as transfer credit by the College will be recommended for the degree *cum laude*.

The candidate for the degree who attains an overall average of 3.8500 or above in all academic work at the College or accepted as transfer credit by the College will be recommended for the degree *magna cum laude*.

The candidate for the degree who attains an overall average of 3.9500 in all academic work at the College or accepted as transfer credit by the College will be recommended for the degree *summa cum laude*.

The major "with honors" requires work in a restricted field during the senior year. The honors program is described under Special Study Opportunities.

Requirements for the Bachelor of Arts Degree

All students are required to complete courses which will result in achieving a core curriculum of general education as follows:

- I. COMMUNICATION SKILLS: English 151, Writing. This course is required of all students except those for whom the requirement has been waived by the Department of English. It is to be taken during the freshman year.
- II. FOREIGN LANGUAGE: One course at the intermediate (201) level. This requirement may be met in any one of the following ways:
 - By scoring three or higher on the Advanced Placement Test in a language.

- By achieving a satisfactory score on a departmental placement test. (A fuller description of these tests is included in the curriculum description for Foreign Languages and Literatures.)
- By completing successfully any appropriate three or four hour credit course numbered 201 or higher.

The foreign language requirement is waived for those students for whom English is not their native language.

All students who plan to fulfill Rhodes' foreign language degree requirement in a language they have previously studied must take a placement test in that language during orientation. Scores on that test will be used to place students in the courses most appropriate for them at Rhodes. Any students who score at the 201 level fulfill Rhodes' degree requirement. Students wishing to fulfill Rhodes' foreign language degree requirement in a language not previously studied should register for a course numbered 101 in that language.

It is expected that the foreign language degree requirement be satisfied no later than the end of the sophomore year.

III. AREA AND DISTRIBUTION REQUIREMENTS:

The Basic Requirement in Humanities

This requirement is fulfilled by taking one (1) of the two options listed below:

Alternative A—*Humanities 101, 102, 201, 202, The Search for Values in the Light of Western History and Religion*, a four semester course. Freshman year (Fall and Spring Semesters); Sophomore year (Fall and Spring Semesters).

Alternative B. *Life: Then and Now*, a program consisting of four courses, selected from offerings in the departments of Religious Studies and Philosophy. The first and second courses of the program are taken in the Freshman year (one course in the Fall Semester and one course in the Spring Semester). The third and fourth courses may be taken at any time, normally in the sophomore year.

Fuller explanations of each of these alternatives are included in the description for "Humanities and Interdisciplinary Study" in the section titled "Courses of Instruction" of this catalogue.

In the event of a change from one alternative to the other, course equivalents may be obtained from the Registrar of the College.

The Distribution Requirement in Humanities

Three (3) courses, totalling at least nine (9) hours, are to be chosen to include at least one course from each of the two areas below. The two versions in the second area differ slightly, depending on which alternative the student is following for the Basic Requirement in Humanities.

- (1) Literature, both English and foreign.
- (2) History and/or Philosophy, for those who take Alternative A in the Basic Requirement in Humanities.

OR

History, for those who take Alternative B in the Basic Requirement in Humanities.

See courses in the "Courses of Instruction" coded H.

The Distribution Requirement in Natural Science

Three (3) courses, totalling at least nine (9) hours, are to be chosen from at least two of the following areas; one course must have a laboratory:

- (1) Biology
- (2) Chemistry
- (3) Mathematics or Computer Science
- (4) Physics or Astronomy
- (5) Geology
- (6) Natural Science

See courses in the "Courses of Instruction" coded "N." No more than one course in Computer Science may be used to fulfill this degree requirement.

The Distribution Requirement in Social Science

Three (3) courses, totalling at least nine (9) hours, are to be chosen from at least two of the following areas:

- (1) Anthropology/Sociology

- (2) Economics
- (3) Political Science or International Studies
- (4) Psychology or Education

See courses in the "Courses of Instruction" coded "S."

The Distribution Requirement in Fine Arts

Two (2) courses, totalling at least six (6) hours, are to be chosen from at least two of the following areas:

- (1) Art
- (2) Music
- (3) Theatre and Media Arts

See courses in the "Courses of Instruction" coded "F." An accumulation of one hour applied music or art credits may be used to satisfy these requirements.

IV. PHYSICAL EDUCATION: Three (3) half-semester courses in Physical Education are required. These courses do not carry academic credit.

Requirements for the Bachelor of Science Degree
(Offered only for majors in Biology, Chemistry, Computer Science/Mathematics, and Physics)

The general degree requirements for the Bachelor of Science are identical to those for the Bachelor of Arts except for the following:

The Distribution Requirement in Natural Science

Five (5) courses in the Natural Science division outside the major department, including at least three (3) courses, or nine (9) hours, in Mathematics. The five courses must be approved by the major department. The three mathematics courses must be chosen from those courses designated as appropriate for the B.S. degree as shown in the catalogue entry for the Department of Mathematics.

Preparation for Graduate Study

A student who plans to do graduate work leading to one of the advanced academic degrees should confer with the faculty advi-

sor during the freshman 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. As most graduate schools require a reading knowledge of either French or German for all advanced degrees, and some schools require a knowledge of both languages, the prospective graduate student is strongly urged to include courses in these languages in the undergraduate program.

The prospective graduate student should seriously 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 Special Study Opportunities.

SPECIAL STUDY OPPORTUNITIES

The Honors Program

The Honors Program provides the principal means whereby a student may 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.

All honors programs include a project of a scholarly and creative nature. This project can be research culminating in a written report or thesis, or it can be a creative project as represented by an original production. A copy of the report or production is presented to the Individualized Study Committee for approval and is placed in a permanent file or display in the library.

The Honors Program is a senior level, culminating experience in the major field. Students should do preliminary work during their junior year; however, the actual honors work is to be done in the senior year.

Students considering honors work are encouraged to take a one-hour tutorial in the second semester of the junior year. Emphasis in the tutorial will be selection of a topic, preliminary research and definition of the project, and preparation of the honors application.

To be eligible for the honors program a student must have a minimum grade point average of 3.25 in all studies outside the major and a minimum grade point average of 3.25 in the courses taken in the major department. In computing this average all work attempted by the student at Rhodes or at other colleges shall be included, not omitting D and F grades, except under unusual circumstances. The Individualized Study Committee must receive the completed application by September 11, 1989. The Individualized Study Committee's decision to accept or to reject a proposal is reported to the Faculty. The Faculty's decision is final.

At least three hours per semester in the senior year must be earned in Honors Tutorial courses. Up to six additional hours of

tutorial or related coursework may be counted, resulting in a maximum of twelve hours of Honors credit in the senior year.

To receive the honors award the student's general performance in honors work must be at least at the "A-" level. In addition, the honors paper must be judged by the readers to be of at least "A-" quality.

At the discretion of the instructors, honors students may be exempted from final examinations in courses in their major in the term in which the honors paper is submitted.

Special attention is necessary to ensure the completion of the honors project in time for it to be evaluated and approved. For this reason, final copy of the honors project is due in the department by March 9, 1990. The corrected final copy is due to the Individualized Study Committee along with required signatures and evaluations by readers no later than March 30, 1990. Failure to meet these deadlines may result in the failure to gain honors recognition.

The Tutorial Plan

The Tutorial Plan of instruction, like the Honors Program, has as its chief purposes the individualizing of instruction, the avoiding of mass production methods in education, and the provision of 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 tutorial courses are an adaptation to American education of the tutorial plan as followed in the English universities of Oxford and Cambridge. The method is that of extensive reading under guidance, and conferences with the tutor on the material read.

The tutorial course may be a broad survey of a field, or may involve intense specialization in some of its aspects. Very often, the content of a tutorial is that of a regular catalogue course which 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 tuto-

rial to be scheduled. At a minimum, forty-six hours of study are required for each credit hour.

Directed Inquiry

The term *directed inquiry* indicates a type of independent study designed to give more individuality than is provided by honors, tutorials, and seminars. A directed inquiry is a project agreed upon by a student and professor; it may be a laboratory experiment, special readings on a given topic, some type of art work, a group of essays, etc. The details of the project are agreed upon by the student and the professor. Directed inquiries may not be used to satisfy general degree or major requirements.

Credits for a directed inquiry range from one to six hours. Forty-six hours of work, including outside reading, experiments and conferences, are required for one hour of credit. No more than twelve hours credit may be earned in any one department. The maximum number of hours for all directed inquiries allowed is twenty-four. Normally a freshman may not undertake a directed inquiry until after the completion of one semester of regular studies. Special students are generally not eligible for directed inquiries.

Proposals for directed inquiries must be approved by the Individualized Study Committee. Appropriate forms are available in the Registrar's Office. These forms call for details such as the beginning and ending dates of the project and set forth specific rules governing such things as extensions or other possible considerations. The student should become familiar with this form well in advance of the date intended to submit a proposal so that everything will be in order and approved by the department when submitted. Applications for directed inquiries 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 tutorial or special topics course may be taught subject to review and approval by the Curriculum Committee. Such

tutorials must conform to the standard forty-six hours per credit hour.

Internships and Practica

Rhodes recognizes the need and the value of integrating traditional academic work and practical application. Internships and practica are important ways in which students may have this experience.

Internship credit is given for involvement in programs in which off-campus work and significant academic work are combined. Internships are defined within the course structures of several academic departments. Requirements for acceptance as an intern are set by each department. At a minimum the student is expected to be able to integrate academic work with on the job activities. At present internships are parts of the departmental programs for Anthropology/Sociology, Art, Economics and Business Administration, Education, English, History, International Studies, Political Science, Psychology, Religious Studies, and Theatre and Media Arts. Special internship opportunities can be proposed subject to approval by the department concerned and the Curriculum Committee.

A practicum involves actual experience and practical application of concepts learned in the classroom. The Departments of Education and Theatre and Media Arts offer a variety of these experiences for majors and non-majors.

No more than six (6) credit hours in internships or in practica may be earned in one department per semester. A student may apply toward a degree a maximum of nine (9) credit hours in internships or in practica with a total of no more than twelve (12) credit hours in both. Twelve of the credit hours earned in any of the crosstown R.O.T.C. programs are counted as internship/practica hours.

The Nancy Hughes Morgan Program in Hospital Chaplaincy

This program is designed for pre-medical students and persons going into other health-care related disciplines the ministry and counselling fields. It offers a carefully supervised internship in local hospitals

where students serve as chaplain's assistants, develop counseling skills and sharpen their abilities to listen and respond to patient needs.

Southern College University Union

In 1968 a group of liberal arts colleges formed the Southern College University Union for the purpose of collaborating on educational programs and activities. The institutions in addition to Rhodes College are Birmingham Southern College, Centre College of Kentucky, Centenary College, Fisk University, Millsaps College and University of the South.

Science Semester At Oak Ridge National Laboratory

Through a cooperative arrangement between Oak Ridge National Laboratory, Oak Ridge, Tennessee, and the participating institutions of the Southern College University Union qualified students in the natural and some social sciences may spend the spring terms of their junior or senior year in residence at the Oak Ridge laboratories engaged in seminars and in active scientific research. Interested students should contact Professor Barnhardt in the Department of Physics, the College's coordinator for the program, during the academic year preceding the one in which they intend to participate.

FOREIGN STUDY

All foreign study programs proposed by a student must be submitted to the Individualized Study Committee in advance of the intended study. Information concerning foreign study opportunities available to students can be obtained from the Dean of Student Affairs and from the British Studies office.

Rhodes is an Associate Institution of the Institute of European Studies with programs in Durham and London, Great Britain; Freiburg, Germany; Paris and Nantes, France; Madrid, Spain; Vienna, Austria; and Mexico City, Mexico.

Students intending to study abroad during the regular academic year should pre-

pare with their major departments a full plan for both their junior and senior years. The plan is submitted to the Individualized Study Committee in advance to be sure that the foreign study will fit appropriately into the College's degree program and to ensure the acceptance of the foreign study credit.

European Studies

In 1989, Rhodes and the University of the South (Sewanee) will offer a seventeen week program which will entail four weeks of summer study; seven weeks with British instructors at St. John's College, Oxford in the fall; four weeks of travel with a tutor to major cultural centers on the continent; and a final two weeks with British instructors in London. The course in its entirety is intended to provide an integrated and comprehensive cultural portrait of Western Europe in its most important age of development, transition, and achievement—the High Middle Ages and the Renaissance.

The program will carry fifteen hours of credit: three in Art History, six in History, three in English Literature, and three in Religious Studies.

Further information about this program, the application process, and financial aid is available from Dr. Yerger Clifton, British Studies Office, 400 Palmer Hall.

Middle East Program

Rhodes and four other colleges offer a study program in Jerusalem. This experience focuses on conflict resolution. It exposes students to the historical, ideological, and emotional aspects of the conflict between the Israelis and the Palestinians. Students live in the Old City of Jerusalem. 16 hours credit are given for the following courses taught by Israeli and Palestinian professors: Palestinian Society, Israeli Society, Zionism, Israeli Politics, Palestinian Nationalism, and Historical Geography. A seminar on conflict resolution is led by the group director, a faculty member from one of the participating colleges.

Application forms and further information about this opportunity are available from Dr. Bruce Stanley, International Studies Department.

**France, Latin America, Spain:
The Year Abroad**

Rhodes has continuing relationships with several organized programs of study in France, Latin America and Spain. Students interested in studying in these countries for a summer, a semester, or a year, are invited to consult with the chairperson of the appropriate language department.

**Germany: Direct Exchange Program with
the Eberhard-Karls-Universität Tübingen**

Rhodes has a formal relationship with the University of Tübingen which allows the two institutions to exchange students without the students paying tuition to the host institution. To be eligible, a student must have at least two years of German at the college level. Students pay tuition at Rhodes College. Financial aid granted to cover room and board fees at Rhodes may not be applied to meet expenses at Tübingen.

Students should consult with the Chairperson of the Foreign Languages and Literatures Department about qualifications and details of the academic experience.

England: British Studies At Oxford

In 1970, Rhodes initiated a summer program of British Studies at University College, Oxford, England. In 1972, the program was expanded and Rhodes was joined in its sponsorship by the other colleges and universities which, with Rhodes, comprise the Southern College University Union. During the six weeks of the program, now conducted at St. John's College, Oxford, students attend lectures by eminent British authorities on the Arts, History, Philosophy, and Literature of one period of British cultural development: Medieval, Renaissance, The Enlightenment, and Nineteenth and Early Twentieth Century Britain. The particular period is announced from year to year. In addition, a number of seminars in related, but more restricted subjects are offered by tutors drawn from Rhodes and other participating institutions. Of these, a student normally elects two. In this way the program offers an excellent background of the period while conducting the program along lines familiar to American students. In addition to the experience of living and

dining in the sixteenth century buildings of the college, students make weekend excursions to Stratford-on-Avon, Canterbury, Stonehenge, and other places rich in the cultural history of England.

The program is co-educational and undergraduate, and it is open to recent graduates and students from other colleges and universities. At least one year of college level instruction is a prerequisite for acceptance. Enrollment is limited to a total of 150 and is usually closed by February 15. Application early in the first semester is advised.

In 1974 Rhodes joined with British Studies At Oxford in assisting Rhodes students of merit to attend Oxford. The scholarship is offered in gratitude for the services of the late John Henry Davis, Professor of History, a Rhodes Scholar, a member of the history faculty for forty-four years, and President of British Studies At Oxford in the first four sessions. The number of scholarships, their value, and instructions for making application are announced each year at the beginning of the second semester.

For further information and application forms, write to Dr. Yerger Clifton, Dean of British Studies At Oxford, Rhodes College.

SPONSORED PROGRAMS

The academic life of Rhodes is enhanced considerably by annual sponsored programs which make it possible for distinguished persons to come to the College and to participate in a variety of events with faculty and students. These events are planned as an enhancement of the undergraduate academic program.

The C. Whitney Brown Seminar

The C. Whitney Brown Seminar was established in 1983 by family and friends in his memory. The program includes four parts: an annual seminar in management, a library collection of management and planning volumes made available by Hay Associates of Philadelphia and The Presidents Association of the American Management Associations, an annual scholarship to the AMA Management Course for Presidents for a local businessman or woman, and a

scholarship to Rhodes College for former members of the Boys Club.

Thomas J. Peters, co-author of *In Search of Excellence: Lessons from America's Best-Run Companies*, and Kenneth Blanchard, co-author of *The One-Minute Manager*; were the first two speakers in the Brown Seminar. In 1986-87 the Seminar featured John Naisbitt and Patricia Aburdene. For 1987-88 the management team of Federal Express, with Fred Smith as the chief executive officer, conducted the seminar. The program in 1988-89 presented Harvey Mackay, author of the book *Swim with the Sharks (Without Being Eaten Alive)*.

The Frank M. Gilliland Symposium

The Frank M. Gilliland Symposium was established in 1984 by Tandy Gilliland and by Jim and Lucia Gilliland. 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.

Featured symposium leaders for 1985 were Eudora Welty, Southern author, and Joel Williamson, Southern historian. Steven M. Tipton, co-author of *The Habits of the Heart*, was the first speaker in the 1987-88 academic year. David Halberstam, Pulitzer Prize winning journalist and author of *The Best and Brightest*, was the second speaker for 1987-88 and gave the keynote address for a special course "1968: The Way We Were." In 1988-89 the Honorable Shirley Chisholm visited the campus and addressed the topic of "Social and Cultural Issues Facing America."

The Harry B. McCoy, Jr. Visiting Artists Program

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 the performing artists themselves. Such an opportunity is seen as enriching the College's liberal arts experience.

The McCoy Visiting Artists Program has brought to Rhodes an impressive variety of performing artists. Among those who have

come to the College are opera's dramatic soprano, Nancy Tatum; noted dancer and choreographer Agnes de Mille; Swedish baritone Hakan Hagegard; The New Shakespeare Company of San Francisco; actresses Pat Carroll and Siobhán McKenna; and The Tokyo String Quartet.

Featured performers in 1984 were pianists Paul Badura-Skoda and Alicia De Larrocha. Subsequent programs have featured Zoe Caldwell in "Lillian," the Chicago Brass Quintet, the Pook Kaye dance company in "Eccentric Motions," the New York Woodwind Quintet, the Kronos Quartet, and the Tallis Scholars.

The Lillian and Morrie Moss Endowment for the Visual Arts

Established in 1984, the Moss Endowment brings to the College each year distinguished guest lecturers and visiting scholars in the fields of art, art history, and criticism for the benefit of Rhodes students and the Memphis community. Recent lecturers include Robert Hughes, art critic for *Time* magazine; John Wilmerding, Deputy Director of the National Gallery, Washington, D.C.; T.G.H. James, Keeper of Egyptian Antiquities, the British Museum; Fabrizio Mancinelli, Director of the Restoration of the Sistine Chapel; and Vincent Scully, architectural historian, Yale University.

Dr. E. J. Johnson, Art Historian and member of the Faculty of Williams College, was a visiting professor in the Spring semester of 1987-88. His visit was made possible by the Moss Endowment.

The Moss Endowment sponsored a program on "Landscape in American Art" in 1988-89. This program brought to campus Franklin Kelly, curator of American Art, National Gallery of Art; William H. Gerds, director of the Graduate Program in Art History, City University of New York; and Grace Glueck, Art News Editor, *The New York Times*.

The M.L. Seidman Memorial Town Hall Lecture Series

The M.L. Seidman Memorial Town Hall Lecture Series was established in memory of M.L. Seidman by Mr. and Mrs. P.K.

Seidman. Mr. M.L. Seidman was the founder of an international accounting firm. Throughout his life he maintained an active interest in public issues.

A series of lectures is scheduled each year in which internationally recognized authorities on current public issues are presented in a town hall forum. In each series opposing points of view on the public issue are developed, and the active participation of students, faculty, and members of the Memphis community is encouraged.

In recent years the public issues presented have been The Middle East Crisis, The State of American Education, Three Views on the Economy, Sports: Win, Place or Show, Management and Labor: Must They Be Adversaries?, World Statesmanship and Trade: Help or Hocus?, and Dateline: The World and The Journalists.

In 1986-87 the Townhall Lecture series featured speakers from the broadcast and journalism staff of the National Public Radio, including Bob Edwards, Scott Simon, and Cokie Roberts. The year before featured the hosts from Washington Week in Review, Charles McDowell, Jack Nelson, and Georgia Geyer.

The 1987-88 lecture series focused on the topic of "Ethics: Another Endangered Species!" The first speaker was Henry Trehwhitt, Deputy Managing Editor of *U.S. News & World Report*. "Revolutions in World Economies: Their Impact on America" was the topic for 1988-89. Speakers included Donald Petersen, Chairman and Chief Executive Officer for Ford Motor Company, Paula Stern, an international trade expert, and Irving Kristol, a noted economist.

The Frank E. Seidman Distinguished Award in Political Economy

The Frank E. Seidman Distinguished Award in Political Economy was established in memory of Frank E. Seidman by Mr. and Mrs. P.K. Seidman. Mr. Frank Seidman was very interested in the areas of mutual concern to both economists and political scientists. The field of political economy is increasingly recognized as a well-defined discipline for study and research.

The \$20,000 award is given to an economist who has distinguished himself or herself internationally by contributing to the advancement of economic thought along interdisciplinary lines and to its implementation through public policy. The award recognizes those economists who are extending their work into the interdependent areas of the other social sciences, especially the study of the environmental and institutional influences upon the economic behavior of individuals and groups.

Recipients, with the year of recognition, are as follows:

Robert Triffin	1988
William J. Baumol	1987
Amartya Kumar Sen	1986
Gary Stanley Becker	1985
James M. Buchanan	1984
Robert M. Solow	1983
Janos Kornai	1982
Richard A. Musgrave	1981
Albert O. Hirschman	1980
Arthur M. Okun	1979
Arthur Frank Burns	1978
Thomas Cromble Schelling	1977
Kenneth Ewart Boulding	1976
John Kenneth Galbraith	1975
Gunnar Karl Myrdal	1974

Woodrow Wilson National Fellows Program

The Woodrow Wilson National Fellows Program brings successful men and women from business, journalism, and public service to the Rhodes campus for a week of intensive dialogue with students and faculty. The carefully planned week involving sessions in classes and in informal settings provides a bridge between theory and the practical realities of the world outside the campus.

Recent guests to the campus were journalists Ceil Cleveland and Jerrald Footlick. Mr. Footlick is an editor for *Newsweek*. The musicians Robert and Rosalind Koff were in residence on campus for a week in September, 1988. Michael Binyon Wasington bureau chief for the *London Times*, visited the campus in the spring semester 1989.

ACADEMIC REGULATIONS

The Board of Trustees vests responsibility for curriculum, instruction, and the regulation of academic affairs with the President and the Faculty. They in turn allocate this responsibility and implement it through various committees and individuals.

Two committees are chiefly responsible for regulating the academic program. The Committee on Curriculum, Standards and Standing, which includes students in its membership, has broad responsibility, subject to faculty review, to frame and implement procedures to insure that the instructional standards and aims of the College are met. The Individualized Study Committee, also subject to faculty review, is responsible for developing college policies in regard to honors work, tutorials, directed inquiries, and individual foreign study arrangements, and implementing the policies in individual cases.

The regulations that follow are not comprehensive but are included here for the sake of easy reference by faculty and students. Any variation from academic regulations requires the formal approval of the Faculty. Students are encouraged to inquire in the Registrar's Office in the event that variations seem necessary.

Registration

Qualification as a full-time, degree student requires registration for a minimum of thirteen (13) credit hours in a semester. Registration for fewer than 13 or more than 16 hours by a full-time student must be approved in advance by the Curriculum Committee. Students must be aware that in order to complete the 112 credit hours for a degree 14 credit hours in each of the eight semesters is needed. Less than 14 credit hours in any one semester must be matched by more than 14 credit hours in another semester or by summer session credit hours.

Degree-seeking students who register for ten (10) credit hours or less in any one semester are classified as part-time students and will be charged tuition as described on page 16 of this catalogue. Part-time students are not eligible to live in the residence

halls or to participate in some student activities. Special students, those students not seeking a degree, may enroll in more than nine (9) credit hours only with the permission of the Dean of Academic Affairs. No student may carry more than 18 credit hours in a single semester.

Computation of the total credit hours permitted per semester includes directed inquiries and concurrent enrollment at other institutions. A year's residence with satisfactory grades is the usual prerequisite for taking more than the maximum number of courses. Not more than three courses in the same department, and not more than two under the same instructor may be taken for credit without special permission in advance from the Dean of Academic Affairs, except for those students enrolled in the honors program.

Regular students may obtain permission to audit a course, without payment of fee, by agreement with the professor concerned. Audited courses are not included in the number of hours carried, nor are they recorded on the permanent record.

Class Standing

A minimum of 27 credit hours are required for admission to the sophomore class; 55 for admission to the junior class; 84 for admission to the senior class. It should be noted that to generate the 112 credit hours needed for graduation, a minimum of 28 credit hours per year should be earned.

By midterm of the second semester of the sophomore year, a student must declare an intended major department, and after consultation with the chairperson of the department, be accepted as a major. Any student in good standing will be accepted by any chosen department, but only after consulting the chairperson concerning suitability of work in the department for the student. The consultation is also the time to make a preliminary plan for the remainder of the college career. Forms for securing admission to a major department are available from the Registrar.

Class Preparation and Attendance

At the beginning of every course, the instructors will state class attendance guide-

lines that are to be enforced. A student who is absent from class due to illness or other excusable reasons will provide the professor with an explanation of the absence. Whenever possible this explanation should be given prior to the absence so the student's work may be continued with minimal interruption.

When excessive absences from class (including laboratories) jeopardize the student's work in that course, the instructor informs the Dean of Academic Affairs. Notice is sent to the student, with copies to the instructor and faculty advisor, as a warning that further absences may lead to failure in or suspension from the course. The Dean of Student Affairs is also made aware of the situation.

If continual absences make a student unable to complete a course satisfactorily, the instructor makes a written recommendation to the Dean of Academic Affairs that the student be dropped from the course with a grade of F. If a student is recommended for exclusion from as many as two courses in the same term, the student may be asked to withdraw from the College.

A student is expected to spend a minimum of forty-six hours in academic study for every credit hour. This principle applies to tutorial and directed inquiry study as well as to regular course work during the academic year. Time spent on a per assignment basis will vary depending on the nature of the class assignments; however, on an average, a minimum of seven hours per week outside of class is expected for student involvement in active preparation for a three credit hour course.

Schedule Changes

During the first week of classes in the two semesters, the student may make an approved change of schedule. After the above time periods, no changes may be made without approval of the Curriculum Committee. No credit will be awarded retroactively for courses for which a student failed to register properly.

Withdrawal From Class

Students withdrawing from a class between the beginning of the second week

and the end of the ninth week will receive a grade of W (withdrew). Unauthorized withdrawal from any class constitutes a failure in the course. Courses dropped after the ninth week will carry the grade of F except in cases of medical emergencies. Withdrawal from a course is not official until the appropriate form with all required signatures is submitted by the student to the Registrar's Office.

Voluntary Withdrawal from the College

Students who wish to withdraw from the College, either during or at the end of a semester, must contact the Dean of Student Affairs in order to initiate the withdrawal process. A letter of withdrawal must be filed with the Dean of Student Affairs and the entire withdrawal process completed before the student can be officially withdrawn from the College. Students who decide to return to the College after having withdrawn must apply for readmission. Applications for readmission are available from the Registrar.

Students planning to leave the College for other than academic reasons may petition the Registrar for a leave of absence. The granting of a leave of absence indicates a continuing relationship with the College and allows students to resume studies at a specific time without reapplying for admission to the College. A leave of absence is not given for the purpose of study at another institution. Failure to return to the College at the specified time will result in the withdrawal of the student, and the student must file an application for readmission. A leave of absence will generally not exceed one year in length.

Educational Leave

Students wishing to participate in special programs at other accredited institutions during the academic year must request an Educational Leave from the College. The request, in writing, must be submitted in advance to the Registrar's Office. Students planning such a leave should consult with the Registrar to work out a program which will facilitate acceptance of credit upon return to Rhodes. The Registrar, in consultation with department chairpersons and

the Dean of Academic Affairs must approve all work at other institutions in advance of beginning the work. In some cases it may be necessary to post-pone approval until course syllabi papers and tests are examined.

Examinations and Conditional Grades

The Honor Code represents what the students, the Faculty, and the administration believe to be the best environment for the pursuit of our educational aims. All tests and examinations are conducted under the Honor Code, and students are asked to indicate on their tests and final examinations that they have abided by 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 given during the examination week according to the published schedule. 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 factor is that students are asked to synthesize major concepts, approaches, and facts from the course, and to demonstrate that they can do this on their own.

A student who has a failing average on course work may be counselled before the final examination about the status of that work and about the role the final examination will play in determining the final grade, but the student is not excluded from taking the final examination. A student who has a passing average on course work and who fails the final examination, and as a result has a failing average for the course, may, at the discretion of the instructor, be permitted to take a re-examination. An E grade is given in this case. The highest grade in the course that can be given upon re-examination is D+. A student who has a passing average on course work and who fails the final examination, but who earns a passing

final grade, may be given the appropriate letter grade for the course.

Unexcused absence from a final examination automatically results in failure in the course. A student who is prevented by illness or other reason from taking the final examination at the scheduled time must present a written excuse or doctor's certificate and will be given a grade of X. In some courses, due to the lesser weight given to the final examination in determining the final grade for the course, a professor may not wish to give the grade of F for an unexcused absence or the grade of X in the event of an excused absence. The professor's policy on this matter is made clear at the beginning of the course so that there is no misunderstanding and so that it is clear that this situation is an exception to the general college policy.

Consult the section on Removal of Conditional Grades for policies governing E and X grades.

Grades and Grade Points

In official recording of academic work, the following symbols are employed: A, excellent; B, good; C, average; D, passing; P, pass; E, re-examination; X, incomplete; IP, honors work in progress; F, failure; W, withdrew; NG, grade not submitted by professor. E and X grades are conditional and may be removed. (See below.) A, B, C, D are employed with plus and minus notations as follows:

Grade	Quality Pts	Grade	Quality Pts
A	4.0	C+	2.3
A-	3.7	C	2.0
B+	3.3	C-	1.7
B	3.0	D+	1.3
B-	2.7	D	1.0
		D-	0.7

Quality points are used to determine a student's grade point average. The quality points earned are divided by the number of credit hours attempted in order to determine the grade point average. Credit hours with a grade of 'Pass' are not included in the determination of the grade point average although those hours with a grade of 'Fail' are included. Conditional grades (see be-

low) earn no quality points and no credit hours until they are removed.

Repeating A Course Because of Grade

Any student who has received a grade of D-, D, or D+ in a course may repeat the course for a higher grade. No additional credit may be earned when repeating a course for a higher grade. Any student who has failed a course may repeat the course for credit. In each case, the professor teaching the course being repeated must be notified. When calculating a student's cumulative grade point average, the two grades earned in the repeated course are averaged.

Pass-Fail

Students may enroll in a class on a pass-fail basis for one course per semester, or two courses per year. Permission of the instructor is required and must be obtained during the first two weeks of the class in a semester. No more than a total of six courses are permitted under this program. The Pass/Fail option may not be used in courses taken to satisfy general degree requirements or courses taken to satisfy major 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.

Removal of Conditional Grades

Students with E grades (see Examinations) must notify the Registrar of their intention to take reexaminations at least one week in advance of the scheduled time and must pay the required fee of \$10.00. If the student passes the reexamination, a grade of D-, D, or D+ will be earned, unless the course was taken Pass/Fail, in which case the grade of P will be recorded. Seniors in the final semester of attendance are eligible for reexamination without delay if they fail a final examination and are given E grade..

The grade of X will be given to the student who is unable to complete course work, including the final examination, because of illness or other emergency. Upon completion of the unfinished work and assignment of a grade by the professor, the student will

receive a final grade. There is a \$10.00 fee for the removal of a conditional grade.

All unfinished work must be completed and all conditional grades must be removed by the professor submitting a final grade to the Registrar's office no later than the end of the fourth week of classes of the following semester. After the removal of an X or E grade by the professor, the student must clear the record with the Registrar and Cashier by the end of the sixth week of classes of the following semester. If illness or other extraordinary circumstances prevent this, then a petition requesting an extension must be submitted to and approved by the Curriculum Committee. Conditional grades not removed by the deadline will become grades of F.

Grade Reports

Reports of students' grades will be sent to the students at their home addresses at the end of each semester.

Mid-semester deficiency reports are mailed to those students who have any grade of D+ or below. For a grade of F or D, specific reasons for the grade may be indicated on the report. Complete mid-semester reports are available for all students from faculty advisors.

Honor Roll and Dean's List

An Honor Roll and a Dean's List are compiled at the end of each semester. To qualify for the Honor Roll, a student must be enrolled in thirteen or more credits of academic work and 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 3.7 in thirteen or more hours.

Academic Probation and Suspension

To maintain acceptable scholastic standing and to graduate, a student must have an overall grade point average of 2.000 (C) for all work attempted and for all work in the major department. The Curriculum Committee, through the Probation and Suspension Subcommittee, places on academic probation any student whose cumulative grade point average at the end of a semester falls below the minimum standard. The

minimum standards for Academic Probation are as follows:

Number of Credit Hours Earned	Required GPA
0-26	1.600
27-54	1.800
55 or more	2.000

Notification of Academic Probation will be printed on the student grade report.

A student is subject to Academic Suspension when the following minimum guidelines for hours earned and cumulative grade point average are not attained:

Number of Credit Hours Earned	Required GPA
0-26	1.500
27-54	1.700
55-83	1.900
84 or more	2.000

In addition, a student who in any semester fails to earn at least ten (10) credit hours and fails to have a grade point average of at least 1.500 will be subject to Academic Suspension. Academic Suspension may be imposed at the end of the fall semester as well as at the end of the academic year.

Fees will not be refunded or remitted, in whole or in part, in the event of a suspension imposed by the College.

In the event that a student's record indicates that academic suspension is likely at the end of the next academic term, notification of possible academic suspension will be by letter from the Probation and Suspension Subcommittee. The letter will set forth the particular reasons why the student may be suspended.

The period of suspension is one semester. A student is eligible for readmission upon the recommendation of the Dean of Academic Affairs and approval of the Subcommittee on Probation and Suspension. Any student placed on academic suspension by the College for a second time is not eligible for readmission. During the period of academic suspension no letter of good standing can be issued, and no credit may be transferred for work done at another institution.

If there are definite reasons relating to the personal situation of a student which, in the opinion of the Subcommittee, resulted in

the failure to achieve academically, the Subcommittee may allow the student to continue into the next academic semester under specified conditions for academic achievement.

Semester grade point averages are affected by the conditional grades of 'X' and 'E'. The above provisions will apply when either of these grades are on the record in question. The action to suspend may be delayed until it is determined what the grades will be when the conditional grades are removed.

Transcripts

Complete college records for each student, including the Permanent Record Card from which transcripts are made, are kept in the Registrar's Office. A student is entitled to one copy of his or her record without charge and additional copies at the rate of \$2.00 each. Additional copies of each order will cost \$0.50 each. Requests for transcripts must be in writing. No transcript will be issued to students, current or past, whose financial accounts are delinquent.

Family Education Rights and Privacy Act

Annually, Rhodes informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This Act, with which the institution complies, was enacted to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

The procedures to be used by the institution for compliance with the provisions of the Act 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.

COURSES OF INSTRUCTION

Normally courses numbered in the one-hundreds and two-hundreds are for first and second year students; those in the three-hundreds and four-hundreds are for juniors and seniors.

In general, courses numbered in the one-hundreds and two-hundreds are given yearly. Higher level courses are frequently offered every other year. Students making long range plans for majors are urged to consult with the chairperson of the department for information concerning the sequence of offerings. Some courses are offered on demand (marked O.D.), subject to departmental approval.

From time to time experimental, special topics courses are offered by faculty members. These courses are numbered "500." Faculty members propose these courses; approvals are required from the department chairperson, the Curriculum Committee, and the Faculty. They are conducted in a manner consistent with regular course offerings, governed by normal class schedules and examination policies; however, they may not be used to satisfy general degree requirements unless special approval was granted at the time the course was approved.

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

"Fa" (Fall) and "Sp" (Spring), following the course titles indicate the semester in which the course is usually taught. Course credit is shown in brackets at the right of the title line. Credit is given for half of a hyphenated course should the student not enroll the following semester.

Special Provisions Concerning Degree Requirements

Some courses may not be used to satisfy degree requirements. Those courses which can be used are designated on the title and credit lines of the catalogue listings. Directed Inquiries may not be used. With very few exceptions, the courses designated as fulfilling degree requirements carry three or more hours credit. An accumulation of one-

hour applied music or art credits may be used to satisfy the Fine Arts requirements. Listed below is an explanation of the codes used to designate courses which meet degree requirements:

L: "LIFE: THEN AND NOW"

Philosophy
Religious Studies

H: HUMANITIES

History
Literature
Philosophy

N: NATURAL SCIENCE

Astronomy
Biology
Chemistry
Computer Science
Geology
Mathematics
Natural Science
Physics

S: SOCIAL SCIENCE

Anthropology/Sociology
Economics
Education
International Studies
Political Science
Psychology

F: FINE ARTS

Art
Music
Theatre and Media Arts

THE ACADEMIC CALENDAR

The academic year consists of two semesters, each containing fourteen weeks of instruction and a fifteenth week devoted to examinations. The first semester begins in late August and ends in mid-December; the second semester begins in January and ends in early May. A detailed calendar which includes dates of recesses and special academic days may be found in the front of this catalog. Students normally enroll in four or five courses, totalling thirteen to sixteen credit hours each semester. In each academic year a student should plan to earn a minimum of twenty-eight credit hours in

order to meet all graduation requirements in the standard four-year undergraduate program.

One credit hour is equivalent to one semester hour. A student is expected to spend a minimum of forty-six hours in academic study for every hour of academic credit. This principle applies to directed inquiries, tutorial study, and to all courses in the curriculum.

Courses which are taught in a two semester sequence are normally scheduled with the Fall Semester course being the first in the sequence. In most cases, the second course in the sequence requires successful completion of the first course, but there are some sequential courses which allow the second course to be taken first. The course descriptions will identify such courses.

Class Schedules

Classes carrying three hours of credit normally meet on Monday, Wednesday, and Friday for sixty minutes or on Tuesday and Thursday for ninety minutes for a total of 180 minutes per week. Laboratory courses which carry four hours of credit will also meet one or two afternoons per week for the laboratory. There are other classes which carry four or five hours of credit which meet at least four or five times per week on other daily schedules.

Class periods begin each day of the week at 8:00 A.M. Laboratories begin at 1:00 P.M. Regularly scheduled classes end no later than 5:40 P.M.

ANTHROPOLOGY AND SOCIOLOGY

ASSOCIATE PROFESSOR

J. Peter Ekstrom. *Chair.* B.A., Beloit College; M.A., The American University; Ph.D., University of Illinois. (Ecological anthropology, social organization; South America.)

ASSISTANT PROFESSORS

Susan M. Kus. B.A., University of Michigan; M.A. and Ph.D., University of Michigan. (Archaeology, symbolic anthropology, Africa.)

Thomas G. McGowan. B.A., M.S.S.R., Hunter College, City University of New York; Ph.D., University of New Hampshire (Social theory, research methods, environmental sociology.)

PART-TIME INSTRUCTOR

Diane G. Sachs. B.A., Rhodes College; M.A., Memphis State University. (Ethnic minorities, religious institutions, social problems; U.S.A.)

The Department of Anthropology-Sociology unites two major social science disciplines. Although the areas differ in origin, boundaries, and methodology, they share a common task: the discovery and analysis of general principles which explain human social and cultural life. To that end, the department emphasizes the comparative development of personality, social institutions, and culture; the structure and functioning of human communities; and the conditions which produce continuity and change, consensus and conflict.

Opportunities for Majors. The objectives of the department are to prepare students for professional careers in anthropology and sociology and to enrich general education. Career opportunities include social service, teaching, research in governmental or private organizations, foreign service, and programs in developing countries.

A departmental major with a Faculty advisor will design a curriculum in the department based on the student's specific

goals and career options. The possibilities include intensive preparation for graduate work in either anthropology or sociology and the possibility of designing an interdisciplinary major.

Facilities. Offices and classrooms for the department are located on the first floor of Clough Hall. Facilities include an archaeology workroom, a photographic darkroom, an audio-visual room, a departmental library, and exhibit areas. A notable resource of the department is the Human Relations Area Files, a research library on microfiche. It contains over two million pages of cross-indexed primary source materials concerned with human behavior. The file is available to students and faculty members, and useful for research not only in anthropology and sociology but also in such fields as religion, government, linguistics, and ethnohistory. On the same floor are computer terminals which students use to analyze primary and secondary research findings.

Off Campus Study. Off-campus projects in archeology, ethnology, and urban studies, either during the school year or in summers, are encouraged. Students may also participate in projects sponsored by other colleges and universities, or arrangements may be made with the department for such projects to be developed as directed inquiries.

Requirements for a major:

All majors must take the following courses:

General Anthropology 103 or

General Sociology 105

Research Methods 261

Explorations in Social Theory 275

Cultural Motifs 300

Senior Seminars 485, 486

In addition to the above courses, seven more courses (21 credit hours) are required to complete a major. These courses are chosen in conference with departmental faculty members and should reflect the student's specific interests and needs. These seven courses will be distributed in the following manner:

7 departmental courses; or, 6 departmental courses and 1 cognate; or, 5 departmental courses and 2 cognates.

Honors in Anthropology/Sociology

- (1) Courses required: fulfillment of the requirements for a major in the department.
- (2) Honors tutorial: A/S 495-496, and a substantial research paper in an area of special interest to the candidate.
- (3) Superior grades in senior seminars.

COURSE OFFERINGS

103. Introductory Anthropology. (Fa,Sp) [3] S

The basic data, concepts, and theories of cultural anthropology. Emphasis on the foundations of human society, social organization, culture, and symbolsystems. No prerequisite.

105. Introductory Sociology. (Fa,Sp)[3] S

The basic data, concepts, and theories of sociology. Considers social institutions, processes, and problems in the contemporary world. No prerequisite.

107. Introductory Archeology. (Fa) [3] S

The study of archeological methods and theory. Problem focus on human origins and cultural development through to the domestication of plants and animals. No prerequisites. Students should take 107 or 108 but not both.

108. Pyramids and Palaces: Archaeology of Early States. (Sp) [3] S

Prehistory from the origins of plant and animal domestication to the origins of early states in the Old and New Worlds. Covers both the archaeological evidence available and the theoretical explanations offered for such cultural developments. Students should take 107 or 108 but not both. (Previously A/S 207)

203. Human Evolution. (Sp) [3] S

The basic data, concepts and theories of physical anthropology. Analysis of the origins and development of humans, primates, fossil humans, living races, and evolutionary principles. No prerequisite.

205. Victims of Progress. (Fa) [3] S

A critical examination of the interaction between industrial nations of the "developed" world and the tribal societies of the "third" world. The course will focus on the increasingly efficient exploitation of these peoples, not only by the industrialized world, but, also, by third world elites. The notion of progress itself will be critiqued. Prerequisite: A/S 103 or 105.

206. Social Problems. (Sp) [3] S

Analysis of the structure of social problems. Topics include poverty, deviance, racism, and sexism. Prerequisite: A/S 105.

209. The Family. (Sp) [3] S

This major institution is considered from sociological, anthropological, and historical perspectives. Prerequisite: A/S 103 or 105.

210. Sociology of Mass Communications and Popular Culture. (Fa) [3] S

Analyzes the social sensibilities and meanings of everyday life as they are shaped from above and below within the social structure. No prerequisite.

212. Sociology of Socialism. (Sp) [3] S

This course develops a holistic approach to the study of socialist society. It integrates theoretical premises of socialism, culture, and everyday life, political and economic organization, and global relations and perceptions into an analysis of socialist ideas and practices. No prerequisite.

261. Ethnographic Methods. (Fa) [3] S

An examination of the writing and "doing" of ethnography. Focuses on the basic methods and techniques of field research. Prerequisite: A/S 103 or 105.

275. Exploration in Social Theory. (Fa) [3] S

History and development of the major theoretical schools of anthropology and sociology in both Europe and America. Prerequisite: A/S 103 or 105.

300. Cultural Motifs. (Sp) [3] S

This course emphasizes contemporary and emergent themes in the respective disciplines as a means of keeping students abreast of substantial developments in these dynamic fields of social inquiry. Prerequisite: A/S 103 or 105 or consent of the instructor.

301. Psychological Anthropology. (Fa) [3] S

Recognizing the fact that society is composed of individuals and that culture is a meaningful creation of human beings brings us to some of the more fascinating issues in anthropology—what is the relationship between culture and cognitive/emotional processes? What can anthropology learn from psychology and vice versa? This course will investigate these and related questions. Prerequisite: A/S 103 or 105.

310. Gender and Society. (Sp) [3] S

The study of gender differentiation as a socio-cultural issue. Prerequisite: A/S 103 or 105.

313. Health, Illness, Body: Sociology of Medicine. (Fa) [3] S

Social aspects of health, illness and the body. Study of the incidence, causation, diagnosis, and treatment of physical and mental problems. Prerequisite: A/S 103 or 105.

316. Religion and Society. (Fa) [3] S

The forms, functions, and dynamics of religion in society. The emphasis is on the institution of religion in contemporary American society. Prerequisite: A/S 103 or 105.

317. Alternative Realities: Symbols, Ritual, World Views. (Fa) [3] S

Humans are always searching for meaning and order beyond the limits of the activities that are needed to guarantee their immediate survival. This course will consider the role of symbolic activity in the construction and maintenance of coherent and comprehensive systems of meaning that integrate human experience with the workings of the larger world or cosmos. Prerequisite: A/S 103 or 105.

319. Esthetics, Perception, Performance: Sociology of Art. (Sp) [3] S

Art plays a special role in society: it embodies highly developed skills and presents a view of social life. This course examines both the social forces that come together to generate artistic works and what an artistic view can tell us about society. Prerequisite: At least one course in the Arts or Social Sciences.

321. Ecological Anthropology. (Sp) [3] S

The study of the complex and varied systems of interaction between people and their environment. Several competing models of ecological anthropology will be analyzed including materialist, symbolic, and systems approaches. Prerequisite: A/S 103.

323. Conflict and Control: Studies in Political Sociology. (Fa) [3] S

This course in political sociology seeks to make sense of the myriad divisions of power in contemporary Western society. Commencing with the nineteenth century and moving on to the present day, political change and continuity will be analyzed. The complex interactions of political control and social life, and social strife and forms of control will be assessed. Prerequisite: A/S 103 or 105.

325. Work, Industry, Technology. (Sp) [3] S

With the Western world supposedly undergoing its third Industrial Revolution, it is increasingly important to understand the continuities and change in the world of work. The course maps kinds, qualities and conditions of tasks performed by those who work for a living. Prerequisite: One course in the Social Sciences.

329. Urban Sociology. (Sp) [3] S

Forms, functions, and dynamics of the city explored in terms of theory, political economy, major institutions, and stratification. Includes historical and comparative view of urbanization processes. Prerequisite: A/S 105.

335. Modernization and Culture Change. (Sp) [3] S

An examination of major approaches to the study of socio-cultural change in contemporary peasant societies. The course will focus on how these types of societies function and change within the context of the larger systems of which they are a part. Special attention will be paid to the articulation of peasant economic systems with national and international capitalistic economies. Andean-America will be the geographic focus. Prerequisite: A/S 103 or 105.

337. Power and Prestige in Non-Western Societies. (Sp) [3] S

A course in political anthropology which is concerned with the definition, expression, and legitimation of power and authority in non-Western societies. Prerequisite: A/S 103 or 105.

341. Peoples of Africa. (Sp) [3] S

This course provides an ethnographic introduction to the cultures and culture history of sub-Saharan Africa. It also includes the study of various cultural practices and theoretical issues that have continued to fascinate anthropologists and animate ethnological discussions. Prerequisite: A/S 103 or 105.

343. Racial and Ethnic Minorities. (Fa) [3] S

An examination of racial and ethnic relations in a variety of contemporary cultures, including, but not restricted to, the United States. Attention is given to historical and cultural factors involved in present structural arrangements. Prerequisite: A/S 103 or 105.

346. Peoples of South America. (Fa) [3] S

Introduction to a variety of native peoples of South America. Emphasis on ecological adaptation to both physical and cultural environments. Prerequisite: AS 103 or 105.

348. Peoples of the Pacific. (Sp) [3] S

This course provides an ethnographic introduction to the cultures and culture his-

tory of the areas of Micronesia, Melanesia and Polynesia. It also includes the study of various cultural practices and theoretical issues that have continued to fascinate anthropologists and animate ethnological discussions. Prerequisite: A/S 103 or 105.

431-432. Special Problems. (Fa-Sp) [3-3]

Designed to encourage senior or advanced junior majors to study intensively in an area of their special interest. Prerequisite: Consent of Instructor.

451-452. Research. (Fa,Sp) [1, 2 or 3]

This course allows senior and advanced junior majors to become active participants in ongoing departmental research projects. Prerequisite: Consent of Instructor.

485. Senior Seminar. (Fa) [3]

The course will promote collegial skills among students by having them present and critique their own ongoing research. Prerequisite: A/S 103 or 105 and 275.

486. Senior Seminar. (Sp) [1]

Continuation of A/S 485. Prerequisite: A/S 485.

495-496. Honors Tutorial. (Fa-Sp) [6-6]

Open to candidates for honors in the department. A tutorial consisting of advanced original research.

ART

PROFESSOR

Lawrence K. Anthony. *Chair and Artist in Residence.* B.A., Washington and Lee University; M. F. A., University of Georgia. (Sculpture and drawing; Director, Clough Hanson Gallery.)

ASSISTANT PROFESSOR

Robert D. Russell. B.A., Southern Illinois University; M.A. and Ph.D., Princeton University. (Art History.)

PART-TIME INSTRUCTORS

Martha Christian. B.F.A., Syracuse University. (Fiber arts.)

Betty M. Gilow. B.F.A., Memphis Academy of Arts. (Painting, drawing, design.)

Julia Graham. B.F.A., Memphis State University, B.F.A. Memphis College of Art. (Photography.)

James F. Williamson. B.A., Rhodes College; M. Arch., University of Pennsylvania; M. Arch., Studio of Louis Kahn, University of Pennsylvania. (Architecture and design.)

The Clough-Hanson Gallery

The Clough-Hanson Gallery, located in Clough Hall, is used to bring to the campus changing exhibitions of contemporary art from November through May. From June until November, selected objects from the Jessie L. Clough Art Memorial for Teaching are exhibited.

The Jessie L. Clough Art Memorial for Teaching

In 1953, Miss Etta Hanson gave to the College the important collection of oriental woodcut prints, porcelains, fabrics, and other objects that she and her sister had collected. Named in honor of Miss Jessie L. Clough, the collection forms the basis of the College's collection of art. The collection is dedicated to teaching and provides resources for periodic exhibitions from June through October in the Gallery.

The Department of Art sees its primary function as that of offering to the Rhodes student, regardless of experience or major, the opportunity to develop a sensitivity to the visual language, through studio work and the study of the history of art. The department offers the major a balanced program in studio and art history together with more specific professional options outlined below. In the studio courses the student is encouraged, through the assigning of specific problems designed to develop visual awareness, to find creative and independent solutions. Structured studios are offered in basic design, drawing, painting, sculpture, fiber arts, and photography. The non-art major is encouraged to take any of these courses. Advanced students, usually majors but not necessarily so, who have a particular interest in some media not appropriate to a regular course are assigned a tutor within the department or interdepartmentally through a directed inquiry.

The offerings in the history of art are designed to give the student in this concentration a thorough introduction to the major periods of the discipline. In addition, more specialized topics may be undertaken by means of directed inquiries. From time to time the Moss Endowment brings distinguished visiting professors of the History of Art to campus who will offer more specialized courses in their areas of expertise.

Off-campus Study. Through a consortium arrangement, full-time students may take courses at the Memphis College of Art without payment of additional tuition and for full credit. Courses in museum methods are possible through an arrangement with the Memphis Brooks Museum of Art. The College of Art and the Brooks Gallery, both near the Rhodes campus, along with other educational institutions, galleries, and theatres in the Memphis area, offer a rich variety of exhibitions and films to students throughout the year.

The art major, depending on the reasons for majoring in art, should pursue one of the following courses of study. Majors may petition to pursue their own course of study to meet particular goals.

I. Requirements for a major in Art with emphasis in Studio:

For the student interested in art as a vocation, for teaching, or for further study in graduate school, a program of studies balanced between studio and art history is preferable. The following courses are required:

- (1) Studio Art: 101, 102, 105 or 106, 107 or 108, 111 or 112, 115 or 116, 485, 486, and 4 credits in Art 300.
- (2) Art 440.
- (3) Art History: 331, 332, 424.
- (4) Three additional hours in studio art or art history.

II. Requirements for a major in Art with emphasis in Art History:

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

- (1) Studio Art: 101, 102 or 105, 107, 111.
- (2) Art 203, 440.
- (3) Art History: 331, 332, 424, plus 15 additional hours.

III. Requirements for a major in Art with emphasis in Museum Studies:

For those students interested in a career in museum and gallery management, curatorial practice, or research, this program of study is suggested. The following courses are required:

- (1) Studio Art: 101, 102, 105, 107, 111.
- (2) Art 440.
- (3) Art History: 331, 332, 424, and 12 additional hours.
- (4) Museum Methods: 450.
- (5) Gallery management: 460, 461.

IV. Requirements for a major in Art with emphasis in Pre-Architecture:

Though a major in art is not prerequisite to graduate schools of architecture, the student who intends to pursue a graduate level professional degree should take the following courses as an art major to satisfy the prerequisites for admission to a graduate level program. The following courses are required:

- (1) Studio Art: 101, 102, 107, 111, 300 (2 credits).
- (2) Art 121, 440.
- (3) Art History: 331, 332, 327, 421, 424, 425.
- (4) Mathematics: 103, 104.
- (5) Physics: 103, 104, 107, 108.
- (6) Architectural Internship: 485-486 (3-6 credits)

Studio courses require 138 hours work per term for three hours of credit.

Comprehensive Examinations

The comprehensive examination in art consists of six parts. The first four parts are: (1) General Essays on the nature and philosophy of art, art criticism, and art history; (2) Visual Recognition of slides typical of an artist or style; (3) Area of Concentration questions regarding the disciplines within the chosen course of study; and (4) Oral examination defending statements on the previous three sections. The fifth part of the comprehensive exam is an independent creative project due the eleventh week of the second semester and the sixth part is participation in the completion of the Senior Art Exhibition which takes place during the second semester.

Honors in Art.

- (1) In the spring of the student's 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 proposal must be approved by the department before the petition is submitted to the Individualized Study Committee.
- (2) Courses required: all major requirements with the exception of Art 485-486. 6-12 hours of a supervised honors studio or research project and a thesis on the project are required.
- (3) Examinations-an overall grade of A on the thesis, the project itself, and the departmental comprehensive examination is required.

COURSE OFFERINGS

101. Basic Drawing. (Fa) [3] F
 An introduction to fundamental drawing problems in various media.

102. Two Dimensional Design. (Sp) [3] F
 Elements of color theory as they relate to design and pictorial concepts.

105-106. Painting. (Fa-Sp) [3-3] F
 An introduction to materials and techniques of painting. Exploration of structural properties of color and tone.

107-108. Three Dimensional Design-Sculpture. (Fa-Sp) [3] F
 Studio problems emphasizing the relationships between solid and void, materials, and the organization of space.

111-112. Photography. (Fa-Sp) [3-3] F
 An introduction to basic camera and dark-room techniques. (The student will provide camera and film.)

115-116. Fiber Arts. (Fa-Sp) [3-3] F
 An introduction to designing with fiber. Weaving is emphasized. Off-loom projects such as basketry, spinning, dyeing, and stitched fabrics are options.

121. Discovering Architecture. (Fa) [3] F
 An exploration of the major ideas that have influenced the making of the architecture of our time. Illustrated discussions will be supplemented by readings and exercises designed to develop a thoughtful awareness of architectural space and form.

122. Making Places: An Introduction to Architectural Design. (Sp) [3] F
 Studio investigations into the nature of architectural space and form, supplemented by illustrated discussions, readings, and field observations.

203. Aesthetics. (Sp) [3] H
 A consideration of some philosophical problems which arise in connection with the description, interpretation, and evaluation of works of art. Same as Philosophy 203. (Alternate years; offered 1989-90)

207-208. Sculpture. (Fa-Sp) [3-3] F
 Studio problems in clay modeling, molding, casting in metals and plastics, and carving and welding Prerequisite: Art 107.

300. Life Study. (Fa,Sp) [1, 1]
 Drawing, clay modeling from life. Prerequisite: Art 101-102.

301. Studio Art. (Fa,Sp) [1, 1]
 Further work in a given area of studio art or gallery management may be taken for one hour credit with the permission of the instructor. (The last two digits of course number corresponds to those of the prerequisite course.) Minimum of four hours weekly required.

327. Survey of Western Architecture. (Fa) [3] F
 A survey of the most important architectural works of the Western world, and of cultures which have influenced the Western tradition. The course will examine developments and styles in this most public of the arts, from the ancient Mediterranean world through Modernism. (Alternate years; offered 1989-90)

331. Survey of the History of Art I. (Fa) [3] F
 A survey of Western art from its earliest beginnings in the pre-historic period to the virtual end of the Middle Ages. Representative works of art will be examined as works of art, and placed within their larger social, religious and intellectual context.

332. Survey of the History of Art II. (Sp) [3] F
 A continuation of Art 331, picking up the thread of the story of Western art from its new beginning in Italy around 1300 and following it through to the 1970's. Special emphasis will be given to the ideas of continuity and discontinuity in art.

405-406. Advanced Painting. (Fa-Sp) [3-3]
 Open only to those students who have demonstrated initiative for further exploration in the media of their choice.

407-408. Advanced Sculpture. (Fa-Sp) [3-3]

Open only to those students who have demonstrated initiative for further exploration in the media of their choice.

411-412. Advanced Photography. (Fa-Sp) [3-3]

An advanced course limited to those students who have demonstrated the capacity and commitment for professional study. Permission of the instructor.

415-416. Advanced Fiber Arts. (Fa-Sp) [3-3] F1

A continuation of Art 115-116. Prerequisite: Art 115-116.

421. Ancient and Classical Art. (Sp) [3] F

An examination of the visual arts from their beginnings in prehistory to the decline of the Roman Empire. Egyptian, Mesopotamian and early Mediterranean art will be included, but the emphasis of the course is on the architecture, sculpture and painting of the Greeks and the Romans. (Alternate years; offered 1989-90)

422. Early Christian, Byzantine and Medieval Art. (Fa) [3] F

A course in selected topics of the visual and architectonic arts of Europe and the Mediterranean world in the period 313-1400. Because there is no set content for the course, it may be repeated for credit.

423. Renaissance and Baroque Art. (Sp) [3] F

An examination of the artistic aspects of the Renaissance as it originated in Italy with the art of Giotto, and developed in the urban centers of Florence, Rome and Venice through the 15th and 16th centuries. The effect of the Renaissance on the visual arts of the northern European countries and their contribution to the visual arts of the period will also be dealt with. The course will continue with a survey of the development of the Baroque style in Rome and its diffusion and elaboration in Italy and the north, ending with the state of the arts in the mid 18th century. (Alternate years; offered 1988-89.)

424. Modern Art. (Sp) [3] F

An examination of the characteristic qualities of art in the modern world, beginning in the late 18th century, and continuing through to the present. The course will concentrate not only on the development of distinctively modern forms in art, but on the parallel creation of the idea of the Artist as well. (Alternate years; offered 1989-90)

425. American Art. (Sp) [3] F

An in-depth survey of the history of the visual and decorative arts in America (including architecture) from the earliest colonial period to the present. (Alternate years; offered 1988-89)

440. Art Theory and Criticism. (Fa) [3]

A seminar devoted to the analysis of selected writings of major artists, critics, and historians such as Pliny, Goethe, Ruskin, Panofsky and Croce. Prerequisite: Senior standing or permission of the instructor.

450. Museum Methods. (Fa) [3]

An introductory training program in administration, organization, acquisition, preservation, restoration, cataloging, exhibition techniques, and the various operations of the art museum. Prerequisites: art major with junior or senior standing; 3.000 overall grade point average; second year competency in a modern or classical language; recommendation of the Art Department and approval, through an interview, of the Director of The Dixon Gallery or the Memphis Brooks Museum.

460-461. Gallery Management. (Fa-Sp) [1-1]

An internship involved with the various aspects of gallery management, such as: selection, framing, mounting, crating, shipping, publicity design, printing, computer entries, preparation and designing of exhibitions, hanging, receptions, security, etc. One hour credit per term.

485-486. Senior Seminar. (Fa-Sp) [3-3]

Individual creative projects or research undertaken with the approval of the art staff. Required weekly review with art faculty. Twelve hours per week.

495-496. Honors Tutorial. [3-6, 3-6]

ASTRONOMY

Professor John L. Streete, Department of Physics. *Program Chair.*

The course in Astronomy is designed to be of general interest and is open without prerequisites to all students. Astronomy courses are listed as Physics courses in the class schedule for each term.

Students who wish to become professional astronomers should consult Professor Streete to arrange a program of courses, within the framework of a physics major, that will permit admission to graduate study in astronomy.

Qualified students are welcome to use the College's telescopes for appropriate observational experiments and research. Arrangements may be made with the Department of Physics.

COURSE OFFERINGS

115. Astronomy. (Sp) [3] N

An introduction to modern astronomy. Topics such as cosmology, galaxies, the interstellar medium, the structure and evolution of stars, motions of stars, the sun and the solar system will be discussed.

117. Astronomy Laboratory. (Sp) [1]

Laboratory instruction in data analysis and in the use of astronomical instruments. May only be taken concurrently with Physics 115.

BIOLOGY

ASSOCIATE PROFESSORS

Terry W. Hill. B.A., University of South Florida; M.S., Ph.D., University of Florida. (Cell biology, microbiology, biology of fungi.)

Bobby R. Jones. B.S., University of Arkansas; Ph.D., University of Missouri. (Genetics, cell biology, genetics of microorganisms.)

David Hickok Kesler. B.S., Denison University; M.S., University of Rhode Island; Ph.D., University of Michigan. (Ecology, behavior, invertebrate zoology.)

John S. Olsen, Chair. B.S., M.S., University of Illinois; Ph.D., University of Texas. (Systematics, evolution, plant taxonomy and morphology.)

ASSISTANT PROFESSORS

Alan P. Jaslow. B.S., University of Wisconsin; M.S., Ph.D., University of Michigan. (Evolution, vertebrate biology, functional morphology.)

One assistant professor to be appointed.

VISITING ASSISTANT PROFESSOR

Carolyn Renzulli Jaslow. B.A., Mount Holyoke College; M.S., Ohio University; Ph.D., University of Chicago. (Biomechanics, anatomy, mammology)

STAFF

Lynda McNeal. *Laboratory Supervisor and Biology Stockroom Manager.* B.S., David Lipscomb College.

Cindy Uphoff. *EM Technician and Cell Culture Lab Manager.* B.S., Illinois State University; M.S., Northern Illinois University.

A major in **The Department of Biology** provides students with 1) an understanding of a modern scientific discipline, with practice in its methods of investigation and 2) an understanding of the organizing principles of Biology, such as the chemical and

physical basis of life, the development and regulation of living systems, the expression and transmission of genetic information, the unity of structure and function at all levels of biological organization, and the process of evolution. Within the major, a student chooses one of three tracks of study. These tracks are: 1) *General Biology*, which provides a broad background in the entire field, 2) *Molecular Biology*, which allows a student to focus on cellular and molecular phenomena, and 3) *Organismal Biology*, which allows the student to focus on multicellular organisms and their interactions.

Opportunities for research: Students in Biology are strongly encouraged to include independent study in their curriculum. This can be accomplished within a variety of structured programs. Each member of the Biology faculty is actively engaged in research within specific fields of interest. Students can become involved in these research efforts by doing Directed Inquiries (variable credit options) or by enrolling in Biology 451 or 452, Research in Biology (1-4 credit hours), which can be used to satisfy a major requirement as an upper level course with the completion of 4 credit hours. In addition, students may work in various research facilities which offer other specialized opportunities for research, including: the University of Tennessee Medical School, St. Jude Children's Research Hospital, the Memphis-Shelby County Health Department, the Memphis City Zoo and the Spring Creek Ranch. Biology students may also participate in the Oak Ridge Science Semester Program (see the section in the catalogue on Special Study Opportunities).

Facilities: The Department of Biology is housed in a 37,000 square foot wing of the Frazier-Jelke Science Center, located at the center of the Rhodes Campus. Besides office and private laboratory space for each member of the Biology faculty, there are nine teaching laboratories, a mammal room, an aquarium room, a herbarium, constant temperature facilities, a cell culture laboratory, an electron microscope facility with both TEM and SEM, two darkrooms, and

three laboratory preparation rooms among the special facilities in the department. The Buckman Science Library houses many of the current journal holdings of the Biology Department. Books and other periodicals are housed in Burrow Library.

Career opportunities: A major in Biology provides a sound foundation for a career in any biologically related field and for acceptance to the country's finest graduate and professional schools. In recent years a large percentage of Biology majors have pursued careers as professional biologists (in research and higher education) or physicians. Other career choices include dentistry, veterinary medicine, laboratory technology, physical therapy, nursing, forestry and wildlife management. A student's choice of track within the major and the choice of courses within the track should reflect the student's interests and goals. Such planning is carried out by the student in consultation with a Biology professor.

Non-Science majors: Students not majoring in the sciences have the option of enrolling in the regular Introductory Biology sequence (Biology 111, 112) or of enrolling in the Biology 105 series, Topics in Biology, which is designed especially for the non-science major. Biology 105 provides non-science students insight into the workings of science and with a basis for their opinions and decisions regarding science and society. In addition, several upper level courses are open to non-majors, with permission of the instructor.

Requirements for the B.S. degree in Biology:

A. General Biology Track:

1. Biology 111-111L, 112-112L, 200 and either Biology 220 or Math 112.
2. At least 6 upper level courses, at least 2 from each area:

Molecular Biology area: Biology 204, 301, 304, 307, 325 and 402

Organismal Biology area: Biology 206, 207, 250, 315, and 350

Either Biology 451 or Chemistry 414 (but not both) may be used as an elective course,

but will not be counted as fulfilling the two course requirement of either category.

3. Cognates: Chemistry 111-111L, 112-112L or 122, 122L, 211-211L, 212-212L; Math 111 and either 109 or 103.

B. Molecular Biology Track:

1. Biology 111-111L, 112-112L, 200 and either Biology 220 or Math 112.
2. Biology 304, 325, 307, 308 and Chemistry 414.
3. At least one course from: Biology 204, 301, 402, 451.
4. At least one course from the Organismal Biology area.
5. Cognates as in the general track.

C. Organismal Biology Track:

1. Biology 111-111L, 112-112L, 200 and either Biology 220 or Math 112.
2. At least five courses from: Biology 206, 207, 250, 315, 350, 451.
3. At least one course from the Molecular Biology area.
4. Cognates as in the general track.

Requirements for the

B.A. degree in Biology:

1. Biology 111-111L, 112-112L, 200 and either Biology 220 or Math 112.
2. At least 5 upper level courses, at least one from each of the two areas.
3. Cognates: Chemistry 111-111L, 112-112L or 122-122L; Math 111 and either 109 or 103.

Honors in Biology:

Honors in Biology involves intensive investigation into a research topic. In addition to the normal degree requirements, Honors students will typically enroll in 4 hours of supervised research each term during the senior year. The research culminates in the writing of the Honors thesis and the presentation of the Honors research in a seminar. Students interested in Honors in Biology are urged to begin their planning early and discuss their interests with a Biology faculty member.

Senior Seminar:

All Biology seniors must enroll in Biology 485-486 (Senior Seminar) as a requirement for graduation with a major in Biology.

COURSE OFFERINGS**105. Topics In Biology. (Fa,Sp) [3] N**

A course designed for the non-science major, biological principles and information will be studied through the examination of a single thematic topic. Not open for credit to students who plan to major in biology. Topics include (but are not restricted to):

- Animal Communication
- Biology of Bees
- Economic Botany
- Environmental Issues
- Human Heredity
- Microbes & Man
- Mind, Brain & Behavior
- Nutrition

111-111L. Biology of Cells. (Fa) [3-1] N

A course designed to provide the student with a basic understanding of the structure and function of the living cell, its molecular constituents, and metabolic phenomena. Three hours of lecture and four hours of laboratory per week.

112-112L. Biology of Organisms. (Sp) [3-1] N

A course emphasizing structural and functional aspects of organisms, their development, life histories, behavior, and diversity. Prerequisites: none. Three hours of lecture and four hours of laboratory per week. 112 and 112L are corequisites.

200. Evolution. (Fa,Sp) [3] N

A study of evolution beginning with the historical development of the Darwinian concepts of change and natural selection to a modern synthetic analysis of the mechanisms of populational change and the origins of taxa. Prerequisite: Biology 112 or consent of the instructor.

204. Mechanisms of Development. (Sp)[4]

An overview of developmental processes directed at exploring the cellular and subcellular mechanisms which control develop-

ment. Modern experimental approaches and current models will be emphasized. Prerequisites: Biology 111,112 or permission of the instructor. Three hours of lecture and not less than three hours of laboratory per week.

206. Survey of the Plant Kingdom. (Sp)[4]

A study of the plant kingdom, including algae, bryophytes and vascular plants. Emphasis is on morphology, life history and phylogenetic relationships of the groups examined. Prerequisites: Biology 111,112. Three hours of lecture and not less than three hours of laboratory per week. (Alternate years; offered 1989-90).

207. Animal Behavior. (Fa) [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. Prerequisites: Biology 111, 112, 200. Three hours of lecture and not less than three hours of laboratory per week.

220. Biometry. (Fa,Sp) [1]

A presentation of statistical theory and its use in biology. Topics covered will be descriptive statistics, hypothesis testing, experimental design, regression, analysis of variance and non-parametric statistics. 18 hours of lecture/discussion with outside problem solving. This course or Math 112 should be taken early in the degree program. Prerequisite: Math 111.

250. Systematics. (Sp) [4]

A study of the theory and methods of systematics and evolutionary biology. Evolution and phylogenetic analysis of animal, plant and microbial systems are examined. Prerequisites: Biology 111, 112, 200. Three hours of lecture and not less than three hours of laboratory per week.

301. Microbiology. (Sp) [4]

A study of the principles of microbial structure, growth, physiology, genetics, and

diversity, with primary emphasis on bacteria. Interactions between microbes and other organisms will be discussed along with the roles played by microorganisms in nature, as agents of disease, and in commercial processes. Prerequisites: Biology 111, 112 and Chemistry 111 and either 112 or 122. Three hours of lecture and not less than three hours of laboratory per week.

304. Genetics. (Sp) [4]

A study of the transmission of genetic factors in microorganisms, plants and animals. The nature of the gene and its expression is a central theme in this study. Laboratory exercises include experimental genetic crosses and their analysis using *Drosophila* and viruses. Prerequisites: Biology 111, 112, 200 or permission. Three hours of lecture and not less than three hours of laboratory per week.

307. Cell Physiology. (Fa) [3]

An advanced treatment of the organization and functions of cells. Primary emphasis will be placed on the role of biological membranes in such cellular activities as nutrition, secretion, intercellular recognition and communication, and energy transformations. Emphasis will also be placed on the role of proteins in motility and the regulation of cell metabolism. Prerequisites: Biology 111, 112 and Chemistry 111 and either 112 or 122. Students who plan to use this course requirement in Biology must also complete Biology 308.

308. Methods in Cell Biology. (Fa) [2]

A study of the principles and practice of research methods in cell biology. Techniques include cell culture, hybridoma production, ultracentrifugation, protein isolation, polyacrylamide gel electrophoresis, enzyme-linked immunosorbant assays, immunoblotting, chromatography, fluorescence microscopy, spectrophotometry, enzyme assays, and radiotracer techniques. Prerequisites: Biology 111, 112 and Chemistry 111. One lecture period and one laboratory period per week, plus independent projects. Students enrolled in the Molecular Biology track are encouraged to complete this course early in the degree program.

315. Ecology. (Fa) [4]

A course covering the basic principles of environmental biology as inter-relationships of organisms in their physical and biological environments. Aquatic and terrestrial habitats, community dynamics, populations, and evolution are emphasized. Laboratory work consists of both laboratory and field experiments. Prerequisites: Biology 111, 112, 200; Math 111 or equivalent recommended. Three hours of lecture and not less than three hours of laboratory per week.

325. Molecular Biology. (Sp) [3]

An introduction to the structure and function of genes at the molecular level. Topics include the synthesis of nucleic acids and proteins, mechanisms of gene-level control in prokaryotes and eukaryotes, genetic engineering, and evolution of genetic systems. Prerequisites: Biology 111, 112 and Chemistry 111, 112. Three hours of lecture per week.

350. Comparative Vertebrate Morphology. (Fa) [4]

A comparative approach to the study of vertebrate structure, emphasizing evolution, development, and functional significance. Laboratories will involve dissection of representative vertebrates. Prerequisites: Biology 111, 112, 200 or permission. Two hours of lecture per week and not less than 4 hours of laboratory per week.

402. Animal Physiology. (Fa) [4]

A study of the organs and organ systems of animals using both physical and chemical relationships to describe their functional activities and roles in controlling the organism's internal environment. Although the emphasis is on mammals, lower organisms are also studied where appropriate. Prerequisite: Biology 111, 112 and Chemistry 211, 212. Three hours of lecture and not less than three hours of laboratory per week.

451-452. Research in Biology. (Fa,Sp) [1-4]

Qualified students may apply to do original laboratory of field research in biology. A Student may use four hours of research or,

with the permission of the department, a combination of up to two hours of credit from Bio. 455 or Bio. 308 combined with research credit to total four hours to satisfy one of the upper level requirements in Biology. Interested students should consult both the director of the project and the chairman.

455. Electron Microscopy. (Sp) [2]

The course will cover the theoretical and practical aspects of the use of the transmission electron microscope for examination of biological materials. Students will be instructed in the operation of the instrument, preparation of biological specimens, appropriate photographic techniques, etc. Prerequisites: Biology 111, 112. Four hours of scheduled lecture and laboratory per week, plus independent student projects.

457. Biological Rhythms. (O.D.) [2]

This course focuses on the nature and significance of biological rhythms in both plants and animals, with attention directed to current theories about the "biological clock", its ontogenetic and phylogenetic features, and the impact of chronobiology on human activities. Prerequisites: Biology 111, 112, 200; junior or senior standing.

485-486. Senior Seminar. (Fa-Sp) [1-1]

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

495-496. Honors Tutorial. (Fa-Sp) [4-4]

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

CHEMISTRY

PROFESSORS

Harmon C. Dunathan. *Dean of Academic Affairs.* B.A., Ohio Wesleyan University; Ph.D., Yale University. (Organic.)

Richard D. Gilliom. B.S., Rhodes College; Ph.D., Massachusetts Institute of Technology. (Physical organic.)

Helmuth M. Gilow. B.A., Wartburg College; M.S. and Ph. D., State University of Iowa. (Organic.)

Harold Lyons. *Schering-Plough Professor of Chemistry.* B.S., City College of New York; M. S. and Ph.D., Oklahoma State University. (Biochemistry.) *Emeritus.*

Robert G. Mortimer. B.S. and M.S., Utah State University; Ph.D., California Institute of Technology. (Physical.)

ASSOCIATE PROFESSOR

David Y. Jeter. *Chair.* B.S., East Texas State University; Ph.D., University of North Carolina. (Inorganic.)

ASSISTANT PROFESSORS

Kevin M. Ogle. B.S., East Tennessee State University; Ph.D., University of Texas. (Analytical.)

Harlie A. Parish. Assistant Professor for Research. B.S. and M.S., Fort Hays State University; Ph.D., University of Missouri.

Assistant Professor to be announced.

LABORATORY SUPERVISOR

Stephen W. Glover. Laboratory Supervisor and Chemistry Storeroom Manager. B.S. and B.A., Carson Newman College; M.S., Memphis State University.

The Department of Chemistry at Rhodes sees modern chemistry as a broadly diverse science, with roots in physics and mathematics, and applications in biology, geology, medicine, and industry.

Entry into work of the department. Students may enter the chemistry program at several levels. Non-science majors may use Chemistry 100 as an entry-way to the basics of chemistry and an introduction to the relations between chemistry and other branches of knowledge and between chemistry and everyday life.

A student who is considering taking a B.S. or a B.A. degree with a major in Chemistry with either the Chemistry or Biochemistry track is advised to take the Chemistry 111-122 sequence in the first year at the college. One year of high school chemistry is the normal prerequisite for this sequence, and students who have not had a year of high school chemistry may wish to take the equivalent of such a course in the summer preceding the freshman year. However, capable students have in the past successfully completed the first year chemistry sequence without prior chemistry courses. The consent of the instructor is required in this case.

Students majoring in other sciences or mathematics may choose to take the Chemistry 111-112 sequence as an introduction to work within the department.

Objectives for Majors. Rhodes believes that the sciences, as well as the arts, are liberal, and that a science as diverse as chemistry offers an attractive focus for a liberal collegiate education as suitable for a farmer, a homemaker, or a public policy maker in the modern world as for a professional chemist. However, the majority of the department's graduates enter careers more directly related to chemistry. In recent years, graduates have typically followed one of three paths: (1) at the bachelor's level, employment in the chemical industry, research laboratories, or secondary-level teaching; (2) after further professional education, entry into such chemistry-related fields as medicine, dentistry, environmental science, toxicology, technology, and patent law; or (3) after further graduate study, entry into chemistry-related teaching and research at advanced levels.

Major Work. As a chemistry major's interests develop, a personalized program suit-

able to the student's particular objectives is designed in consultation with the department. The heart of any such program is a regular sequence of core courses. In the first year, the entering major should take Chemistry 111 and 122, and its accompanying laboratory courses, along with two terms of calculus. In the second year the student should take Chemistry 211-212 with laboratory, along with two terms of physics. In the third year, the student should take Chemistry 311-312, with laboratory.

Additional courses, chosen for the particular student's program, offer greater depth, both in the three years of core courses and in the senior year. In the senior year, capable students are urged to participate in original research, usually in cooperation with faculty members, by taking Chemistry 451-452.

The department also offers a track in Biochemistry. This program is appropriate for students contemplating graduate study in biochemistry or other related biomedical fields. The first year of the program is identical to that of the chemistry track.

Facilities. Departmental offices, classrooms, and a full range of laboratories are located in the Berthold S. Kennedy Hall. The Chemistry Library is also located in that building. The department maintains a wide variety of research equipment and instruments, both to permit faculty members to carry out research reaching to current frontiers, and to permit students to have hands-on access to sophisticated equipment.

Other opportunities. Chemistry majors are encouraged to consider becoming involved in the department's summer research program. Students selected for the eight week program receive a stipend and work under the mentorship of one of the department's faculty members. Through cooperative arrangements with St. Jude Research Hospital and with the University of Tennessee Center for Health Sciences, special courses and opportunities for research experience are also available to selected students. Chemistry majors may participate in the Oak Ridge Science Semester program, or take summer courses in marine chemistry at the Gulf Research Laboratory. A major should con-

sult with the departmental chairperson about making arrangements for off-campus study.

Special accreditation. The department is among those certified by the American Chemical Society as complying with all its requirements for the professional training of chemists.

Requirements for a major in Chemistry leading to the B.A. degree:

- (1) Chemistry 111-111L, 122-122L, 211-212, 211L-212L, 311, 311L, and three additional approved one-semester courses.
- (2) Physics 101-102, or 107-108, 103-104.
- (3) Mathematics 103, 104.
- (4) Chemistry 371-372.
- (5) Chemistry 471-472.

Requirements for a major in Chemistry leading to the B.S. degree:

(A) Chemistry Track

- (1) Chemistry 111-111L, 122-122L, 211-212, 211L-212L, 311-312, 311L-312L, 406, 408, and one additional approved one-semester course.
- (2) Physics 101-102, or 107-108, 103-104.
- (3) Mathematics 103, 104.
- (4) Chemistry 371-372.
- (5) Chemistry 471-472.

(B) Biochemistry Track

- (1) Chemistry 111-111L, 122-122L, 211-212, 211L-212L, 311-312, 311L-312L, 414-415.
- (2) Biology 111-112, 111L-112L, 301, 307.
- (3) Physics 107-108, 103-104.
- (4) Mathematics 103, 104.
- (5) Chemistry 371-372.
- (6) Chemistry 471-472.

Requirements for certification by the American Chemical Society:

- (1) Chemistry 111-111L, 122-122L, 211-212, 211L-212L, 311-312, 311L-312L, 406, 408 and two of the

following: Chem 414, 415, 422, 432, 451, 452, or an approved advanced course in molecular biology, physics or mathematics.

- (2) Physics 101-102, or 107-108, 103-104.
- (3) Mathematics 103, 104.
- (4) Chemistry 371-372.
- (5) Chemistry 471-472.

Honors in Chemistry

- (1) Courses required: the completion of all regular major requirements and Chemistry 451, 452.
- (2) An original investigation of some problem in chemistry, usually related to research being carried on by members of the department, is required. A creditable thesis must be presented at the end of the year.
- (3) An examination on the honors work is required.

COURSE OFFERINGS

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

100. Natural Science: Chemistry. (Sp) [3] N

An introduction to chemistry for the non-science major. Topics to be covered include an introduction to chemical structure and processes and applications of chemistry to contemporary problems. Not open to premedical students or students who plan to major in the natural sciences. Equivalent to two credits of lecture and one credit of laboratory. Students who have completed Chemistry 111 or 112 or the equivalent are not eligible for this course.

111. General Chemistry I. (Fa) [3] N

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, and states of matter. Prerequisite: One year of high school chemistry or consent of instructor. Corequisite: Chemistry 111L.

111L. General Chemistry Laboratory I. (Fa) [1]

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

112. General Chemistry II. (Sp) [3] N

A continuation of Chemistry 111. Topics to be covered include solutions, equilibria, acids and bases, oxidation-reduction and electrochemistry, elementary thermodynamics, and coordination chemistry. Prerequisite: Chemistry 111. Corequisite: Chemistry 112L.

112L. General Chemistry Laboratory II. (Sp) [1]

An experimental introduction to the volumetric techniques of chemical analysis. One laboratory period of four hours a week.

122. Chemical Separations and Measurements. (Sp) [3] N

A continuation of Chemistry 111 for students planning to major in the chemistry or biochemistry tracks. A study of chemical equilibria with special attention to ionic systems. An introduction to the basic principles and practice of absorption spectrophotometry and potentiometry. A unified treatment of all types of chromatography. Prerequisite: Chemistry 111. Corequisite: Chemistry 122L.

122L. Chemical Separations and Measurements Laboratory. (Sp) [2]

Practical laboratory experiments illustrating the material covered in Chemistry 122. Two four hour laboratory periods per week.

123. Laboratory Glassblowing. (Sp) [1]

Construction and repair of simple laboratory apparatus made of glass, including glass-to-metal seals.

211-212. Introductory Organic Chemistry. (Fa-Sp) [3-3] N

A general survey of elementary theory, preparation, reactions, and properties of the compounds of carbon, both aliphatic and aromatic, containing the most important functional groups. The laboratory work which must accompany this course is of-

ferred in courses 211-211L. Prerequisite: Chemistry 112 or 122.

211L-212L. Organic Chemistry

Laboratory. (Fa-Sp) [1-1]

This laboratory course must accompany Chemistry 211-212. Emphasis is placed upon synthesis and the common laboratory techniques encountered in organic chemistry. One laboratory period a week.

311-312. Physical Chemistry. (Fa-Sp) [3-3]

An introduction to the fundamental study of chemical phenomena using primarily the techniques of thermodynamics, quantum mechanics, and statistical mechanics. Prerequisites: Physics 101-102 or 107-108 and Mathematics 104.

311L-312L. Physical Chemical

Laboratory. (Fa-Sp) [1-1]

Experimental study of physico-chemical systems, using research-oriented techniques. Designed to be taken with Chemistry 311-312. One laboratory period a week.

371-372. Chemistry Junior Seminar.

(Fa-Sp) [1-1]

A seminar course required of all junior chemistry majors. The course consists of participation in departmental seminars, as well as instruction and discussion on information retrieval in chemistry and on technique and practice in oral presentation.

406. Instrumental Analysis. (Fa) [4]

Study of the principles and practice of absorption spectroscopy, emission spectroscopy, mass spectrometry, electroanalytical chemistry, and radioactive tracer techniques. A survey of the function of modern electronic components and their applications in analytical instrumentation. Two laboratory periods a week. Prerequisites: Chemistry 122, 212, and 311. Corequisite: Chemistry 312.

408. Advanced Inorganic Chemistry.

(Sp) [3]

A survey of experimental and theoretical inorganic chemistry, with emphasis on topics of current interest. Six laboratory periods during the semester. Prerequisites: Chemistry 122, 211-212, 311-312. Recommended: Chemistry 406.

414. Biochemistry. (Fa) [4]

A survey of the chemistry of carbohydrates, lipids, proteins, and nucleic acids, and their metabolism in living organisms bioenergetics and enzyme reactions and kinetics. One laboratory period a week. Prerequisites: Chemistry 211-212. Chemistry 122 recommended.

415. Advanced Biochemistry. (Sp) [3]

Continuation of Chemistry 414. Study of photosynthesis, DNA replication and transcription, regulation of gene expression and other special topics.

422. Physical Organic Chemistry. (Sp) [3]

An introduction to the modern theories of organic chemistry with emphasis upon the methods employed in their development. Electronic structure and reaction mechanisms are stressed. Prerequisites: Chemistry 211-212 and 311-312.

432. Advanced Physical Chemistry.

(Fa) [3]

A continuation of Chemistry 312, with more detailed treatments of quantum chemistry, statistical mechanics, and spectroscopy. Prerequisites: Chemistry 311-312, Mathematics 104.

451, 452. Introduction to Research.

(Fa-Sp) [3-6,3-6]

Properly qualified students are encouraged to undertake an original investigation of some problem in chemistry, usually related to research being carried on by members of the department. Excellent library and laboratory facilities are available. A maximum of 12 credit hours may be earned.

460. The Teaching of Physical Sciences.

(Fa) [3]

A study of the methods and materials of classroom and laboratory instruction in high school chemistry and physics.

471-472. Chemistry Senior Seminar.

(Fa-Sp) [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.

ECONOMICS AND BUSINESS ADMINISTRATION

PROFESSORS

Ben W. Bolch. B.B.A., M.A., Emory University; Ph.D., University of North Carolina. (Statistics, econometrics.)

Wasfy B. Iskander. B.A., M.A., and Ph.D., Indiana University. (International economics, economic development, managerial economics.)

Marshall E. McMahon. *Chair.* B.A., University of the South; Ph.D., Vanderbilt University. (Statistics, history of economic thought.)

ASSOCIATE PROFESSORS

Rebecca Sue Legge. *Ernst & Whinney Fellow in Business Administration.* B.B.A., M.B.A. and Ph.D., University of Mississippi. C.P.A., C.M.A. (Accountancy.)

Charles C. Orvis. *Federal Express Professor of Economics.* B.A., State University at Northridge, California; Ph.D., University of Minnesota. (Public finance, industrial organization, government regulation.)

John M. Planchon. A.B., M.A., University of Missouri, Columbia; Ph.D., University of Alabama (Marketing management, marketing research, business policy.)

ASSISTANT PROFESSORS

Pamela H. Church. B.S., M.S., Memphis State University; Ph.D., University of Houston. C.P.A. (Accountancy.)

Carol Danehower. B.A., Hendrix College; M.A., University of Arkansas, Fayetteville; D.B.A., University of Kentucky. (Management of organizations, personnel and industrial relations, applied statistics, Director of Internships.)

Joyce Jacobsen. B.A., Harvard University; M.Sc., London School of Economics; Ph.D., Stanford University. (Applied microeconomics, Labor economics.)

Douglas K. Southard. B.A., Rhodes College; M.B.A. and D.B.A., Indiana University. (Finance.)

PART-TIME INSTRUCTORS

C. Bradford Foster, III. B.A., Rhodes College; J.D., University of Virginia. (Business law.)

Deborah Pittman. B.A., Rhodes College; M.S. and Ph.D. candidate, Memphis State University. (Finance.)

The Department of Economics and Business Administration offers several majors to meet students' particular interests and career goals. For non-majors, courses which have a minimum of prerequisites are offered in both economics and business administration. Courses are offered to help students understand the nature of and reasons for the accomplishments and problems of economic systems, in theory and in practice. Anyone concerned with the operation of businesses, monetary and financial institutions, tax laws, government's role in the economy, energy, pollution, economic development of the developing countries, and international trade and finance, will find courses that address these concerns.

Economics and business administration are closely related social sciences that share a common theoretical base and employ similar methodology and analytical tools. They differ primarily in the perspectives taken and the problems on which they focus.

Economists are concerned with the way societies respond to *scarcity*, i.e., the fact that individuals' and whole societies' wants exceed their ability to produce. Given this scarcity, societies must select institutions to decide *what and whose* wants will be met and *how* these wants will be met. Economists, taking a critical, social perspective, study these institutions and the problems associated with their functioning, e.g., inflation, stagnation, unemployment, loss of output due to inefficiency, and the like. The economist's ultimate goal is to combine objective analysis with value judgements in order to recommend practical solutions to businesses, consumers and governments. A liberal

education in economics provides students with an understanding of the method and techniques of economic analysis, the important economic institutions in our economy and the role that they play, and the policies designed to correct economic problems.

In a market economy such as that of the United States, the institution that is most directly concerned with the use of resources in the production and distribution of goods and services to meet individuals' wants is the business firm. The successful business person must be concerned with the functions of planning, organizing, leading, measuring, and controlling the production and distribution processes, and with providing a fulfilling work experience for the firm's employees. While the business administrator's focus is primarily on the operations and goals of the firm, a liberal education in business administration not only provides students with the technical knowledge of the functional areas of the firm's operations (accounting, finance, management and marketing), but also with the broader social and historical perspective required for successful leadership roles in business and in society at large.

A major in the department provides an appropriate foundation for a career in business or government that begins after the completion of the Baccalaureate degree, and/or for graduate study in business administration, economics, law, or international affairs. Majors may be eligible to participate in an internship program. (See the course description below for Business 460.)

Planning a major

In planning a major in the department, students should pay special attention to the prerequisites for upper-level courses. There are certain basic courses that are required for most of the advanced courses, and some of the advanced courses are, in turn, required for further advanced work. *By the end of the sophomore year*, prospective majors in either economics or business administration *should have completed* the following courses: Economics 101-102, 290, Mathematics 109, and Computer Science 192. *In addition* to these courses, students majoring in Business Administration *should have completed* Busi-

ness 241-242 *by the end of the sophomore year*. Given these requirements, it would be best for prospective majors to begin Economics 101-102 in the first or second semester of the freshman year, but this is not required.

Students interested in emphasizing accounting in their major, with the goal of sitting for the CPA exam, *must complete* Business 241-242 *by the end of the sophomore year*. In addition, these students should keep in mind that adequate preparation for the CPA exam requires, *at a minimum*, (1.) Business 241-242, 243, 245, 341-342, 446, and 448, and (2.) Business 246 and/or 248 (Business Law). *Note: The specific requirements for the CPA exam vary from state to state, and interested students must determine for themselves what the requirements are in their own states.*

Courses for non-majors

Economics 101-102, for which there are no prerequisites, is the appropriate entry into the department for majors and non-majors alike, and it is a *prerequisite for all courses in the department except Business 151 and 241-242*. Students interested in taking additional courses in the department may take any course for which they have met the prerequisites. However, such students should consult with a member of the department faculty to determine a logical sequence of courses suitable for their particular interests.

[NOTE: 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: 40's-accounting and related areas, 50's-finance, 60's-management, and 70's-marketing. Courses with numbers beginning with a 1 are freshman level courses, those beginning with a 2 are sophomore level courses, and so on.]

1. Requirements for a major in Economics:

- (1) Economics 101-102, 290, 301, 302, 307, 320, 485-486.

- (2) One course from each of the following areas:
 - (a) Domestic issues: Economics 201, 205, 206, 208.
 - (b) International/Historical: Economics 222, 310, 312.
- (3) Mathematics 109 and Social Science 192
- (4) Recommended: Mathematics 161, Philosophy 304, and Psychology 151. For the student contemplating graduate study in economics or business administration: Mathematics 103-104, 205, and 261.
- (c) Management: Business 362, 366.
- (d) Marketing: Business 372.
- (e) Quantitative methods: Business 375, Economics 320.
- (4) Mathematics 109 and Social Science 192.
- (5) Recommended: Mathematics 161, Philosophy 304, and Psychology 151. For the student contemplating graduate study in economics or business administration: Mathematics 103-104, 205, and 261.

II. Requirements for a major in Business Administration:

- (1) Economics 101-102, 301, 302; Business 241-242, 290, 351, 361, 371, 486.
- (2) One course from each of two of the following areas:
 - (a) Accounting: Business 243, 341.
 - (b) Finance: Business 352.
 - (c) Management: Business 362, 366.
 - (d) Marketing: Business 372.
 - (e) Quantitative methods: Business 375, Economics 320.
- (3) Mathematics 109 and Social Science 192.
- (4) Recommended: Mathematics 161, Philosophy 304, and Psychology 151. For the student contemplating graduate study in economics or business administration: Mathematics 103-104, 205, and 261.

III. Requirements for a major in Economics and Business Administration:

- (1) Economics 101-102, 301, 302, 307, 485-486; Business 241-242, 290, 351, 361, 371, 486.
- (2) One course from one of the following areas:
 - (a) Domestic issues: Economics 201, 205, 206, 208.
 - (b) International/historical: Economics 222, 310, 312.
- (3) One course from each of two of the following areas:
 - (a) Accounting: Business 243, 341.
 - (b) Finance: Business 352.

IV. Requirements for a major in Economics and Mathematics:

- (1) Economics 101-102, 301, 302, 307, 320, 485-486.
- (2) One course from one of the following areas:
 - (a) Domestic issues: Economics 201, 205, 206, 208.
 - (b) International issues: Economics 310, 312.
- (3) Mathematics 103, 104, 205, 251, 261, 311-312.
- (4) Computer Science 290.

V. Requirements for a major in Mathematics and Business Administration:

- (1) Economics 101-102, 301, 302; Business 241-242, 351, 361, 371, 486.
- (2) Mathematics 103, 104, 205, 251, 261, 311-312.
- (3) Computer Science 290.

VI. Requirements for a major in Business Administration and Computer Science:

- (1) Economics 101-102, 301, 302; Business 241-242, 351, 361, 371, 486.
- (2) Mathematics 103, 104, 111-112, 261.
- (3) Computer Science 290, 292, 293, 294, 391 or 397. (192, 295, and 395 are strongly recommended.)

VII. Requirements for a major in Economics and International Studies:

- (1) Economics 101-102, 290, 301, 302, 310, 312, 485-486.
- (2) Mathematics 109 and Social Science 192.
- (3) International Studies 100, 200, 205,

300, 475.

- (4) Political Science 151.
- (5) An appropriate foreign language through the second year.

VIII. Requirements for a major in Business Administration and International Studies:

- (1) Economics 101-102, 301, 302; Business 241-242, 290, 351, 361, 371, 486.
- (2) Mathematics 109 and Social Science 192.
- (3) International Studies 100, 200, 205, 300, 475.
- (4) Political Science 151.
- (5) An appropriate foreign language through the second year is strongly recommended.

Honors in Economics

- (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

Honors in Business Administration

- (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.

COURSE OFFERINGS

ECONOMICS

101-102. **Introduction to Economics.**
(Fa-Sp, Sp-Fa) [3-3] S

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 term (microeconomics): Study of the behavior of consumers and firms in competitive and non-competitive markets, and the consequences of this behavior for resource allocation and income distribution. Consideration of government's role in competitive and non-competitive markets.

Second term (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. Prerequisites to all departmental courses except Bus. 151 and 241-242.*

201. **Money and Banking.** (Fa) [3]

An analysis of the relationship between money and economic activity with an emphasis on monetary theory, commercial banking, financial markets and interest rates. The interface of monetary policy, fiscal policy and debt management is also considered. Prerequisites: Econ. 101-102.

205. **Public Finance.** (Fa) [3]

An examination of public sector economics. The structure of the major revenue raising and expenditure operations of the government will be analyzed using micro-economic 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. Prerequisites: Econ. 101-102.

206. **Industrial Organization and Government Regulation of Business.** (Sp) [3]

The study of how market processes direct the activities of producers in meeting consumer demands, how these processes may break down, and whether they can be improved through government intervention. Examines the relationship between industry structure, conduct, and performance. Also examines and evaluates antitrust laws and policy and the proper role of government regulation, including the effects of deregulation. Prerequisites: Econ. 101-102.

208. **Labor Economics.** (Sp) [3]

A study of the modern theory and practice of labor economics. Emphasis is placed on policy analysis of various proposals which affect labor markets. Topics covered include the role of unions and other labor market institutions, wage determination, human capital, and migration. This course

stresses short writing assignments instead of problem sets and quizzes.

222. Classical and Marxian Political Economy. (Sp) [3]

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 publication 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. Prerequisites: Econ. 101-102.

290. Statistical Analysis for Economics and Business. (Fa) [3]

Drawing conclusions from limited information is a common characteristic of decision making in economics and business. Although this course is designed to introduce the student to basic concepts of probability and statistics as applied to topics in Economics and Business Administration, emphasis will be placed on the use of statistical inference to reduce the impact of limited information or uncertainty in decision making. Topics will include descriptive statistical measures, probability, random variables, probability distributions, sampling distributions, point and interval estimation, hypothesis testing, time series analysis, simple regression and the use of index numbers. Prerequisites or corequisites: Econ. 101 and Comp. Sci. 192 or permission of the instructor.

301. Intermediate Microeconomic Theory. (Fa) [3]

This course investigates the determinants of pricing, production functions and costs, and market equilibrium. It emphasizes the theory of consumer behavior and the determination of price and output in perfect and monopoly markets and in other forms of imperfect markets. Other topics covered include input (factor) pricing under perfect and imperfect competition, public goods

and externalities, general equilibrium, and welfare economics. In addition to the qualitative models presented throughout the course, calculus techniques and linear programming will be used to derive relevant optimizing conditions such as profit maximization, cost minimization, and activity analysis. Prerequisites: Econ. 101-102 and Math 109.

302. Intermediate Macroeconomic Theory. (Sp) [3]

A study of the determinants of national income, its fluctuation and growth. Contemporary fiscal and monetary theories are analyzed in connection with the causes and control of economic growth and fluctuations. Prerequisite: Econ. 301.

307. Managerial Economics. (Sp) [3]

Development and practical application of tools of supply, demand, cost, capital, and profit analysis, including quantitative models, to decision-making in a business enterprise. Additionally, a study of the problems of economic measurement and forecasting methods, business planning, product strategy, and location analysis. Extensive use of cases. Prerequisites: Econ. 290 and 301.

310. International Economics. (Fa) [3]

A study of the theory, institutions, and commercial policies of international trade and finance. Barriers to free trade; private and public policies; international monetary problems and solutions with emphasis on balance-of-payments disequilibrium, its causes and adjustments and the current need for international liquidity and monetary reform. (Same as International Studies 310.) Prerequisites: Econ. 101-102. (Alternate years; not offered 1989-90.)

312. Economic Development. (Fa) [3]

Problems of economic development and growth; interaction of economic and noneconomic 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 develop-

ment and growth. (Same as International Studies 312.) Prerequisites: Econ. 101-102. (Alternate years; offered 1989-90)

320. Econometrics. (Sp) [3]

Economic theory is mainly concerned with relations among variables. Econometrics is concerned with testing the theoretical propositions embodied in these relations to show how the economy operates, and with making predictions about the future. Topics covered in this course include the classical linear regression model, multiple regression and correlation analysis, qualitative variables and time series analysis. Prerequisites: Econ. 101-102, 290, and Math 109.

475-476. Senior Tutorial. (O.D.) [3-3]

For students majoring in the department. The content of this course will be fixed after consultation with each student in accord with his or her particular needs. Prerequisite: Departmental permission.

485-486. Senior Seminar in Economics. (Fa-Sp) [2-2]

Senior majors will meet with the Economics faculty for two hours each week during both semesters of the senior year to present, discuss and analyze current economic events, issues and policies. All majors will propose and defend a topic for the senior paper in the first semester and present the findings of their research to the seminar in the second semester. The final copy of the senior paper will be due before the end of the second semester. Prerequisites: Econ. 290, 301 and 302; senior status.

495-496. Honors Tutorial. (Fa-Sp) [3-3]

Open to candidates for Honors in Economics or Business Administration. Prerequisite: Departmental permission.

BUSINESS ADMINISTRATION

151. Financial Planning. (Fa) [3]

Emphasis on major financial decisions and judgments required of the average individual and family during a lifetime; consumer economics, insurance, real estate, investment decisions, taxes, and estate planning. No prerequisites. *Does not satisfy require-*

ments for a major in economics or business administration. Not open to majors. (Not offered 1989-90.)

241-242. Managerial Accounting.

(Fa-Sp) [3-3]

First semester: Principles of financial accounting which are used to communicate financial information to external parties. Second semester: Use of accounting and related data by management. Covers introductory accounting techniques, cash flow and funds analysis, cost accounting and analysis, budgeting, and alternative-choice decisions. *Must be taken in sequence.*

243. Cost Accounting. (Sp) [3]

Analysis of cost accounting techniques and applications relative to managerial planning, control, and decision making: measurement of unit cost, control of operating cost, incremental decision making, and profit planning and control systems. Prerequisites: Econ. 101-102 and Bus. 241-242.

245. Federal Income Tax. (Fa) [3]

A comprehensive study of the Federal tax structure. The course will emphasize tax principles applicable to individuals and partnerships and will include basic research procedures. Prerequisites: Econ. 101-102 and Bus. 241-242.

246. Law of Basic Commercial Transactions. (Sp) [3]

Introduction to legal concepts in those areas of the law essential to commercial transactions, including creation and performance of contracts for the sale of goods 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 illustrating how legal concepts are applied to specific factual situations. Prerequisites: Econ. 101-102. (Alternate years; offered 1989-90.)

248. Law of Basic Business Organizations. (Sp) [3]

Introduction to legal concepts in the areas of business associations and government

regulation of business, including agency and employment laws, partnerships, corporations and antitrust concepts, protection of trade secrets, and patents and copyrights. This course will be taught largely utilizing the case method and problem approach, with an emphasis on illustrating how legal principles are applied to specific factual situations. Prerequisites: Econ. 101-102. (Alternate years; not offered 1989-90.)

290. Statistical Analysis for Economics and Business. (Fa) [3]

Same as Econ. 290.

341-342. Intermediate Accounting Theory. (Fa-Sp) [3-3]

Accounting theory, from both the theoretical and practical viewpoints. Covers the foundation of accounting theory; the accounting and reporting process and the impact of the recent pronouncements from FASB, AICPA, AAA, and SEC. *Must be taken in sequence.* Prerequisites: Econ. 101-102 and Bus. 241-242.

350. Investment Theory and Practice. (Sp) [3]

An introduction to modern investment theory and portfolio construction. Theoretical topics include risk and return, financial valuation models and efficient market theory. Markets for fixed incomes, securities and equities are reviewed together with the implications of modern investment theory, taxes, and inflation on investment decisions. Prerequisite: Bus. 351 or permission of the instructor.

351-352. Financial Management. (Sp-Fa) [3-3]

The main objectives of the finance function of a business enterprise are to plan for, acquire, and use funds in an efficient manner in order to maximize the value of the firm. This course focuses on the three major financial decisions of the firm: the investment decision, the financing decision, and the dividend decision. Major topics covered include working capital management, projecting financing requirements, capital budgeting procedures, capital structure analysis, and dividend policy. During the first semester these topics are introduced.

The topics are reexamined during the second semester using case studies. *Must be taken in sequence.* Prerequisites: Econ. 101-102 and Bus. 241-242.

361-362. Management of Organizations. (Fa-Sp) [3-3]

Survey of organizational management theory and practice. First semester: An introductory examination of the basics of management, including history of management thought; a study of the management functions of planning, organizing, and controlling; organization design; a survey of the theories concerning individual and group behavior in organizations and the application of those theories; contemporary topics in management, including social responsibility, international management, and Japanese management. Second semester: An in-depth examination of topics covered in the first semester with some additional advanced material introduced. Theories and research in the following areas will be examined: organizational power and politics, organizational structure, technology and environment; motivating and rewarding performance; intergroup conflict; managers as leaders and decision makers; organizational change. Practical application of theories will be emphasized through experiential exercises and case studies. *Must be taken in sequence.* Prerequisites: Econ. 101-102.

366. Personnel and Human Resource Management. (Sp) [3]

An introduction to the basic functions of personnel/ human resource management. Topics covered include human resource planning, staffing and development, wage and salary administration, employee performance evaluation, employee safety and health, and union relations. Special attention is given to the legal environment of personnel administration and legal implications of decisions in each of the topical areas. Prerequisite: Bus. 361.

371-372. Marketing Management. (Fa-Sp) [3-3]

An introduction to the study of marketing as an exchange process: how transactions in the marketplace are initiated, motivated, facilitated, and consummated. First semes-

ter: Introduction to the basic role marketing plays in the economy and to the ways marketing is planned and managed in companies; how marketers gather information needed to understand consumers, competitors, and other factors in the marketplace; and principles of designing an appropriate market mix. Second semester: Focus is on 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. Attention is given to the development of an analytical structure for determining acceptable marketing strategies. *Must be taken in sequence.* Prerequisites: Econ. 101-102.

375. Marketing Research. (Fa) [3]

An analytical approach to solving marketing research problems focusing on the description and evaluation of effective marketing research methods. Topics covered include research problem definition, the concept of error minimization, research design, sample design, data collection instruments, data analysis and interpretation, and market research report writing. Prerequisites: Bus 290 and 371.

446. Advanced Accounting. (Fa) [3]

The development of financial accounting theory through the application of specialized problems relating to partnerships, corporate combinations, fiduciary relationships, consignments and installment sales. Prerequisites: Bus. 341-342.

448. Auditing. (Sp) [3]

Conceptual approach to auditing process, procedures, communications and professional environment which includes auditing standards, legal responsibilities and professional ethics. Prerequisites: Bus. 341-342.

460. Internship. (Fa,Sp) [3 or 6]

The internship program provides an experiential approach to the learning process and affords economics and business administration students the opportunity to work in both business and non-profit organizations for academic credit. Internship placements

are designed to complement learning goals and career plans by allowing the student to apply theoretical principles learned in the traditional classroom. Placements are arranged by the faculty director and work schedules are arranged by the student and the on-site supervisor. Typically students work on specific projects related to their career interest and compatible with the goals and interests of the sponsoring organization. Other requirements of the internship include: submission of a resumé and application, interview with the on-site supervisor, participation in weekly classroom seminars with other interns, completion of selected reading and written assignments made by the faculty director, and the writing of a comprehensive paper. Internships are available to senior economics/or business majors with possible availability to majors from other departments. Arrangements for internships are made the semester prior to the actual experience. Prerequisite courses appropriate to the specific internship experience may be required. Under special circumstances, the number of credit hours may vary from 1 to 6, but under no circumstances will more than 6 hours of credit be allowed to count toward the 112 hours required for graduation.

475-476. Senior Tutorial. (O.D.) [3-3]

Same as Econ. 475-476.

486. Senior Seminar in Business Administration. (Sp) [3]

A study of the theory and practice of setting and administering business policy, this course integrates the students' previous study of economics and business administration. Emphasis is on appraising a company's performance and strategy considering general social and economic conditions, as well as the internal conditions of the firm; developing objectives, policies and plans; and developing, guiding, and maintaining an administrative organization to carry out the plans and meet the objectives. Prerequisites: Bus. 290, 351, 361 and 371; senior status.

495-496. Honors Tutorial. (Fa-Sp) [3-3]

Same as Econ. 495-496.

EDUCATION

ASSOCIATE PROFESSOR

Gail C. McClay, Chair. B.S., Upsala College; M.E., University of North Florida; Ph.D., Washington State University. (Secondary education; language arts, social studies, curriculum and instruction.)

The Department of Education at Rhodes produces teachers who are competent in their major fields of study and who possess the necessary skills and background for teaching.

Program. The philosophy of the department is that a liberal arts background with a strong academic major is essential for any student who will teach at the secondary level. For this reason no major in education is offered.

Experiences for the students in education include micro-teaching, tutorials, pre-student teaching opportunities, laboratory experiences with exceptional students, and student teaching in Memphis area schools.

The Department of Education offers all courses necessary for secondary certification in the state of Tennessee and many other states. Most students planning for teaching careers in states other than Tennessee can be certified with no difficulty provided they plan their curriculum early in their college careers.

Rhodes offers the courses necessary for certification in the following areas:

Art	Mathematics
Bible	Music
Business Education	Instrumental
Accounting	Music
Basic Business	Vocal/General
English	Social Studies
Foreign Language	Economics
General Science	Government
Biology	History
Chemistry	Speech
Physics	

Special Opportunities. Students in the department have many opportunities to work with students who have unique capabilities and special handicaps.

Students enrolled in the department not only receive credit for working with stu-

dents in public and private schools in the Memphis area, but also have opportunities to direct tutorials, preside over small group instruction, and, in some instances, teach classes during the regular school day prior to their student teaching.

Career Opportunities. Completion of the education course sequence qualifies students for certification upon graduation. Performance by previous Rhodes students and the excellent reputation of the Rhodes' academic program have consistently produced career opportunities.

Understanding educational principles is also valuable to students in their roles as future parents, taxpayers, lawyers, or politicians.

Because of the emphasis on majors in academic areas, Rhodes' students are certified for special academic areas at the secondary level. Rhodes does not certify students for elementary, special education, kindergarten, or pre-school, although all education courses at Rhodes fulfill partial requirements for these areas of certification.

Introductory Courses

201. Foundations of Education. (Sp) [3] S
This course investigates the demands (financial, legal, and political) placed upon the American educational system as it responds to pressure groups and inequalities in educational opportunities. It includes the examination of philosophical perspectives, historical foundations, learning theory, educational law, school finance, and mechanisms for change, as each applies to today's educational system.

230. Survey of Exceptional Children. (Sp) [3]

This course investigates the varying exceptionalities among school age children and young adults. Experts in the areas of visually limited, hearing impaired, orthopedically handicapped, specific learning disabilities, educable mentally retarded, and physically/mentally abused/neglected are brought in as speakers. Visits to Shrine School, Treadwell, White Station, Colonial Hear-

ing Center, and the Child Development Center for observations. A two week practicum is included to enable students to work in the area of their choice.

235. Computers and Media Applications in Education. (Sp) [2]

This course investigates computer applications in the classroom, including computer managed instruction, the relationships between hardware/software, and programs available for individualization of instruction.

310. Reading in the Content Area. (Fa) [2]

This course combines educational statistics for criterion referencing (measures of central tendency) and norm referencing (measures of variability) with diagnostic and evaluation techniques applicable to content area instruction.

320. Methods of Teaching Reading. (Sp) [2]

This course is designed for English majors. It requires students to design lesson plans, organize material, and present lessons in the short story, poetry, a novel, and a play to the class and the instructor.

330. Classroom Management. (Fa) [2]

This course examines behavior change theories such as behavior modification, assertive discipline techniques, and reality therapy. Punitive, prescriptive, and preventive classroom management models are investigated.

Application Courses

401. General Methods of Teaching/Lab. (Fa) [4]

This course is designed to prepare the students for student teaching. It requires students to micro teach on video using specific models of teaching (inductive/deductive), questioning techniques, and simulation devices. The lab component of the course requires students to develop a fourteen hour program designed for a specific group of students and to implement that program on site.

410. Secondary Education Practicum.

(Fa,Sp) [1 or 2]

Thirty-six hours participation for one credit hour or seventy-two hours participation for two credit hours are required in the Memphis area schools. Experiences include testing, tutoring, small group instruction, and, in some instances, teaching some classes.

450. Secondary Student Teaching.

(Fa,Sp) [6]

This course requires the students to complete a minimum of 90 hours teaching and 30 hours of observation conferences in the Memphis area schools. The student teaching experience includes testing, management, grading, and assuming full responsibility for all assigned classes.

ENGLISH

PROFESSORS

Yerger Hunt Clifton. B.A., Duke University; M. A., University of Virginia; Ph. D., Trinity College (Dublin). Dean, British Studies at Oxford.

William L. Daniels. B.A. and M.A., Vanderbilt University; Ph.D., Harvard University. (Irish literature.)

Robert L. Entzminger. Chair. *The T.K. Young Professor of English Literature.* B.A., Washington and Lee University; Ph.D., Rice University. (Milton, Renaissance Literature.)

ASSOCIATE PROFESSOR

Jennifer Brady. B.A., University of Toronto; M.A. and Ph.D., Princeton University. (Seventeenth century poetry, Eighteenth century literature.)

ASSISTANT PROFESSORS

John Bensko. B.A. and M.F.A., University of Alabama; Ph.D., Florida State University. (Creative writing, modern poetry.)

Vanessa Dickerson. B.A., University of Virginia; Ph.D., Princeton University. (Victorian Literature, Black Literature.)

Elizabeth Kamhi. B.A., Emory University; M.A. and Ph.D., University of Indiana. (Comparative literature.)

Cynthia Marshall. B.A., Roanoke College. M.A. and Ph.D., University of Virginia. (Shakespeare, Renaissance poetry and drama.)

Sandra McEntire. B.A., Trinity College (Washington); M.A., University of Maryland; M.A. and Ph.D., Cornell University. (Medieval Literature, Chaucer.)

Assistant Professors to be announced.

The Department of English offers courses in expository and creative writing and in the rich body of literature written in English, ranging in time from the Old English

Beowulf to the work of such contemporary writers as Joan Didion and Toni Morrison, and in scope from traditional choices—Shakespeare, Faulkner—to authors past and present whose interest lies in their fresh discovery. The faculty approaches these works from a variety of critical perspectives, asking fundamental questions about meaning, about the work's significance in its own time and its continuing value. Students grapple with these questions in class discussion and demonstrate their understanding of the subject by learning to express their ideas in clear and effective prose. While all literature courses are thus writing courses as well, a number of courses focus specifically on the students' writing as the subject, typically employing a workshop format to help students develop a critical eye and ear for their own imaginative or expository writing as well as for their classmates'. Whether pursuing the literature track or the writing track, whether choosing a fully traditional or more exploratory pattern of coursework, English majors acquire the attentiveness to verbal subtlety, the abilities to analyze difficult texts and to express complex ideas effectively, that leave them well-prepared for rewarding lives and careers in any number of fields.

British Studies At Oxford

The curriculum of this program of summer studies at Oxford is interdisciplinary, but since Professor Clifton, the Dean, is a member of the Rhodes English Department, it is perhaps fair to note the program as adjunct to this department. The program is more fully described under the section in the catalogue concerning Foreign Study.

The Writing Center

The English department oversees a writing service available to all Rhodes students. Tutors are available daily to assist students with written work. Those receiving tutoring are expected to report this fact to the professor for whom the written work is done.

Internships

The purpose of the Internship Program in English is to give students in the English

program at Rhodes the opportunity for a work experience that is related to the knowledge and skills they are acquiring through their work in English. It is the English department's aim to make as broad a range of internships available as possible; therefore, the specifics of any one internship will be different from those of any other. At the same time, all internships have general principles and academic course requirements in common.

Requirements for a major in English:

A student may choose one of two tracks.

Track I: Concentration in Literature:

- (1) Introduction to Literature in English, English 260 and 261
- (2) 3 courses in literature written before 1800
- (3) 1 writing course above 151
- (4) 1 Shakespeare course (English 330 or 331), not to be counted under (2)
- (5) Senior Seminar, English 485
- (6) Senior Paper, English 486
- (7) 6 courses in English, 200 or above, at least 5 of which must be in literature.

Track II: Concentration in Writing:

- (1) Masterworks, English 180 and 181
- (2) Literature: 4 courses, including 1 course (3 hours) in pre-19th century literature at the 200 level or higher
- (3) Writing, 6 courses chosen from English 200, 201, 251, 300, 301, or a writing course in any other department, subject to approval by the English Department. The 6 courses (18 hours) must include at least 2 courses of 300-level workshop or tutorial work in the student's major genre (fiction, poetry, drama, journalism/non-fiction prose) as well as 3 hours of course work outside that genre. As many as 3 hours of internship in either editing or writing may be included.
- (4) Senior project (3 hours), English 481-482

- (5) Senior seminar, English 485
- (6) 1 elective course (3 hours): any writing or literature course, 200 level or above.

Honors in English

- (1) Courses required: fulfillment of the requirements for a major in English.
- (2) Intensive work in not less than two nor more than four areas, such as medieval literature, modern literature, Chaucer, and the like.
- (3) A substantial, in-depth thesis in one or more of the areas studied.

COURSE OFFERINGS

Unless otherwise noted, these courses are taught every year and in the semesters indicated.

103. English for Foreign Students. (Fa,Sp) (O.D.) [3]

Training in reading and in written and oral English. At least some of the instruction will be individual, in order to help overcome special problems. Required of all students whose TOEFL scores or departmentally administered proficiency test results indicate the need for further work in English before enrollment in English 151.

151. Writing. (Fa,Sp) [3]

A course in writing standard expository prose, making use of the traditional rhetorical modes: description, narration, comparison/contrast, cause/effect, process analysis, definition, classification, persuasion. Students will write six essays of approximately 400-500 words in length, or the equivalent, one of which will involve use of the library and documentation.

A special "Daily Themes" section of 151 is offered each semester to outstanding freshman writers by invitation only. The course is limited to 12 students who meet as a group once a week and individually with the instructor once a week. Students will turn in 5 one-page themes each week.

161. Introduction to Literature.

(Fa,Sp) [3] H

An introduction to the process of reading critically and writing perceptively about literary works, with examples from the genres of poetry, drama, and narrative. Not for credit toward the English major.

200. Introduction to Poetry Writing:**Form, Theory, Workshop. (Fa) [3]**

A study of poetic form and theory, leading to a workshop in which students present their own poems for discussion. Enrollment by permission of the instructor only.

201. Introduction to Fiction Writing:**Form, Theory, Workshop. (Sp) [3]**

A study of narrative form and theory, leading to a workshop in which students present their own fiction for discussion. Enrollment by permission of the instructor only.

251. Advanced Essay Writing. (Fa,Sp) [3]

Extensive practice in the various types of expository prose.

260. Introduction to Literature in English. (Fa,Sp) [3] H

Representative works of medieval, renaissance, and 18th century literature. Specific content will vary with the instructor. Prerequisite: English 151.

261. Introduction to Literature in English. (Fa,Sp) [3] H

Representative works of the 19th and 20th centuries. Specific content will vary with the instructor. Prerequisite: English 151.

265. Special Topics. (Fa or Sp) [3] H

A. Masterworks of World Literature. B. Children's Literature. C. Literature of the South. D. Irish Literature. E. Women and Literature. Content may vary from year to year. Prerequisite: English 151.

300. Advanced Poetry Workshop. (Sp) [3]

Practice in the craft of writing poems. Includes study of contemporary poetry. Repeatable for credit. Enrollment by permission of the instructor only.

301. Advanced Fiction Workshop. (Fa) [3]

Practice in the craft of writing fiction. Includes study of contemporary fiction. Repeatable for credit. Enrollment by permission of the instructor only.

320. Medieval Literature. (Fa) [3] H

Poetry, prose, and drama, Anglo-Saxon period through the 15th century. Possible authors: Chaucer, the Pearl Poet, Langland, Malory, and others. Prerequisite: English 161, or 260, or 261.

322. Renaissance Poetry and Prose.

(Sp) [3] H

A study of 16th and 17th century poetry and prose. Possible writers: Wyatt, Surrey, Sidney, Marlowe, Spenser, Shakespeare, Jonson, Raleigh, Donne, Marvell, Herbert, Herrick; More, Bacon, Browne. Prerequisite: English 161, or 260, or 261. (Alternates with 323; offered 1990-91.)

323. Renaissance Drama. (Sp) [3] H

A study of non-Shakespearean drama of the 16th and 17th centuries. Possible dramatists: Kyd, Marlowe, Jonson, Webster, Ford, Tourneur, Marston, Beaumont, Fletcher, Chapman. Prerequisite: English 161, or 260, or 261. (Alternates with 322; offered 1989-90.)

325. Chaucer. (Sp) [3] H

Chaucer's major works. Prerequisite: English 161, or 260, or 261. (Alternates with 335; offered 1988-89.)

327. Medieval and Renaissance Major Authors. (Fa) [3] H

A study of two authors from the medieval and Renaissance periods in England. Prerequisite: English 161, or 260, or 261. (Alternates with 345.)

330. Shakespeare I: Comedies and Histories. (Fa) [3] H

Selected plays from Shakespeare's major works. Prerequisite: English 161, 260, or 261.

331. Shakespeare II: Tragedies and Romances. (Sp) [3] H

Selected plays from Shakespeare's major works. Prerequisite: English 161, 260, or 261.

335. Milton. (Sp) [3] H

Milton's major poetry and prose. Prerequisite: English 161, or 260, or 261. (Alternates with 325; offered 1989-90.)

340. Restoration Literature. (Fa) [3] H

Poetry, drama, and prose of the Restoration and late seventeenth century. Authors include: Dryden, Rochester, Wycherley, Etherege, Congreve, Killigrew, Orway, Finch, Phillips, Farquhar, Behn, Bunyan, Milton (selections), Defoe, Halifax, and Pope. Prerequisite: English 161, or 260, or 261.

341. Eighteenth Century Literature.

(Sp) [3] H

Poetry, prose, and fiction of the eighteenth century. Authors include: Swift, Defoe, Richardson, Fielding, Goldsmith, Gray, Collins, Sterne, Burney, Edgeworth, Johnson. Prerequisite: English 161, or 260, or 261.

345. Eighteenth Century Major Authors.

(Fa) [3] H

Study of two authors from the Restoration and eighteenth century. Specific authors may vary. Prerequisite: English 161, or 260, or 261.

350. Romantic Poetry and Prose.

(Fa) [3] H

Works of the major romantic writers from Blake through Keats. Possible authors: Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, Lamb, Hazlitt, DeQuincey. Prerequisite: English 161, or 260, or 261.

351. Victorian Poetry and Prose.

(Sp) [3] H

Works of major Victorian writers from Tennyson through Hopkins. Possible authors: Tennyson, Browning, Arnold, the Rossettis, Hardy, Hopkins, Carlyle, Ruskin, Morris, Pater, Wilde. Prerequisite: English 161, or 260, or 261.

355. Nineteenth Century British Fiction.

(Sp) [3] H

A study of such authors as Austen, Scott, Shelley, the Brontes, Thackeray, Dickens, Eliot, Meredith, Trollope, Stevenson,

Hardy, and "minor classics." Prerequisite: English 161, or 260, or 261.

360. Nineteenth Century American Literature. (Fa) [3] H

Poetry, prose, and fiction. Possible authors: Emerson, Thoreau, Hawthorne, Melville, Poe, Twain, Dickinson, Whitman. Prerequisite: English 161, or 260, or 261.

365. Nineteenth Century Major Authors. (Fa) [3] H

Study of one or two major nineteenth century authors, British or American. Specific authors may change. Prerequisite: English 161, or 260, or 261. (Alternates with 375. Offered 1988-89.)

370. Twentieth Century Poetry:

British and American. (Fa) [3] H

Major British and American poets of the 20th century. Possible authors: Yeats, Auden, Thomas, Frost, Eliot, Stevens, Lowell, Roethke. Prerequisite: English 161, or 260, or 261. (Alternates with 371; offered 1988-89.)

371. Twentieth Century Fiction:

British and American. (Sp) [3] H

Major British and American fiction writers of the 20th century. Possible authors: Conrad, Joyce, Woolf, Faulkner, Wolfe, Hemingway. Prerequisite: English 161, or 260, or 261. (Alternates with 370; offered 1989-90.)

372. Twentieth Century Drama:

British and American. (Fa) [3] H

Major British and American dramatists of the 20th century. Possible authors: Shaw, Synge, Beckett, Pinter; O'Neill, Miller, Williams. Prerequisite: English 161, or 260, or 261. (Alternates with 373; offered 1989-90.)

373. Developments in Contemporary Literature. [3] H

A study of the emergence of new writers after 1950, with close analysis of poems, works of fiction and plays. Prerequisite: English 161, or 260, or 261. (Alternates with 372; offered 1988-89.)

375. Twentieth Century Major Authors.
(Fa) [3] H

Study of one or two major 20th century authors, British or American. Specific authors may change from year to year. Prerequisite: English 161, or 260, or 261. (Alternates with 365. Offered in 1989-90.)

376. Black Writers in America. (Fa) [3] H
A study of the works, mainly twentieth-century fiction, of black writers in America. Analysis of the artistic expression and vision of such writers as Chesnut, Ellison, Hughes, Gaines, Brooks, Marshall, Walker, and Morrison will include an exploration of black aesthetics, as well as an investigation of the ways in which these authors treat personal, racial, historical, political, and gender-based issues. Prerequisite: English 161, or 260, or 261.

399. Tutorial for Honors Candidates.
(Sp) [1]

Junior English majors wishing to read for honors are required to enroll in a preparatory tutorial in the spring semester.

460. Internship. (Sp) [3]

A directed internship with newspapers, magazines, businesses, or professions. Juniors and seniors only.

481-482. Senior Writing Project.
(Fa-Sp) [1-2]

For majors in the writing concentration track. A two-semester course in which students examine their major genre and put together a portfolio of their own writings.

485. Senior Seminar. (Fa,Sp) [3]

An examination of selected developments in contemporary critical theory and their impact on the teaching and study of literature.

486. Senior Paper. (Sp) [1]

For majors in the literature concentration. An independent project in which students will produce a sustained work of literary criticism on a topic of their choosing.

495-496. Honors Tutorial.
(Fa-Sp) [3-6, 3-6]

Prerequisite 399. For seniors only.

FOREIGN LANGUAGES AND LITERATURES

PROFESSORS

William Thomas Jolly. B.A., Rhodes College; M.A., University of Mississippi; Ph.D., Tulane University. (Classical languages; linguistics.)

Donald W. Tucker. B. S., Davidson College; M. A. and Ph.D., University of North Carolina. (Spanish language and literature — nineteenth and twentieth centuries.)

ASSOCIATE PROFESSORS

Johann Bruhwiler. B.A., Carleton University (Canada); M.A. and Ph.D., University of Cincinnati. (German language and literature — twentieth century; comparative literature.)

Horst R. Dinkelacker. *Chair.* Staatsexamen, University of Tübingen; Ph.D., Vanderbilt University. (German language and literature — eighteenth and nineteenth centuries; comparative linguistics.)

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

ASSISTANT PROFESSORS

Terri DeYoung. B.A., Princeton; M.A., American University in Cairo; Ph.D., University of California, Berkeley. (Arabic language and literature; Middle Eastern studies; Islam.)

Mikle Dave Ledgerwood. B.A., University of North Carolina; M.A., Vanderbilt University; M.A., University of Tennessee Knoxville; Ph.D., University of North Carolina. (French, Spanish, and Portuguese language, literature, and civilization, New World comparative literature, minor Romance languages and literatures.)

Adelaida Lopez. B.A., Wellesley College; M.A., M. Phil., Ph.D., Columbia University. (Spanish language and literature—twentieth century, Latin America.)

Valerie Z. Nollan. B.A., University of Delaware; M.A. and Ph.D., University of Pittsburgh (Russian language and literature—nineteenth and twentieth centuries; Soviet film.)

James A. Wren. B.A., Birmingham-Southern; B.S., University of Alabama, College of Medicine; M.A. University of Tennessee. M.A. Osaka University; Ph.D. candidate, University of Washington. (Japanese language and literature; comparative literature.)

Katheryn Lee Wright. B.A., Virginia Polytechnic Institute and State University; M.A., University of Florida; Ph.D., Indiana University. (French language and literature—twentieth century; African literatures.)

INSTRUCTORS

Cristine Brescia. B.A., Roanoke College; M.A., New York University in Spain. (Spanish language.)

Clarice Doucette. B.A., Colorado State University; M.A., University of Kansas; M.A. and Ph.D. candidate, Washington University. (French language.)

PART-TIME INSTRUCTORS

Rose Link Mosby. B.A., Rhodes College; M.A., Tulane University. (Spanish language.)

Angela Balducci Mutzi. Doctor of Letters, University of Palermo. (Italian language and literature.)

Monika Nenon. Staatsexamen, M.A., Ph.D., University of Freiburg. (German language and literature.)

Mary Stuart Quinlan. B.A., Queens College. (Russian language.)

CONVERSATION ASSISTANTS

Louissette D. Palazzolo. B.A., Memphis State University. (Conversational French.)

Margarita R. Munden. B.A., Rhodes College. (Conversational Spanish.)

The Department of Foreign Languages and Literatures regularly offers instruction in Arabic, French, German, Greek, Hebrew, Italian, Japanese, Latin, Russian, and Spanish.

All students who plan to fulfill Rhodes' foreign language degree requirement in a language they have previously studied must take a placement test in that language during orientation. Scores on that exam will be used to place students in the course most appropriate for them at Rhodes. Any student who scores at the 201 level fulfills Rhodes' foreign language requirement and does not have to take any further language courses. 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.

Summer study and Junior-Year-Abroad programs are available in France, Germany, Mexico, and Spain. For details, students should consult appropriate members of the department.

In addition to literature and culture courses in the foreign languages, the department also offers a program of foreign literature in English translation (for details, see Topics in World literature).

A major in a foreign language provides the fundamental linguistic requirements for a career in teaching, diplomacy, international business, translation, and for graduate study. It is useful in travel and important in understanding a foreign culture.

Three types of majors are offered by the department:

A. The major in Classics, French, German, or Spanish. This major is designed to provide depth in one language, including its literature and its civilization. Requirements are listed under the appropriate language heading.

B. The interdisciplinary major in International Studies/French, German, or Spanish. The following courses will be required:

in International Studies:

I.S. 100; 200; 205; 300; 475.

6 additional hours on a region or a topic, e.g., USSR, Europe, International Law

and Organization, etc.

Economics 101, 102;

Political Science 151

in Foreign Languages:

FL 455 and

24 hours from among courses numbered 300 or above, to be determined in consultation with a faculty member in the major language.

Students will be expected to bring their particular emphases to bear in the courses they take. This may mean in a literature course, for example, that students might concentrate on writers who are politically "engagés"; conversely, in International Studies, their awareness of literary and cultural traditions will enhance their understanding of certain political dynamics; they will have to use foreign sources for the courses in which papers are required.

Comprehensive Examinations/Senior Seminars:

Unless Senior Seminars are taken, the following requirements for comprehensive examinations apply:

In International Studies:

1. A senior paper for which students are expected to make extensive use of sources in their foreign language(s)

2. A written exam

In Languages:

1. A written abstract in a foreign language of the I. S. senior paper

2. An oral presentation on an I. S. topic (can be the same as the topic for senior paper)

3. Two written exams on language, literature, and civilization

C. The Cultural Area Studies majors in Latin American Studies and Russian/Soviet Studies. In each of these two majors, course in the foreign language, culture, and literature are integrated with cognate courses in other departments (such as International Studies, History, Anthropology, Economics, and Philosophy) in order to give students the foundation for a deeper understanding of Latin America and Russia/Soviet Union, regions whose cultural and political importance continues to grow.

Latin American Cultural Studies: 30 credit hours

Required courses:

in Spanish: 301, 305.

Three courses in literature, culture, and film courses to be chosen from Spanish 208, 307, 405, 407, 409.

in International Studies: 283, 284.

in Anthropology: 346.

in History: 491 or 492 or 331.

A senior paper is also required (3 credit hours)

Electives: Economics 312; International Studies 371.

Russian/Soviet Cultural Studies: 30 credits

Required courses:

In Russian: 301, 302.

Russian literature, culture, and film

3 courses to be chosen from Russian 205, 212, 213, 214, 215, 401, 486.

in International Studies: 221; 222 or 223
in History: 351, 352

A senior paper is also required (3 credit hours).

Electives: Economics 222,
Philosophy 415

Foreign Language Degree Requirement

The degree requirement in foreign languages may be met by the successful completion of any three or four hour course numbered 201 or higher or by an appropriate score on the placement test.

In the modern languages, placement tests cover reading, writing, and listening comprehension; in Greek and Latin, reading and writing. They are given twice a year: during orientation week in August and at the end of the spring semester. Two hundred level literature or culture courses given in translation do not satisfy the foreign language degree requirement.

The Emily Simpson Courtenay Modern Language Center

Professor Mikle Ledgerwood. *Director.*
Marjorie M. Stoner. *Secretary.*

The Emily Simpson Courtenay Modern Language Center, housed in the Thomas W. Briggs Student Center, consists of an

office, classroom, and language laboratory.

The language laboratory contains booths equipped with especially adapted tape recorders which permit the student to listen to a recording made by native speakers and to record his or her own voice. The student can stop, repeat, erase, and correct his or her own speech in comparison with the "master voice." Students who have their own cassette players may, for a small charge, rent cassette copies of foreign language recordings. The facility is available for use by all Rhodes students, especially those enrolled in courses in modern foreign languages. Special conversation classes in French, German, Russian, and Spanish are also conducted in the center. The Language Center also has a VCR, including an image translator for PAL and SECAM, video cassettes, and computer facilities for foreign languages, as well as a connection to the satellite dish.

In addition to the languages given as regular undergraduate courses, selected materials in fifteen other languages are available for individual study. A limited conversational ability may be achieved by spending a few hours each week in the center.

General Courses

FL 150. Selected Foreign Languages. (O.D.)

Certain foreign languages not listed above as regular course offerings are taught on occasion. Although these languages vary according to interests of students and availability of instructors, Portuguese, Mandarin Chinese, and Modern Greek have been given from time to time in recent years. Information concerning languages not regularly taught may be obtained from the Registrar or the Chair of the Department of Foreign Languages and Literatures.

Linguistics

FL 455. Study of the Language. (Sp) [2]

The basic principles of structural, historical and comparative linguistics, with primary emphasis on the Indo-European family of languages.

ARABIC

No Major Offered

Regularly offered courses include elementary, intermediate, and advanced language study of Modern Standard Arabic. Classwork for all these courses is supplemented by work in the Language Center Laboratory and, when possible, by drills with a native informant. Additional subjects that may be offered as 500 courses, tutorials, or directed inquiries are newspaper Arabic, various spoken dialects of Arabic and Arabic linguistics. It is, however, not possible to major in Arabic.

Many of the students who study Arabic intend to use it to further a career in international diplomacy, law, or business, in college teaching, in archaeology, or in scholarly pursuits related to medieval Islamic civilization or the modern Middle East. Thus, they might take Arabic in conjunction with related courses in other departments for a major in International Studies, Economics, Political Science, Anthropology, History, Religion, or Art.

COURSE OFFERINGS

101-102. Elementary Arabic. (Fa-Sp) [4-4]

Class meetings emphasize the sounds and the writing system of the language, basic grammar, basic vocabulary for reading, oral comprehension, and elementary speaking proficiency. No prerequisite. Corequisites: Arabic 103-104.

103-104. Elementary Arabic Conversation. (Fa-Sp) [0-0]

The required conversation laboratory portions of Arabic 101-102. The laboratory work includes computer assisted instruction. To be taken concurrently with Arabic 101-102.

201-202. Intermediate Arabic. (Fa-Sp) [4-4]

A continuation of Arabic and a preparation for Advanced Arabic. The remaining grammatical points and more extensive vocabulary with a greater emphasis on reading and

oral communication. Prerequisite Arabic 101-102 or permission of instructor. Corequisites: Arabic 203-204.

203-204. Intermediate Arabic Conversation. (Fa-Sp) [0-0]

The required conversation laboratory portions of Arabic 201-202. The laboratory work includes computer assisted instruction. To be taken concurrently with Arabic 201-202.

220-221. Arabic Literature in Translation. (Fa-Sp) [3-3] H

The purpose of these courses is to introduce the student to Arabic literature. Equal emphasis will be placed on the historical and cultural background to place the literature in its appropriate context, and on direct examination of that literature through close reading of texts in English translation. The fall semester will cover classical/medieval Arabic literature from 500 A.D. to 1250 A.D., and the spring semester will cover the revival of Arabic literature in the 19th century through the most modern developments in poetry, the novel, and the drama.

230. Intellectual Trends in the Modern Middle East. (Sp) [3] H

This course will study the major indigenous and Western intellectual movements that have made an impact on the modern Middle East, from Islamic reform in the 19th century to Marxism. Readings to illustrate these developments will be taken primarily from literature (especially the short story and the novel) along with essays and autobiographical accounts.

301-302. Advanced Arabic. (Fa-Sp) [3-3]
Further development of the language skills necessary for using Arabic as a research tool and a means of written and oral communication. A review of grammar and a rapid expansion of vocabulary through the reading of varied selections from both classical and modern texts and aimed to develop proficiency in oral communication, translation, and elementary composition. The laboratory work includes computer assisted instruction. Prerequisite: Arabic 201-202 or permission of instructor.

FRENCH

Courses include elementary, intermediate, and advanced French language; a complete program in French literature, civilization, and grammar.

At the elementary and intermediate levels, courses are reinforced by oral work with a native informant and by the use of the Language Center Laboratory. After the 102 course, the normal sequence is 201-202, then 301 or 302, and then 303 or 304; thereafter, the student is prepared for other upperlevel courses. Prospective majors should consult the staff before entering a 300-level course.

Requirements for a major in French: 24 hours in courses numbered 301 or higher and FL455.

Recommended: a second or third modern language; 2 years of Latin; related courses in English, history, philosophy, and art.

Comprehensive Examinations: three parts, two written and one oral, all in French, taken at the end of the second semester of the student's senior year, and covering 1) French language structures and translation 2) French literature and culture since the Middle Ages and 3) oral proficiency in French; knowledge of culture and literature. Students may take the Senior Seminar in lieu of comprehensive examinations.

Honors in French: a minimum of 30 hours above the 200-level courses in French plus FL455; a research paper on a specific literary topic; demonstrated proficiency in spoken and written French; study abroad (at least one semester).

COURSE OFFERINGS**101-102. Elementary French. (Fa-Sp)**
[4-4]

Fundamentals of the language including pronunciation, grammar, reading and writing. Corequisite: French 103-104.

103-104. Elementary French**Conversation. (Fa-Sp) [0-0]**

The required conversation laboratory portions of French 101-102. To be taken concurrently with French 101-102.

201-202. Intermediate French. (Fa-Sp)
[4-4]

Continuation of French 101-102 to include continued practice in language skills, vocabulary, and simple composition. Corequisite: French 203-204.

203-204. Intermediate French**Conversation. (Fa-Sp) [0-0]**

The required conversation laboratory portions of French 201-202. To be taken concurrently with French 201-202.

301-302. Composition and Conversation.
(Fa-Sp) [3-3]

Composition and thorough review of grammar; readings and discussion in French civilization and culture; emphasis on communication in French. Prerequisite: 200-level courses, or the equivalent.

303-304. Survey of French Literature.
(Fa-Sp) [3-3] H

Chief French authors from Middle Ages to present; lecture, discussion, composition. Prerequisite: 200 level courses, or the equivalent. Students are advised to take French 301 or 302 prior to survey.

307. Modern French Civilization. (Sp)
[3] H

Life in France and the Francophone world. French readings on contemporary society, lifestyles, values, art and fashion, commerce, and advertising. Readings in current periodicals, realia, substantial unit on commercial French. Research project. Prerequisite: French 301 or 302 and 303 or 304 or permission of instructor.

308. French Cultural Heritage. (O.D.)
[3] H

Exploration of a major focus of French civilization; may include field trip to Paris, Quebec, etc.

330. The Early French Novel. (Fa) [3] H
Readings in French fiction from the Middle Ages through Flaubert. Prerequisite: French 301 or 302 and 303 or 304, or permission of instructor.

331. The French Novel. (Fa) [3] H
A study of the concept and practice of the roman from Zola to existentialism. Prerequisite: French 301 or 302 and 303 or 304 or permission of instructor.

332. French Drama. (Sp) [3] H
Plays by representative French dramatists from the French classical period to the present. Prerequisites: French 301 or 302 and 303 or 304 or permission of instructor.

333. French Poetry. (Sp) [3] H
Study of French poetics and survey of principal forms with focus on major French poetical movements. Prerequisites: French 301 or 302 and 303 or 304 or permission of instructor.

336. Contemporary French Literature. [3] H
Topics in French literature since World War II. Focus on structuralism, theater of the absurd, nouveau roman, literary theories since 1960. Prerequisite: French 301 or 302 and 303 or 304, or permission of instructor.

337. French Language Studies. (O.D.) [1,2, or 3]
Special studies in contemporary French usage. Focus on practical analysis of the French language. Prerequisites: French 301 or 302 and 303 or 304 or permission of instructor.

441-442. Special Topics in French. (Fa-Sp) [3-3]
Intensive study of some aspect of French literature, culture, or linguistics.

450. Usage and Pedagogy: Advanced Grammar. (Sp) [3]
A practical analysis of problems in the French language. Designed to prepare the student to teach French. Counts toward the major but not as a degree requirement.

486. Senior Seminar. (Sp) [3]
Required for majors unless comprehensive examinations are taken. A study of an integrative and comprehensive aspect of French studies.

495-496. Honors Tutorial. (Fa-Sp) [3-6, 3-6]

GERMAN

Courses are offered in the language, culture, and literature of Germany and the German speaking countries.

At the elementary and intermediate levels, courses provide training in understanding, reading, speaking and writing German. There are also conversation classes conducted by native speakers who generally are exchange students from Germany. Upper-level courses are all in German; students continue to develop a growing language proficiency and an understanding of German culture and literature.

Of particular interest may be the direct exchange program with the Eberhard-Karls-Universität Tübingen; consult a member of the staff for details.

Requirements for a major in German:

Minimum Requirements: 24 hours in German courses above 202, to include 301, 303-304, and FL455.

Recommended:

Related courses in English, philosophy, and history.

Comprehensive Examinations:

The comprehensive examinations in German consist of three parts: a three-hour examination on the language and linguistic structures; a four-hour examination on the major developments in German literature and culture of the last two hundred years; a one-hour oral. Students may take the Senior Seminar in lieu of comprehensive examinations.

Honors in German:

A minimum of 30 hours above German 202 plus FL455; a research paper on a specific literary topic; demonstrated proficiency in spoken and written German.

COURSE OFFERINGS

101-102. Elementary German. (Fa-Sp) [4-4]

Fundamentals of the German language: pronunciation, grammar and writing, reading of simple contemporary texts; oral practice based on special language films and in conversation laboratory. Corequisite: German 103-104.

103-104. Elementary German Conversation. (Fa-Sp) [0-0]

The required conversation laboratory portions of German 101-102. To be taken concurrently with German 101-102.

201-202. Intermediate German. (Fa-Sp) [4-4]

Continued practice of the basic language skills. Particular emphasis is placed on the reading and discussion of modern texts of literary and cultural interest, systematic vocabulary building, and simple composition. Continued oral practice in language laboratory and in small groups with native speakers. Prerequisite: German 102 or the equivalent. Corequisite: German 203-204.

203-204. Intermediate German Conversation. (Fa-Sp) [0-0]

The required conversation laboratory portions of German 201-202. To be taken concurrently with German 201-202.

290. Conversation. (O.D.) [1]

Students work individually with tapes to improve oral comprehension. Weekly oral and written reports on material covered. Prerequisite: German 102 or the equivalent.

291. Readings. (Fa,Sp) [1-3]

Readings designed to meet individual interests and needs. Prerequisite: German 200 or the equivalent.

301. Composition and Conversation. (Fa) [3]

Training in written and oral German expression: intensive work with tapes; discussion of topical subject, based on readings from newspapers and magazines; individual

reports. Prerequisite: German 202 or the equivalent.

302. Advanced Grammar. (Fa,Sp) [3]

A study of the more difficult aspects of the German language. Further training in writing and oral communication.

303-304. German Culture and Civilization. (Fa-Sp) [3-3] H

A survey of the cultural history of the German speaking peoples with particular emphasis on the last two hundred years. Readings from a variety of areas (literature, philosophy, politics, etc.), lectures, reports, and discussions. Prerequisite: German 202 or the equivalent.

401. The Drama. (Fa) [3] H

Plays by representative dramatists from the Enlightenment to the present. Authors studied: Lessing, Schiller, Goethe, Buechner, Hauptmann, Brecht, Duerrenmatt.

403. The Novel. (Sp) [3] H

Study of representative German novelists. The major focus of the course will be on the 20th century novel (Hesse, Kafka, Mann, Grass, Boell, Frisch).

405. The Novelle. (Fa) [3] H

Study of a distinctive genre of German literature. The focus of the course will be on examples from the 19th century (Romanticism to Thomas Mann). Authors studied: Tieck, Hoffmann, Eichendorff, Kleist, Keller, Storm, Mann.

407. Poetry. (Sp) [3] H

Study of poetics and major poets from Classicism to the present. A major focus of the course will be on Goethe and Romanticism. Other authors studied: Holderlin, Eichendorff, Heine, George, Morgenstern, Benn.

409. Special Topics. (O.D.) [3] H

Content may vary from year to year. For 1988-89: East German literature. Study of major developments and authors of the German Democratic Republic. For 1990-91: Faust. Study of various treatments of the Faust theme from the 16th to the 20th century, focusing on Marlowe's and Goethe's plays and Thomas Mann's novel.

486. Senior Seminar. (Sp) [3]

Students will be assigned individual research topics appropriate for their interests and needs, give weekly progress reports, which will involve analytical discussion, and present their results orally and in writing at the end of the course.

**495-496. Honors Tutorial. (Fa-Sp)
[3-6, 3-6]****CLASSICS: GREEK AND LATIN**

Courses in Greek and Latin at the elementary and intermediate levels are designed to develop the student's ability to read classical Greek and Latin; advanced courses introduce the student to the masterpieces of Greek and Latin literature in the original language. Classics courses in English are designed to introduce the student to our Greek and Roman heritage and require no knowledge of the Greek or Latin language.

Requirements for a major in Classics:

- (1) At least 30 hours in Greek and Latin courses, with the majority of these hours in one of the two languages.
- (2) If the majority emphasis is on Greek, at least 6 hours in Latin, preferably above Latin 201-202.
- (3) If the major emphasis is on Latin, at least 18 hours beyond the level of Latin 201-202 and 6 hours of Greek.
- (4) In addition to the language concentration, ancient history or Classics 209-210.

Comprehensive Examinations:

The comprehensive examinations in Latin (Greek) consist of three parts:

1. Translation from Latin (Greek) into English.
2. Literary history of Rome (Greece)
3. Political and cultural history of Rome (Greece)

Honors in Greek

- (1) Eight courses in Greek and two in Latin.
- (2) Greek 495-496.
- (3) Examinations: (a) Greek language;

(b) Greek literature; (c) Greek history; (d) Greek art, architecture, and philosophy.

- (4) A written thesis.

Honors in Latin

- (1) Six courses above Latin 201-202 and two courses in Greek.
- (2) Latin 495-496.
- (3) Examinations: (a) Latin language; (b) Latin literature; (c) Roman history; (d) Roman art, architecture, and philosophy.
- (4) A written thesis.

COURSE OFFERINGS**Greek****101-102. Elementary Greek. (Fa-Sp)
[3-3]**

An introduction to the fundamentals of Greek grammar and to the reading of Greek authors.

201. Intermediate Greek. (Fa) [3]

Readings from Xenophon and Plato. Review of Greek Grammar. Prerequisite: Greek 101-102.

202. Homer. (Sp) [3] H
Iliad, Books I-IV.**204. New Testament. (Sp) [3] H**
The Greek New Testament.**301-302. Prose Writers. (Fa-Sp) [3-3] H**
Readings from the historians and Attic orators.**401-402. Drama. (Fa-Sp) [3-3] H**

Selected plays of Aeschylus, Sophocles, Euripides, Aristophanes, Aristotle's Poetics. Reading in translation of other works of the dramatists.

475-476. Senior Tutorial. (Fa, Sp) [3-3]
For students majoring in Greek, adapted to their particular needs.**495-496. Honors Tutorial. (Fa-Sp) [3-6]**

Latin

101-102. Elementary Latin. (Fa-Sp) [3-3]
An introduction to the fundamentals of Latin grammar and to the reading of Latin authors.

201. Intermediate Latin. (Fa) [3]
Review of Latin Grammar. Readings from Latin prose and poetry. Prerequisite: Latin 101-102 or an appropriate score on the proficiency test.

202. Virgil. (Sp) [3] H
Aeneid, Books I-VI.

301, 302. Republican Literature. (Fa,Sp) [3, 3] H
Readings from Plautus, Terence, the philosophical essays and correspondence of Cicero, Catullus, and Lucretius.

401, 402. Augustan Literature. (Fa,Sp) [3, 3] H
Readings from Virgil, Horace, Ovid and Livy.

405, 406. Silver Age Literature. (Fa,Sp) [3, 3] H
Readings from Tacitus, Pliny, Martial, Juvenal, and Seneca.

475-476. Senior Tutorial. (Fa-Sp) [3-3]
For students majoring in Latin, adapted to their particular needs.

495-496. Honors Tutorial. (Fa-Sp) [3-6, 3-6]

**CLASSICS:
Courses in English**

- 209. Greek Art, Archaeology, History, and Literature. (O.D.) [3] H**
- 210. Roman Art, Archaeology, History, and Literature. (O.D.) [3] H**
- 211. Greek and Roman Mythology. (O.D.) [3] H**
- 214. Etymology. (O.D.) [3]**
A study of basic prefixes, suffixes, and roots of English words derived from Greek and Latin.

HEBREW

No Major Offered

101-102. Biblical Hebrew. (Fa-Sp) [3-3]
Introduction to the grammar and vocabulary of the Hebrew Bible/Christian Old Testament. By the end of a year's study, students should be able to read much of the prose material of the Bible.

201. Intermediate Hebrew. (Fa) [3]
Readings in biblical Hebrew prose emphasizing grammar, vocabulary, syntax, and translation.

ITALIAN

No Major Offered

101-102. Elementary Italian. (Fa-Sp) [4-4]
Fundamentals of the language: pronunciation, grammar, oral practice, reading of simple texts.

201. Intermediate Italian. (Fa) [4]
Continuation of Italian 102 with greater emphasis on oral communication and readings from contemporary Italian literature.

JAPANESE

No Major Offered

Regularly offered courses include introductory, intermediate, and advanced language study of modern Japanese, all of which are conversation drills by a native speaker, and additional courses in Japanese literature and linguistics. Courses in the language are designed to develop a student's ability to read, write, and speak Japanese, whereas courses in literature and linguistics often-times are broadly designed in translation so as to introduce Japanese literature and culture to the student who has little or no background in the language. Students are urged to consider the study of Japanese in conjunction with related courses in other departments, most notably International Studies, Economics, Political Science, Anthropology, History, Religion, or Art.

COURSE OFFERINGS

101-102. Introductory Japanese. (Fa-Sp) [4-4]

A thorough background in all the language skills: listening, speaking, reading, and writing. Students are expected to master approximately 600 Sino-Japanese characters.

201-202. Intermediate Japanese. (Fa-Sp) [3]

A course focusing primarily on the reading of short texts with an emphasis on expository style. Students are expected to master approximately 800 additional Sino-Japanese characters. (Prerequisite: Japanese 102)

240. Japanese Literature to 1868 in Translation. (Fa) [3] H

An introduction to the significant works of Japanese literature from the archaic period, through the Nara and Heian, to the Edo period, culminating with the Meiji Restoration to power in 1868.

241. Japanese Literature after 1868 in Translation. (Sp) [3] H

An introduction to the significant writers in Japan after the opening by Perry and the Meiji Restoration. The primary focus is on novel traditions, from early Western receptions, through the Neo-Sensual and Neo-Romantic Schools, to the postwar school: the "atomic" literature after Hiroshima, the *apure* novel, and the New Wave.

250. Introduction to Classical Japanese. (Fa) [3]

An introduction to the grammar and styles of premodern Japanese. Selected readings from the literature of various periods before 1945. Students will focus on a systematic description of a Japanese grammar according to the analysis generally preferred by Japanese grammarians. (Prerequisite: Japanese 102)

301. Advanced Japanese (Composition). (Fa) [3]

An introduction to the composition of lengthy texts, with an emphasis on expository style. (Prerequisite: Japanese 202)

302. Advanced Japanese (Oral Narration and Public Speaking). [3]

An introduction in storytelling, lecturing, and speechmaking, with emphasis both on the construction of discourse and on Japanese patterns of oral delivery. (Prerequisite: Japanese 301)

310. Japanese Intellectual History. (Sp) [3] H

An introduction to the history of ideas from the beginning of Japanese culture down through the postwar period. Emphasis in this course will be on the analysis of trends of thought in ancient, medieval, early modern, modern, and contemporary Japan. Outstanding philosophical issues and problematics will be reflected upon using as our primary and outstanding guide important literary works from the major periods.

320. Source and Tradition in Japanese Drama. (Fa) [3] H

After a close reading of two of the major narratives of the classical period, students will explore examples from the major theatrical arts: from Noh, kyogen, bunraku, and kabuki, down to the modern drama and its reception and definition of native sources and traditions.

330. History of the Japanese Language. (Sp) [3]

An overview of the history of the Japanese language followed by intensive examination of issues of interest to the participants. Students are expected to have a reading knowledge of basic Japanese or a background in historical or comparative linguistics. The interests of both groups will be addressed. (Prerequisite: Japanese 101)

RUSSIAN

Courses are offered in the language, literature, culture, and film of Russia/the Soviet Union. Requirements for a major in Russian/Soviet cultural studies: 30 credits (see description under Foreign Languages and Literatures departmental majors).

COURSE OFFERINGS

101-102. Elementary Russian. (Fa-Sp)
[4-4]

Elementary grammar, reading, and conversation, supplemented by drill in Language Center Laboratory. Corequisite: Russian 103-104.

103-104. Elementary Russian Conversation. (Fa-Sp) [0-0]

The required conversation laboratory portions of Russian 101-102. To be taken concurrently with Russian 101-102.

201-202. Intermediate Russian. (Fa-Sp)
[4-4]

Review of grammar; continued training in conversation and composition; supplemented by drill in Language Center Laboratory; reading of Russian texts of graded difficulty. Prerequisite: Russian 101-102 or equivalent. Corequisite: Russian 203-204.

203-204. Intermediate Russian Conversation. (Fa-Sp) [0-0]

The required conversation laboratory portions of Russian 201-202. To be taken concurrently with Russian 201-202.

205. Contemporary Soviet Culture. (Fa)
[3] H

Study and analysis of the last two decades of Soviet culture through recent films and literary works. Films will include *Autumn Marathon*, *Moscow Does Not Believe in Tears*, *The Orphans*, and *Repentance*. Literary works will be selected from the following writers: Astafiev, Voznesensky, Soloukhin, Rasputin, Aitmatov, and Trifonov. All films are subtitled; all works are read in translation.

210. Soviet Film from the Revolution to the Present. (Sp) [3] H

Introduction to the ideological and aesthetic forces that have shaped the development of Soviet film. Films of various directors, such as Eisenstein, Pudovkin, Dovzhenko, Chukhrai, and Daneliya, will be studied. All films are subtitled; course is taught in English.

212-213. Masterpieces of Russian Literature in Translation. (Fa-Sp)
[3-3] H

Fall: Reading of representative works by major Russian writers of the nineteenth century, including Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, and Dostoevsky. Spring: Reading of representative works by major Russian/Soviet writers of the twentieth century, including Blok, Mayakovsky, Bulgakov, Sholokhov, Akhmatova, Pasternak, Solzhenitsyn, Aitmatov, Shukshin, and Trifonov. All works are read in translation.

214. Major Writers: Dostoevsky. (Sp)
[3] H

Reading and intensive study of Dostoevsky's prose fiction, including *Poor Folk*, *The Double*, "White Nights," *Crime and Punishment*, and *The Brothers Karamazov*. All works are read in translation.

215. Twentieth Century Soviet Poetry in Translation. (Fa) [3] H

Study of the major currents of twentieth century Soviet poetry, including the avant-garde movements of the 1920's, pre and post World War II Soviet and emigre poetry, and contemporary poetic forms. Poets include Blok, Yesenin, Mayakovsky, Akhmatova, Pasternak, Voznesensky, and Soloukhin.

301-302. Advanced Russian. (Fa-Sp)
[3-3]

Advanced grammar, with greater emphasis on the refinement of conversation and composition skills. Discussion of topics related to contemporary life in the Soviet Union. Prerequisite: Russian 201-202 or equivalent.

401. Pushkin. (Fa) [3]

Reading and intensive study of Pushkin's poetry, prose, and drama, including "Ruslan and Ludmila," "Boris Godunov," "Eugene Onegin," "Mozart and Salieri," "The Stone Guest," and "Queen of Spades."

486. Senior Seminar. (Sp) [3]

Students will be assigned individual research topics appropriate for their interests and needs, give weekly progress reports,

which will involve analytical discussion, and present their results orally and in writing at the end of the course. Special attention will be given to assigned readings from the Soviet press, such as *Literaturnaia gazeta* and *Novyi mir*.

SPANISH

Courses are offered in the language, civilization, and literature of Spain and Spanish America.

The 100-level and 200-level courses emphasize training in understanding, speaking, reading, and writing Spanish. Students listen in the language laboratory to tapes prepared by native speakers, and practice the spoken language with a native informant. An introduction to the civilization and literature of the Spanish-speaking countries is also provided in these courses.

The 301 course is designed for students who have completed the 201-202 sequence or the equivalent in high school. Courses above 301 deal with literature and are conducted in Spanish.

Requirements for a major in Spanish:

Minimum requirements: 24 hours above Spanish 202, to include Spanish 301, FL455.

Recommended for the major in Spanish: other modern foreign languages; Latin; History 491; literature; classics; philosophy; art.

Comprehensive Examinations

Spanish comprehensive examinations consist of two written examinations (on the literature of Spain and Spanish America), a translation exercise (English to Spanish), a short paper in Spanish on a selected topic, and an oral presentation in Spanish. Seniors take these examinations during weeks ten and eleven of the second semester.

Honors in Spanish: A minimum of 30 hours above the 200-level courses plus FL455; reading in a field of specialization and preparation of a paper in that field; examinations covering Spanish literature, Spanish American literature and civilization, Spanish grammar and Spanish civilization, and the field of specialization.

COURSE OFFERINGS

101-102. Elementary Spanish. (Fa-Sp) [4-4]

Pronunciation, fundamentals of grammar, composition, and reading of texts of graded difficulty. Oral practice in the language laboratory and with a native informant. Corequisite: Spanish 103-104.

103-104. Elementary Spanish Conversation. (Fa-Sp) [0-0]

The required conversation laboratory portions of Spanish 101-102. To be taken concurrently with Spanish 101-102.

201-202. Intermediate Spanish. (Fa-Sp) [4-4]

Review and continuation of grammar; composition; training for oral proficiency. Reading of modern literary works of Spain and Spanish America. Individual and group drill in the language laboratory and with a native informant. Prerequisite: one year of Spanish in college or two years in high school. Corequisite: Spanish 203-204.

203-204. Intermediate Spanish Conversation. (Fa-Sp) [0-0]

The required conversation laboratory portions of Spanish 201-202. To be taken concurrently with Spanish 201-202.

208. Masterpieces of Latin American Literature in Translation. [3] H

Works by major twentieth-century writers from Argentina, Mexico, Cuba, Columbia, and Perú; e.g., Borges, Cortázar, Neruda, Fuentes, and García Márquez. Lectures and discussions emphasize how the literature of twentieth-century Latin America reveals both the cultural diversity of the continent and the struggle to construct a collective cultural, socio-political identity.

301. Advanced Spanish Language and Civilization. (Fa) [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. Prerequisite: Spanish 202 or the equivalent.

303. Introduction to Spanish Literature. (Sp) [3] H

Reading and analysis of selected works of Spanish (peninsular) literature with emphasis on the twentieth century. Prerequisite: Spanish 201-202 or the equivalent.

305. Introduction to Latin American Culture and Literature. (Sp) [3] H

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, and the *modernista* poets of the nineteenth century.

307. Women in Latin American Literature: Desire, Suicide, Revolution. (Sp) [3] H

This course explores literature written by and about women in twentieth-century Latin America. Readings include Delmira Agustini's love poetry, selected works by the Nobel-Prize winning poet Gabriela Mistral, the tormented work of Latin American women writers who committed suicide, and autobiographical, fictional, and poetic texts that document women's attitudes towards revolutionary struggle in Uruguay, Chile, and Central America. Readings include at least one work by a male Latin American author that reinforces or parodies conventional representations of female beauty.

405. The Literature of Mexico after 1911. (Fa) [3] H

A study of the themes of violence, eroticism, and revolutionary struggle in twentieth-century Mexican literature. Readings include essays by Paz, plays or short stories by Fuentes, Rulfo, Yáñez, and others, and poetry by Gorostiza and López Velarde.

407. Film of the Hispanic World. (Fa) [3] H

An analysis of the avant-garde films of Buñel and Saura that contrasts their work with the mass-audience films of post-Franco Spain. Attention is also given to the politi-

cal intention of recent films from Argentina, Nicaragua and Cuba.

409. Latin American Fiction. (Fa) [3] H
Special attention to themes of nostalgia for the pre-Columbian past, the use of the fantastic, and humorous experimentation with language. Readings to be taken from Borges, Cortázar, Arguedas, Garcia Márquez and others.

412. Twentieth-Century Spain. (Sp) [3] H

The Generation of 1898; the literature of the Civil War, the Franco era and early fruits of the new democracy.

421-422. The Golden Age. (Fa-Sp) [3-3] H

Spanish literature of the sixteenth and seventeenth centuries, with particular emphasis on *Don Quixote* and the outstanding dramatists.

486. Senior Seminar. (Sp) [3]

An overview of major topics of Hispanic literature and culture.

495-496. Honors Tutorial. (Fa-Sp) [3-6, 3-6]

TOPICS IN WORLD LITERATURE

This program of courses is designed to give interested students who do not have the language background to read the works in the original an opportunity to study selected areas of world literature in English translation. They are intended for students seeking to fulfill their general degree requirement in literature, generally do not have any prerequisites, and are taught in English. These courses will not fulfill the College's foreign language proficiency requirement.

205. Caribbean and West African Literatures of French Expression. (Sp) [3] H

The origins and development of sub-Saharan literatures written in French from 1930 to the present. Examines the dynamics of Negritude and the impact of Independence on literary expression. Readings include poetry, novels and essays.

206. **Modern Theater.** [3] H
An analysis of modern theater aiming at understanding the revolution of the genre.
208. **Latin American Literature.** [3] H
(Same as Spanish 208)
209. **Faust.** [3] H
(Same as German 409)
- 212-213. **Masterpieces of Russian Literature.** [3-3] H
(Same as Russian 212-213)
214. **Major Russian Writers: Dostoevsky.**
(Sp) [3] H
(Same as Russian 214)
215. **20th Century Soviet Poetry.** [3] H
(Same as Russian 215)
- 220-221. **Arabic Literature in Translation.** (Fa-Sp) [3-3] H
(Same as Arabic 220-221)
230. **Intellectual Trends in the Modern Middle East.** (Fa) [3] H
(Same as Arabic 230)
240. **Japanese Literature to 1868.** (Fa) [3] H
(Same as Japanese 240)
241. **Japanese Literature after 1868.** (Sp) [3] H
(Same as Japanese 241)
310. **Japanese Intellectual History.** (Sp) [3] H
(Same as Japanese 310)
320. **Source and Tradition in Japanese Drama.** (Fa) [3] H

GEOLOGY**INSTRUCTOR**

Carol L. Ekstrom. B.S., Beloit College; M.S., George Washington University.

Geology is the basic science of the earth: the study of its materials, its internal structure, its chemical and physical processes, and its history. The courses are designed to give the student a greater understanding and appreciation of the physical environment, and to help teach how a student's own field of experience can be applied to obtain a better understanding of the earth. The science major will gain the basic groundwork for graduate study in geology, geochemistry, or geophysics. Students intending such graduate study should consult with the instructor in formulating an appropriate undergraduate curriculum. There is no major offered in Geology.

COURSE OFFERINGS**111-111L. Physical Geology. (Fa) [3-1] N**

An introduction to the materials, structures, and processes shaping the earth; and an analysis of ways geological knowledge is acquired. Geology of the Mid-South is emphasized. Three hours of lecture and three hours of lab per week, plus a short field trip to the Ouachita Mountains.

112-112L. Evolution of the Earth. (Sp) [3-1] N

Origin and evolution of the earth as revealed by the rocks and fossils of the earth's crust. A regional analysis of selected areas of North America is related to the broader context of global tectonics. Three hours of lecture and three hours of lab per week, plus a short field trip to northeastern Mississippi. (Offered in alternate years.)

212-212L. Energy and Mineral Deposits. (Sp) [3-1] N

A study of the formation in time and space of nonrenewable mineral resources and the development of exploration models. (Offered in alternate years.)

301. Special Problems in Geology. (O.D.) [1-3]

Designed to encourage students to do research on current problems in geology. Prerequisite: Geology 111, 111L, and approval of instructor.

Physical Marine Geology [3]
(See Biology — Marine Sciences)**Chemical Marine Geology [3]**
(See Biology — Marine Sciences)

HISTORY

PROFESSOR

Douglas W. Hatfield. *The J.J. McComb Professor of History.* B.A., Baylor University; M.A. and Ph.D., University of Kentucky. (Modern Europe; German history.)

ASSOCIATE PROFESSORS

Kenneth W. Goings. *Chair.* B.S., Kent State University; M.A. and Ph.D., Princeton University. (Afro-American history; U.S. in the twentieth century.)

James C. Lanier. B.A., Stetson University; M.A. and Ph.D., Emory University. (American intellectual and cultural history; U.S. in the twentieth century.)

ASSISTANT PROFESSORS

Carol Devens. B.A., California State University, Sacramento; M.A. and Ph.D., Rutgers University. (Early American history; U.S. women's history; Native American history.)

Michael R. Drompp. B.A., M.A., Ph.D., Indiana University. (Asian history, modern China, modern Japan.)

Andrew Hurley. B.A., The Johns Hopkins University; Ph.D., Northwestern University. (Urban history; environmental history; Latin America.)

J. Michael Shirley. B.A., High Point College; M. A., University of North Carolina at Greensboro; Ph.D., Emory University. (Nineteenth century American; social history; southern history.)

Lynn Zastoupil. B.A. Dickinson State College; M.A., University of Texas; Ph.D., University of Minnesota. (English history; history of India.)

One assistant professor to be announced.

The Department of History offers courses designed to provide liberal arts students with a comprehensive understanding of the main historical forces which have shaped our civilization. This understanding pro-

vides a foundation for students who plan to take advanced work in history as well as for students who plan to major in other disciplines within the liberal arts. Regardless of the vocation one chooses after graduation, the liberal arts student will find that knowledge of historical processes and forces is a valuable asset as one attempts to understand the world we live in.

Planning a major. Many freshmen contemplating a history major find it useful to take History 101-102; some begin work toward a major by taking History 151-152. Prospective history majors should complete History 151-152 and History 170 by the end of their sophomore year. In the junior year, the student usually takes the required sequence in European history as well as other courses in the department. In the senior year, requirements for a major will be completed, including the second semester Senior Seminar (History 486). Complete requirements for a major are listed below. The prospective major should work out an overall plan in consultation with a member of the department.

Objectives for majors. By carefully selecting advanced courses in consultation with members of the department, the history major can design a program to meet one of several specific objectives:

1. For a broadly based liberal arts education, the student may choose a broad group of courses in American or European history, or both.
2. For the teaching of history at the secondary level, one should stress advanced courses in American history, and should make arrangements to take History 462. (The student should also consult the Chairperson of the Department of Education to take appropriate courses for state certification.)
3. As preparation for graduate work in history, the student should concentrate on seminar research courses.
4. Since the requirements for a history major are relatively light, students with a variety of career objectives

may major in history and choose appropriate corollary courses from other departments:

- (a) A pre-law student should choose corollary courses in English, logic, and political science.
- (b) For a business or government service career, corollary courses should be chosen in economics, business administration, political science.
- (c) For a career in foreign service, The major should choose additional courses in international studies and modern foreign languages.
- (d) A pre-ministerial student should choose corollary courses in religion, philosophy, English, and psychology.

Requirements for a major in History:

- (1) History 151-152.
- (2) History 170 (at least one section, but may not apply more than two sections to the major.)
- (3) One of the following two-term sequences: 251-252, 261-262, 271-272, 272-273, 301-302.
- (4) An additional fifteen hours of advanced history, numbered over 200.
- (5) History 486. Senior Seminar.

Requirements for a major in History and International Studies:

- (1) History 151-152, 170, 271-272, 480
- (2) I.S. 100, 200, 205, 300, 475.
- (3) Economics 101-102, Political Science 151.
- (4) Area Requirement: Choose one:
 - (a) Western Europe: History 273, 352; I.S. 281-282
 - (b) Russia: History 351-352, I.S. 221-222
 - (c) China: History 361-362, I.S. 261-262

Honors in History

- (1) In the spring of the student's junior year, a qualified history major, in consultation with a member of the history department, may work out a proposal for

an honors program to be undertaken in the senior year. This proposed program must be discussed and approved by the history department before the petition to read for honors is submitted to the Individualized Study Committee.

- (2) Courses required: Same as for a history major except that the Honors Tutorial (495-496) is substituted for two of the advanced courses.
- (3) Examinations required: (a) three-hour written examination in the same general field as the honors project;
- (b) oral examination over the subject of the honors thesis. The overall performance of the candidate in these examinations must equal "A" work.
- (4) An honors thesis (research paper) must be prepared over some special topic related to the general field of honors study. The thesis must be read and approved by two members of the history department before it is submitted to the Individualized Study Committee.

COURSE OFFERINGS

Most courses numbered above 200 may be taken for either 3 or 4 hours credit [3,4]. Those who choose the 4 hour option will be assigned additional work by the instructor at the beginning of the course.

101. Western Civilization to 1815. (Fa) [3] H

A general political and social survey of the Western World from the High Middle Ages to the era of Napoleon.

102. Western Civilization from 1815 to Present. (Sp) [3] H

A study of the internal transformation and external expansion of the European World from 1815 to the present.

151. American Society to 1877. (Fa,Sp) [3] H

A chronological study of American society from the early settlements to the end of Reconstruction in 1877, giving special attention to the processes of social, economic, and cultural change.

152. American Society Since 1877.

(Fa,Sp) [3] H

Traces the emergence of modern American institutions, from the middle of the nineteenth century to the present. Emphasizes the impact of industrialism and urbanization, political developments, and the emergence of the United States as a world power.

170. Introduction to Historical Investigation. (Fa,Sp) [3] H

The purpose of this course is to introduce students to the experience of how historians "do history". Although centered around a specific topic, each seminar will address issues of methodology, historiography, and the use of primary sources leading to a written project.

211. Introduction to Afro-American History. (Fa) [3,4] H

A survey of the Afro-American experience from the African background to the landmark Brown decision of 1954. Emphasizes the development and abolition of slavery, the Civil War and Reconstruction, Black leadership and strategies for racial advancement, the rise of urban ghettos, and the role of Black institutions.

212. The Civil Rights Movement. (Sp) [3,4] H

An examination and assessment of the civil rights movements in the United States, from the Brown decision in 1954 through the passage of the Voting Rights Act of 1965. Also attention paid to the impact of the race riots of the late 1960's, the transition from civil rights to Black Power, and those factors of the 1970's which decelerated the civil rights movement.

223. Women in American History. (Fa) [3,4] H

Examines the experiences and contributions of American women from the colonial era to the twentieth century. Stresses the roles of women from diverse cultural and ethnic groups in the family, politics, and the marketplace. Uses a regional approach and emphasizes personal histories.

228. Native American History. (Sp) [3,4] H

A survey of American Indian history and culture from the pre-Columbian period to the present. Examines traditional native societies, traces the response of various tribes to interaction with whites, and considers the position of Native Americans in the United States today.

231. American Intellectual History: The Nineteenth Century. (Fa) [3,4] H

Examines attitudes of Americans toward nature, their own culture, and Europe, from 1820 to 1900. Focuses on the Romantic tradition and the emergence of realism and naturalism.

232. American Intellectual History: The Twentieth Century. (Sp) [3,4] H

Examines patterns of American social thought from 1900 to the present; emphasizes the emergence of a modern sensibility after 1910 and the reaction of intellectuals to major events of the twentieth century.

251. Early Medieval Europe. (Fa) [3,4] H

Examines the transition from the world of late antiquity to that of the European Middle Ages. Includes such topics as the Roman heritage, Germanic cultures and peoples, the Christianization of Europe, the development of social and political organization, and the urban revival of the eleventh century.

252. Europe in the High Middle Ages. (Sp) [3,4] H

European culture and society from the twelfth through the fourteenth centuries. The era of Thomas Aquinas, St. Francis, and Dante also developed international trade, urban as well as courtly societies, and distinctive forms of government.

261. The Age of the Renaissance. (Fa) [3,4] H

A survey of the intellectual movements and of the religious, social and political characteristics of European history from the Renaissance in Italy to the end of the Counter Reformation and the English Civil War, 1300-1600.

262. The Age of Enlightenment. (Sp)
[3,4] H

Europe from the beginning of the scientific revolution to the French Revolution, with emphasis on intellectual movements and their social and political backgrounds, 1600-1789.

271. The Era of Revolutionary Upheaval: Europe, 1789-1850. (Fa) [3,4] H

An examination of the political, economic, and social forces which convulsed Europe, from the Great Revolution in France to the wide-spread disturbances of the mid-nineteenth century. Offered 1988-89 and thereafter in alternate years.

272. Nationalism, from Liberalism to Fascism: Europe, 1850-1930. (Sp)
[3,4] H

Traces the development of Nationalism from the unification movements of the third quarter of the nineteenth century to the growing national rivalries, which led to World War in 1914, to the emergence of Fascism in the post-war period. Offered 1988-89 and thereafter in alternate years.

273. The Origins of Contemporary Europe, 1930-present. (Fa) [3,4] H

Emphasis on events leading to the Second World War and the main forces at work in the remaking of Europe, East and West, in the post-war era. Offered 1989-90 and thereafter in alternate years.

301. History of England to 1688. (Fa)
[3,4] H

Traces the development of the English nation from the Anglo-Saxon conquest through the Anglo-Norman, Plantagenet and Tudor-Stuart eras. Emphasizes major political, social and economic factors and closes with the Glorious Revolution.

302. History of England Since 1688. (Sp)
[3,4] H

The growth of modern Britain from the Glorious Revolution to the end of World War II. Constitutional and social developments are stressed together with the expan-

sion of Britain's overseas empire. Emphasizes the impact of the Industrial Revolution on British society since 1815.

331. History of Latin America. (Fa) [3] H
This course will examine the history of Latin America from pre-Columbian times to the present. In the first half, we will concentrate on the formation of Latin American societies during the colonial era. The second half of the course will focus on the interrelationship between social and political change in the 19th & 20th centuries.

351. History of Russia. (Fa) [3,4] H

A seminar course devoted to projects covering the period from Kievan Russia to the death of Tsar Alexander II in 1881.

352. Twentieth Century Russia. (Sp)
[3,4] H

Treats the background of the twentieth century revolutions and the subsequent development of the Soviet Union. (Alternate years; offered 1989-90.)

361. Chinese Civilization. (1) [3,4] H

The history of China from the Neolithic era to the fall of the Ch'ing Dynasty, covering major aspects of culture, art, politics, literature, and philosophy. Illustrated with slides.

362. The History of Modern China. (Sp)
[3,4] H

Politics and culture from the end of the Ch'ing dynasty to the present with emphasis placed on internal and international problems of the twentieth century and the rise of the Peoples' Republic of China.

371. The History of Modern India. (Fa)
[3,4] H

Traces the main developments of modern Indian history from the 18th century to Independence in 1947. Emphasis will be on the British Raj of the 19th century and the independence movement of the 20th century, especially the role of Gandhi in the emergence of Indian nationalism.

413. Colonial America. (Fa) [3,4] H

A seminar which examines the social, economic, and political development of early

America. Considers exploration, settlement, and expansion up to the Revolutionary War.

422. The Era of the American Revolution. (Sp) [3,4] H

Covers the period from the end of the Seven Years War in 1763 to the inauguration of Washington as President in 1789. All aspects of the American Revolution—causes, events, consequences will be examined in the light of social, economic, and political developments. Prerequisite: History 151 or permission of the instructor.

431. Civil War America. (Sp) [3,4] H

An examination of the Civil War as a manifestation of the changes in social, economic, and intellectual patterns which took place in American society between 1840 and 1880. Prerequisite: History 151 or permission of the instructor.

443. American Social History: The Nineteenth Century (Fa) [3,4] H

A seminar which examines the way in which the United States evolved from an agrarian to an urban industrial society. Concentrates on the topics of work, community, ethnicity, class, gender, and race; special attention to the historiography and methodology of American social history.

451. Recent History of the United States. (Fa) [3,4] H

The evolution of American society since 1945. Special attention is given to the Cold War, political developments and the cultural transformation of the 1960's. Prerequisite: History 152 or consent of the instructor.

461. Research Practicum. (Fa,Sp) [3,4]

An introduction to the public uses of historical study which provides an opportunity to work in community agencies. The student will spend six hours a week at a designated archive or museum and four hours in related reading and study. Assigned projects in these archives and museums will involve the research and evaluation of primary historical evidence material, literary, and quantitative—as well as

its interpretation in some form of public presentation or a scholarly research paper. Prerequisites: History 151-152 or consent of the instructor.

481-482. Select Periods or Topics in American History. (O.D.) [3-4] H

A detailed study of events and problems of a selected period or topic in American history. Choice will be suited to the needs and interests of the individual student.

486. Senior Seminar. (Sp) [3]

Required of every major. A different topic will be examined each year.

491-492. Select Periods or Topics in European History. (O.D.) [3-4] H

The following are fields currently offered. Detailed descriptions of these, or the possibility of study in others not listed below, may be determined through consultation with the department. (a) European Intellectual History; (b) Iberian and Latin American History; (c) The Ancient World; (d) Middle Eastern History.

495-496. Honors Tutorial. (O.D.) [3-6]

Maximum of 12 hours credit.

INTERDISCIPLINARY STUDY

HUMANITIES

BASIC REQUIREMENT IN HUMANITIES

The Humanities 101-102, 201-202 course and the Life: Then and Now program described below offer alternative ways to fulfill the Basic Requirement in Humanities in the College's general degree requirements. See the section titled "Planning a Degree" in this catalogue.

101-102, 201-202. The Search for Values in the Light of Western History and Religion. Freshman year (Fa-Sp); Sophomore year (Fa-Sp) [3-3, 3-3]

"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. They read and discuss selected texts from the Old Testament in conjunction with the ideas and themes of Mesopotamian culture. They study the Gospels and selected letters from the New Testament in conjunction with Graeco-Roman history, life, and thought.

In the second year, as the course proceeds through the history of Western Civilization, the students trace the roles of Judeo-Christian and the Graeco-Roman 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.

Participating Staff: Batey (Religious Studies), Brown (Religious Studies), Bruhwiler (German), Clark (Music), Cullen (Political Science), Dinkelacker (German), Hatfield (History), Jobes (Philosophy), Lacy (Philosophy), Llewellyn (Philosophy), McEntire (English), McKenzie (Religious Studies), McLain (Religious Studies),

Morris (Religious Studies), Patterson (Religious Studies), Vest (French), Watson (Special Studies), Zastoupil (History).

Life: Then and Now. Four courses. [3,3,3,3]

In the first two courses, the student engages in academic study of the Hebrew-Christian tradition during the time of its formation. In the last two courses, the student may study the history of the tradition or the contemporary understanding and relevance of the tradition.

The individual courses are within the Philosophy and Religious Studies departments; therefore, it is possible to make a wide range of choices available to the student. Fuller course descriptions may be found in the departmental listings.

First Semester, Freshman Year: *Introduction to the Hebrew-Christian Tradition.* The first course of the program introduces the student to the academic study of the Hebrew-Christian heritage. Three courses are available:

Introduction to the Bible. (See Religious Studies 100.)

Introduction to the Hebrew Bible/Old Testament. (See Religion 110.)

Introduction to the New Testament. (See Religious Studies 120.)

Second Semester, Freshman Year: *Dimensions of the Biblical Tradition.* The student will focus on a particular way of approaching the tradition or on a selected portion of it.

Courses include:

Study of a portion of the old Testament: Pentateuch, Historical Literature, Prophets, Wisdom Literature/Psalms, Apocalyptic, or Selected Topics in Old Testament. (See Religious Studies 141, 142, 143, 144, 145, or 146 or 147.)

Study of a portion of the New Testament:

Synoptic Gospels, Gospel of John, Paul's Epistles, The Epistle to the Romans, or Selected Topics in New Testament. (See Religious Studies 151, 152, 153, 154, or 155 or 156.)

Third and Fourth Courses. *The Human Quest for Meaning:* [Any semester, beginning in the Sophomore year.] The student

may choose among a variety of ways to approach an understanding of the meaning of faith, belief in God, religion, knowledge of the ultimate, ethical responsibility. The order in which the two courses are to be taken is not prescribed. Not all options are offered in every semester. The student should consult departmental listings to find out when particular courses are offered.

Studies in the History of Religion:

Christianity in Western Culture (See Religious Studies 250.)

Religion in America. (See Religious Studies 251.)

Judaism. (See Religious Studies 253.)

Living Religions and Modern Man. (See Religious Studies 255.)

Phenomenology of Religion. (See Religious Studies 256.)

Archaeology and the Bible. (See Religious Studies 260.)

Philosophical and Theological Studies:

History of Christian Thought. (See Religious Studies 210.)

Contemporary Theology. (See Religious Studies 211.)

Philosophical Theology. (See Philosophy 212 or Religious Studies 212.)

The Quest for Meaning. (See Religious Studies 213.)

The Apostolic Fathers. (See Religious Studies 214.)

Interpreting the New Testament Through Art. (See Religious Studies 215.)

Western Philosophy: Early Greek through Medieval. (See Philosophy 201.)

Philosophy of Religion. (See Philosophy 350.)

Medieval Philosophy. (See Philosophy 410.)

Existentialism. (See Philosophy 415.)

Studies in Ethics:

Philosophical Ethics. (See Philosophy 304.)

Theological Ethics. (See Religious Studies 230.)

Pain, Suffering, and Death. (See Religious Studies 233.)

Social Issues in Ethical and Religious Perspective.

Selected topics, such as world hunger

or peace issues, are taught from time to time. (See Religious Studies 232 or Philosophy 232.)

Participating Staff: Professors Batey (Religious Studies), Brown (Religious Studies), Jobes (Philosophy), Lacy (Philosophy), McKenzie (Religious Studies), McLain (Religious Studies), Morris (Religious Studies), Muesse (Religious Studies), Patterson (Religious Studies).

NATURAL SCIENCE

105. Energy: The Fire of Life and Death (Sp) [3] N

A course designed for the non-science major. An interdisciplinary study of energy as a common thread that runs through biology, chemistry and physics. A study of the physics of chemistry of energy and its applications to such things as power generation, bioenergetics, war, etc. The economics and politics of energy will be briefly surveyed. By using a thematic approach, this course demonstrates to non-scientists that science is not compartmentalized into disciplines, but is a continuum.

SOCIAL SCIENCE

192. Computer Applications for the Social Sciences Student (Fa,Sp) [2]

A pass/fail course designed to familiarize students with some of the basic analytical tools supported by mainframe and personal computers. Topics include introductions to basic VAX commands, spreadsheet structures, database management, fundamental programming principles, and some standard statistical packages. Satisfactory completion of the course requires demonstration of proficiency on a set of assigned tasks using a computer.

INTERDISCIPLINARY MAJORS

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."

INTERNATIONAL STUDIES

PROFESSOR

John F. Copper. *The Stanley J. Buckman Distinguished Professor of International Studies.* B.A., University of Nebraska; M.A., University of Hawaii; Ph.D., University of South Carolina. (Asia, international politics, international law.)

ASSOCIATE PROFESSOR

Grant T. Hammond. *Chair.* B.A., Harvard University; M.A., Ph.D., School of Advanced International Studies, The Johns Hopkins University. (U.S. foreign policy, western Europe, national security and defense.)

ASSISTANT PROFESSORS

Linda Chen. B.A., Queens College (CUNY); Ph.D., University of Massachusetts. (Comparative politics, Latin America, international organizations.)

Andrew A. Michta. B.A., St. Mary's College; M.A., Michigan State University; Ph.D., School of Advanced International Studies, The Johns Hopkins University. (Soviet studies, Eastern Europe, international politics.)

Bruce E. Stanley. B.A., Earlham College; M.A., Ph.D., University of Pennsylvania. (Middle East, Africa, theory and methods.)

The Department of International Studies at Rhodes is one of the few undergraduate departments of international studies in a liberal arts college. The main objective of the department is to prepare students within the framework of a sound liberal arts education to meet the requirements of leading graduate schools, law schools, the business community, journalism, teaching, research, positions in government or international organizations, and the diplomatic service. The international studies curriculum gives the student a realistic understanding of international politics, foreign policy making, political development, international law and international organization, defense policy, and the government, politics and cultures of other regions of the world.

The department offers concentrations in two areas: (1) International and Comparative Politics, and (2) Area Studies. In addition, the department offers a number of interdisciplinary majors in combination with other departments. These include, but are not limited to:

- 1) International Studies/Business Administration
- 2) International Studies/Economics
- 3) International Studies/Foreign Languages
- 4) International Studies/History
- 5) International Studies/Political Science

Other such programs can be arranged according to student interests. Students have constructed interdisciplinary majors with Anthropology/Sociology, English, Religious Studies and other fields. For further details, contact the department chairs involved.

Requirements for a major in International Studies:

Total hours required: 48

- (1) Required Courses (17 hours, 20 for Honors): I.S. 100, 200, 205, 300, 475 or 495-496 and a 400 level course designated as a Senior Seminar (honors)
- (2) Required Cognate Courses (9 hours): Economics 101-102, Political Science 151
- (3) 18 additional hours in International Studies taking at least 12 hours from one area (A or B) and at least 6 hours from the other. Most courses selected are to be taken in pairs as listed below.
- (4) Language Requirement (4 hours): Proficiency in or completion of courses in a modern foreign language through the second full year on a college level (through the 202/204 course). (Greek, Hebrew, or Latin will not satisfy this requirement.) *NOTE:* Upon petition and approval by the department, an equivalent proficiency in or completion of 14-16 hours of courses in math, statistics or computer science may be substituted for the language requirement.

- (5) A Senior Paper
- (6) Recommended electives: The Department will recommend courses in other departments based on an evaluation of each student's particular interest within the discipline and career goals.

Areas of Concentration (All are 3 hour courses unless noted):

Area "A" Functional Specializations

- 231 Global Food Problems
- 233 Communism
- 310-312 International Economics/
Economic Development
- 335 Politics of Peace
- 371-372 U.S. Foreign Policy
- 373-374 Military Power/National
Security Policy
- 413-414 Comparative/International
Political Economy
- 435 Seminar in International
Relations
- 438 Seminar in Comparative
Politics
- 451-452 International Organization/
International Law

Area "B" Area Specializations

- 221-222 The USSR/Soviet Foreign
Policy
- 243-244 The Middle East
- 245-246 Africa
- 261-262 China/Chinese Foreign Policy
- 263-264 Japan/S. E. Asia
- 281-282 Europe
- 283-284 Latin America

Other Courses (these can be either A or B area courses):

- 133-134 Model United Nations (1-1)
- 333-334 International Negotiation
Project (1-1)
- 430 Internship in International
Studies (1-6)
- 431-432 Selected Topics in
International Studies (3-3)

Interdisciplinary Majors

In each of the interdisciplinary majors listed below, the International Studies component consists of the following courses:

- I.S. 100, 200, 205, 300, 475
- I.S. electives: one two-course sequence
- Cognate courses as stated under Re-

quirements for a major in International Studies
Research Tool: Language or Math proficiency

A Senior Paper integrating the two fields. All interdisciplinary majors in I.S. will complete a senior paper in I.S. 475 (Senior Tutorial) although they will work with a faculty member from each of the two disciplines represented.

I. International Studies and Business Administration

Total number of hours required: 59

I.S. Requirements:

As stated above EXCEPT that only the College's language proficiency is required.

Business Requirements:

Economics 290, 301-302

Business 241-242, 351, 361, 371 and 468

Cognate Requirements:

Math 109, Social Science 192

II. International Studies and Economics

Total number of hours required: 55

I.S. Requirements:

As stated above (NOTE: the two course sequence is specified as I.S./Econ 310, 312)

Economics Requirements:

Economics 290, 301-302, 431-432

Cognate Requirements:

Math 109, Social Science 192

III. International Studies/French/or German/or Spanish

Total number of hours required: 56

(NOTE: This presumes language proficiency at the second year level. Other-wise students would have to add 4-16 hours depending on their proficiency in the language chosen.)

I.S. Requirements:

As stated above

Language requirements:

24 hours from among courses numbered 300 or above to be determined in consultation with the faculty in the language chosen.

IV. International Studies and History

Total number of hours required: 53

I.S. Requirements:

As stated above (NOTE: the two course sequence is specified depending on the area of emphasis chosen below.)

History Requirements:

History 151-152, 271-272, 486

Area Requirements (choose ONE):

Western Europe

History 273-352

I.S. 281-282

Russia/Soviet Union

History 351-352

I.S. 221-222.

China

History 361-362

I.S. 261-262

V. International Studies and Political Science

Total number of hours required: 46

I.S. Requirements:

As stated above

Political Science Requirements:

P.S. 151, 200, either 212 or 214, 370, plus six additional hours in Political Science

COURSE OFFERINGS

100. Introduction to International Studies. (Fa,Sp) [3] S

A survey of the formation of the nation-state, the development of the international political system, the nature and instruments of power and diplomacy, and the conflict among the superpowers. Emphasis will be placed on the impact of nuclear deterrence, East-West conflict, and the North-South conflict.

133, 134. Model United Nations Participation. (Fa,Sp) [1,1]

Students participate in Model United Nations sessions to which the college is invited on an annual basis. Delegation members engage in detailed topical research in political, economic and social problems relating to assigned countries. Students will represent the country or countries assigned them. No more than 4 credit hours may be earned for Model U.N. participation.

200. Introduction to Comparative Politics. (Fa,Sp) [3] S

An introduction to the study of comparative political systems and the methods of comparison. Particular attention will be paid to the major analytical models and theorists in the field, different types of regimes and the roles of various political actors: elites, parties, interest groups, bureaucracy, etc. A variety of case studies will be presented.

205. International Politics. (Fa,Sp) [3] S

A review of contemporary international politics will be made in light of some of the analytical paradigms of international relations. The evolution of the international system since 1945, its major issues and actors, and the most salient events will be studied as background to an assessment of the contemporary scene. Major issues will include nuclear weaponry and deterrence, the expansion and transformation of the state system, E-W and N-S conflict, the role of non-state actors and increasing interdependence amid superpower antagonisms. Prerequisite: I.S. 100.

221. The USSR. (Fa) [3] S

An analysis of the contributions of both the Russian and Soviet facets of the political culture of the Soviet Union. The cultural, political, nationalistic, imperialistic, economic and ideological factors that have influenced the development of the Soviet system and formed the Soviet character in the twentieth century will be explored. Central planning, succession, the role of ideology and the party will be emphasized. Cross listed with Russian 307.

222. Soviet Foreign Policy. (Sp) [3] S

Soviet foreign policy from the Revolution of 1917 to the present. Topics to be examined include the consolidation of the Soviet state; the period of diplomatic isolation; the politics and alliances of World War II; origins of the Cold War; Soviet hegemony and interventions in Eastern Europe; the Sino-Soviet split; wars of national liberation and client states; intra-Communist relations and the Soviet-American confrontation and rivalry. Em-

phasis will be placed on phases of expansion and coexistence and their causes. Prerequisites: I.S. 100 or 221.

231. Global Food Problems. (Fa) [3] S

An interdisciplinary Social Science course which investigates the economic, political and cultural aspects of global food production, distribution and consumption. Issues such as the extent of world hunger, food production, population growth, trade and aid, causes of famines, and food consumption patterns and methods of distribution are analyzed. The emphasis is on the public policy tradeoffs between domestic political preferences and international economic imperatives and the institutional actors involved.

233. Communism. (Sp) [3] S

A study of the formation, evolution and diversity of Communist political theory and its implementation in a variety of states. The thoughts of Marx and Engels, Lenin, Stalin and Mao will be emphasized. Ideological diversity, the role of communist ideology in the Third World and problems of Communism in the USSR, Eastern Europe and China will also be examined.

235. Great Decisions in U.S. Foreign Policy. (Sp) [1]

A review of major current issues confronting U.S. decision makers in world affairs. This course is offered in cooperation with the Foreign Policy Association each February and March. Issues are selected the previous fall and course materials and bibliography selected accordingly. The course meets in the evening once a week for 2 hours over eight weeks.

243. Government and Politics of the Middle East. (Fa) [3] S

An introduction to the variety of political cultures, institutions and practices in the Middle East. A survey of the more important states and their recent evolution will be made as well as a detailed examination of one of them. The twin themes of the similarity of Islamic religion and the diversity of political forms and styles will be emphasized. Prerequisite: I.S. 200 or permission of the instructor.

244. Issues in Middle East Politics. (Sp) [3] S

An analysis of contemporary forces and issues in the nations of the Middle East. The political structures, legal systems, religious basis, socioeconomic development of selected countries in the region will be covered as well as the major foreign policy constraints and opportunities such as the Arab-Israeli dispute, oil and OPEC, the PLO, and the superpower confrontation in the region. Prerequisite: I.S. 200 or 243.

245. Government and Politics of Africa. (Fa) [3] S

The African mosaic in its complexity is introduced to students in this course. Beginning with a brief review of African history, the politics, economics and social transitions on the continent since 1945 will be examined. The role of both external and internal factors in shaping these transitions provides the theoretical focus for an investigation of present political economy, and future possibilities. Prerequisites: I.S. 200 or permission of the instructor.

246. Issues in African Politics. (Sp) [3] S

Numerous complex and contentious issues confront contemporary African society: Dependency vs. Independence; Democracy vs. Authoritarianism; Starvation vs. Subsistence. This course examines the political, economic and social implications of choices made by African leaders when confronted by such issues, and seeks to understand the context of decision making. Prerequisites: I.S. 200 or 245.

261. Government and Politics of China. (Fa) [3] S

A study of the political system of the People's Republic of China, including an examination of the three centers of power (party, government, and military), ideology, leadership, political change, provincial and local governments. The Chinese political system will be assessed as a unique and model communist system and revisions of the political system and current political problems will be analyzed. Prerequisite: I.S. 200 or permission of the instructor.

262. China's Foreign Policy. (Sp) [3] S
An analysis of China's foreign policy from 1949 to the present. Particular emphasis will be placed on China's bid for Third World leadership, Sino-Soviet rivalry in ideology and foreign policy, and China's relations with the United States. Prerequisites: I.S. 100 and 261.

263. Government and Politics of Japan. (Fa) [3] S

A study of the Japanese political system focusing on political culture, constitutionalism, the party system, elections, political leadership, local governments, the relationship of business and government, and the bureaucracy. The Japanese political system will be assessed as a mixed presidential-parliamentary system and as a model in terms of bureaucratic efficiency and the smooth relationship between business and government. Prerequisite: I.S. 200 or permission of the instructor.

264. Government and Politics of Southeast Asia. (Sp) [3] S

A study of political structures, parties, bureaucracies, leadership hierarchies, 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 and the potential for regional organizations especially the Association of Southeast Asian Nations (ASEAN). Prerequisites: I.S. 100 and 200.

281. Government and Politics of Europe. (Fa) [3] S

A comparative study of the governmental structures and political dynamics of major foreign powers including the United Kingdom, France, Germany. The varieties of parliamentary democracy, their political evolution in recent decades, comparisons of political cultures, and the disparate decision making patterns will be emphasized. Prerequisite: I.S. 200 or permission of the instructor.

282. Contemporary European Politics. (Sp) [3] S

An examination of the post World War II

transformation of Europe: the loss of empire, the evolution of the European Communities, NATO and European Parliament, and the development of new national, regional and international roles. Emphasis will be on the political issues, economic problems and defense debates within and among the countries of Western Europe in the last decade. Prerequisites: I.S. 100 and 281.

283. Government and Politics of Latin America. (Fa) [3] S

An introduction to the variety of political cultures, institutions, and political practices of South America. A survey of the evolution of several states will be made as well as an analysis of certain non-state actors, such as the Catholic Church, and labor. Attention will also be focused on the issues of race, class, and gender in South American politics. Prerequisite: I.S. 200 or permission of instructor.

284. Issues in Latin America Politics. (Sp) [3] S

An analysis of contemporary forces and issues in the nations of Central America. The political systems of selected nations in the region will be covered as well as major foreign policy constraints and opportunities. The impact of U. S. policy on the region will be a dominant theme of the course. Prerequisite: I.S. 200 or 283 or permission of instructor.

300. Theory and Methods of International Relations. (Sp) [4] S

This course reviews the methods employed in the study of international relations, along with the theories and paradigms that result from that investigation. Students are introduced to the major authors in the realist, pluralist and radical paradigms and their most significant works. The range of theories in the field are presented, and levels of analysis discussed. Students, through two labs per week, gain hands-on exposure to the central methods of analysis, ranging from experimentation and computer simulation to case study and content analysis. Prerequisites: I.S. 100, 200, and 205.

310. International Economics: Theory, Practice, and Foreign Policy. (Sp) [3] S

The same as Economics 310.

312. International Economics: Economic Development. (Sp) [3] S

The same as Economics 312.

333, 334. International Negotiation Project. (Fa, Sp) [1-1]

This is a crisis simulation based on a different scenario each term. Students are members of a country team and must do independent research, group decision making and respond to interactions with other teams linked by computer and satellite throughout the world. Requires intensive commitment for six weeks in the middle of the semester. No more than four hours credit may be earned for International Negotiation Project participation. Prerequisites: I.S. 100 and 200.

335. Politics of Peace. (Sp) [3] S

This course will review the relationship between peace and war, the political problems encountered in promoting peace and the dilemmas in the risks of war and the costs of peace. A variety of peace plans throughout history will be assessed as will various political, economic, religious, ethical and moral assessments of peace and war. Historical examples and future scenarios will be explored. Prerequisite: I.S. 100 or permission of the instructor.

371. U.S. Foreign Policy. (Fa) [3] S

U.S. foreign policy origins and twentieth century background will serve as an introduction to the evolution of U.S. foreign policy since World War II. Among issues to be investigated will be the conduct and style of foreign policy making, the foreign policy machinery and its response to various international issues: the Soviet-American rivalry, problems in the Western Alliance, Third World crises, non-state actors and North-South problems. Prerequisite: I.S. 205 or permission of the instructor.

372. Contemporary U.S. Foreign Policy. (Sp) [3] S

This course will focus on the foreign policy making process, the structures, membership and operation of the foreign policy elite. Emphasis will be on the individual level of analysis and small group decision making in the last decade in reference to specific foreign policy decisions and events. Presidential style, management strategies and policy alternatives for specific issues in the present and near future will also be studied. Prerequisite: I.S. 300 or 371.

373. Military Power in International Politics. (Fa) [3] S

An investigation of the evolution and role of military power and various strategic theories in international politics. The role and relationship of armaments, alliances, arms races, war, arms control and disarmament within different strategies in international politics will be emphasized. Readings on war causation and termination, political purposes and economic requirements for the acquisition and use of military power and technological and systemic constraints and opportunities will be studied. Prerequisite: I.S. 205 or permission of the instructor.

374. U.S. National Security Policy. (Sp) [3] S

A review of the evolution of the machinery and policies of U.S. national security since World War II. The events and challenges of the last forty years will serve as the laboratory for the assessment of the dynamics of policy formation, the interaction of foreign and defense policy, the impact of domestic politics and the changing international environment, and the changing actors, decision making process and assumptions of national security policy. Prerequisite: I.S. 300 or 373.

413. Comparative Political Economy. (Fa) [3] S

Contemporary nation states display a wide range of diversity in their patterns of power and authority and choices of economic systems. This course seeks to comprehend from a theoretical perspective the processes

which produced these present systems, their similarities and differences and their sources and mechanisms of change. Major theoretical perspectives will be reviewed and students will model through computer and simulation, the implications of alternative structures for domestic political economy. Prerequisites: I.S. 200, Economics 101-102.

414. International Political Economy. (Sp) [3] S

This course provides an overview of the major issues in international political economy: interdependence, the making of foreign economic policy, evolution of the international financial system, the role of multinational corporations, cartels and price shocks, and issues in the North-South dialogue. Emphasis is on the variety of ways in which political and economic forces interact to affect flows of goods, services, investments, money and technology. Students will focus on a particular topic for in-depth analysis. Prerequisites: at least 6 hours of Economics and 6 hours of I.S.

431-432. Topics in International Studies. (O.D.) [3-3] S

Concentrated study on issues of special importance in international affairs. Arranged from time to time to reflect particular student interest or faculty research projects, these offerings may cover a wide range of topics. Topics offered recently have included Soviet-American Arms Control Negotiations and Crises in International Politics. Other possible ones might include Terrorism, Arms Transfers, the Pacific Rim, South Africa, and others. Offered irregularly as faculty time permits. Prerequisites: I.S. 300 or permission of the instructor.

435. Seminar in International Relations. (Fa) [3] S

This course is an upper level seminar for majors only. It will provide an opportunity for faculty and students to address a particular issue in international relations. The seminar will address a different theme each year. It could focus on a debate within the discipline (the relevance of transnational regime theory), the formation of new subfields (oceans policy) or issues of a par-

ticular theorist or school of thought within the discipline. Prerequisites: I.S. 100, 205 and 300.

438. Seminar in Comparative Politics. (Sp) [3] S

This course is an upper level seminar for majors only. It allows students and faculty to address particular themes in comparative politics. Among issues which could be examined from year to year would be comparative terrorist movements and governmental responses, transitions from authoritarian to democratic regimes (or vice-versa), comparative corruption in different types of societies, new issues in comparative politics or the works of a selected theorist or school of thought (dependency theory). Prerequisites: I.S. 200, 300 and at least one two course sequence of Area B courses.

451. International Organization. (Fa) [3] S

The growth of international organizations in the nation-state pattern, procedures of international cooperation through peaceful settlement and collective security; functional and universal organizations. Emphasis on the League of Nations experiment and the United Nations. Prerequisites: 205 or permission of instructor.

452. International Law. (Sp) [3] S

A study of the sources of international law, general problems of international law such as rights and duties of states, succession, recognition, settlement of disputes, international legislation, individual and collective responsibility codification and U.N.-formulated international law. Prerequisites: 205 or permission of instructor.

460. Internship in International Studies. [1-6]

Arranged on all individual basis, students receive credit for work in a variety of organizations. Internships have been arranged in the past with the State Department, the Defense Department, Central Intelligence Agency, the National Security Agency, offices of Senators, Members of the House of Representatives or Committee Staffs on Capitol Hill, or other federal government organizations involved in the making of

foreign policy and national security policy. Other internships have been arranged with international banks and businesses, the United Nations, and private voluntary organizations involved in a variety of projects throughout the world.

475. Senior Tutorial. (Fa,Sp) [3]

Readings, presentations and preparation of Senior Paper on topic of student's choice and faculty member's approval. Conducted as a tutorial, this course seeks to assist each student in intensive research and the completion of the Senior Paper. Required of all I.S. majors and all interdisciplinary majors with International Studies emphasis. Prerequisites: Senior Standing and I.S. 300.

495-496. Honors Tutorial. (Fa-Sp) [3-3]

An Honors version of I.S. 475, this tutorial will consist of individual research and writing of the Honors Senior Paper through individual meetings with the faculty sponsor several times each week. This project consists 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 defense of the paper to the department (including faculty and students). Prerequisites: Senior standing, a minimum GPA of 3.25 in the major and 3.25 in all course work outside the major. Invitation by the department and acceptance of the Honors Project by the Individualized Study Committee.

MATHEMATICS AND COMPUTER SCIENCE

PROFESSORS

Marshall Phillip Jones. B.S., Rhodes College; Ph.D., University of Virginia. (Analysis, probability.)

G. Kenneth Williams. *Chair. The E.C. Ellett Professor of Mathematics and The TPI Fellow in Mathematics.* B.A.E. and M.A., University of Kentucky; Ph.D., University of Virginia. (Analysis.)

ASSISTANT PROFESSORS

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

William S. Boyd, Jr. B.S., Rhodes College; Ph.D., University of Tennessee. (Computer science, topology.)

Steve Gadbois. B.A., St. John's University (Minnesota); M.S. and Ph.D., Michigan State University. (Analysis, probability.)

Terri E. Lindquenter. B.S., Emory University; Ph.D., Emory University. (Combinatorics, graph theory.)

The Department of Mathematics and Computer Science offers courses of study that meet the needs of a wide variety of students. Several of the identifiable groups are:

- (1) students who wish to become professional mathematicians, applied mathematicians, computer scientists, computer or business/computer professionals, mathematically-oriented economists or business persons, or college or university teachers. (Such students should choose one of the five majors: Mathematics, Computer Science/Mathematics, Mathematics/Economics, Mathematics/Business, or Business/Computer Science. See requirements and recommendations on this and the following page.)
- (2) students who plan to teach mathematics in the schools. (Recommended courses for secondary teachers: Math 103, 104, 205, 251, 261, 311-312, 321,

362, 441, 464, and 470, and Computer Science 290.)

- (3) students who need mathematics for practical or theoretical applications in another discipline. (Recommended courses for students in Biology or the Social Sciences: Math 111, 112, 161, and either 109 or 103-104, and Computer Science 290. Recommended courses for students in the Physical Sciences: Math 103, 104, 205, 111, 112, 251, 261, 311-312, 423, and 452, and Computer Science 290.)
- (4) students who wish to "round out" their liberal arts education with courses in mathematics that give them some perspective on the place of mathematics in our society. (Recommended courses: Math 111, 161, and either 109 or 103-104.)

Requirements for a B.A. or B.S. degree with a major in Mathematics:

- (1) Mathematics 103, 104, 205, 261, 321, 322, 362, 363, and three credits of 471.
- (2) Computer Science 290.
- (3) Physics 101-102, 103-104.
- (4) At least three additional three-credit mathematics courses numbered above 200, excluding 470 and computer science courses.
- (5) Successful completion of Comprehensive Examinations covering mathematics and computer science courses used to satisfy major degree requirements.

Requirements for a B.A. or B.S. degree with a major in Computer Science/ Mathematics:

- (1) Computer Science 290, 292, 293, and either 394 or 397.
- (2) Mathematics 103, 104, 205, 261, and either 321 or 362.
- (3) At least four additional three-credit computer science courses numbered above 300, excluding mathematics courses. (Physics 402 and 403 are both considered computer science courses for this purpose.)
- (4) At least one additional three-credit mathematics course numbered

above 300, excluding computer science courses.

- (5) Successful completion of Comprehensive Examinations covering mathematics and computer science courses used to satisfy major degree requirements.

Requirements for a B.A. or B.S. degree with a major in Mathematics/Economics:

- (1) Economics 101-102, 301, 302, 307, 320, and 485-486.
- (2) One course from one of the following areas:
 - (a) Domestic issues: Economics 201, 205, 206, 209.
 - (b) International issues: Econ. 310, 312.
- (3) Mathematics 103, 104, 205, 251, 261, and 311-312.
- (4) Computer Science 290.
- (5) Successful completion of Comprehensive Examinations covering mathematics courses used to satisfy major degree requirements.

Requirements for a B.A. or B.S. degree with a major in Mathematics/Business Administration:

- (1) Mathematics 103, 104, 205, 251, 261, and 311-312.
- (2) Computer Science 290.
- (3) Economics 101-102, 301, and 302.
- (4) Business Administration 241-242, 351, 361, 371, and 468.
- (5) Successful completion of Comprehensive Examinations covering mathematics courses used to satisfy major degree requirements.

Requirements for a B.A. or B.S. degree with a major in Business Administration/Computer Science:

- (1) Economics 101-102, 301, and 302.
- (2) Business Administration 241-242, 351, 361, 371, and 486.
- (3) Mathematics 111-112 (or 311-312), 103-104, and 261.
- (4) Computer Science 290, 292, 293, 391 or 397, and one course numbered above 300.
- (5) Successful completion of Comprehensive Examinations covering mathematics and computer science

courses used to satisfy major degree requirements.

Recommended courses for students planning to do graduate work in mathematics: selected courses from Math 251, 311-312, 423, 431, 464, 481, and 482, as well as Honors in Mathematics.

Recommended courses for students interested in applied mathematics: selected courses from Math 251, 311-312, 423, and 452, and all computer science courses.

Honors in Mathematics, Computer Science/Mathematics, Mathematics/Economics, Mathematics/Business Administration, or Business/Computer Science:

- (1) Required courses: fulfillment of the requirements for a major.
- (2) Honors course: readings, research, and a research and/or expository thesis.
- (3) Comprehensive examinations: one examination on the special subjects covered in the honors course and outside reading, in addition to the examinations for a major.

COURSE OFFERINGS IN MATHEMATICS

The offering of courses denoted by • may depend on student demand and staff availability.

102. Elementary Functions. (Fa) [3] N

The emphasis in this course is on polynomial, rational, trigonometric, exponential, and logarithmic functions, with an introduction to limits and infinite series.

103. Calculus I. (Fa,Sp) [3] N

This is the first course of a rigorous three course calculus sequence: functions, limits, continuity, the derivative, applications of the derivative, and the definite integral. Prerequisite: Math 102, or a good background in high school mathematics, including trigonometry. (Note: Credit cannot be earned for both Math 103 and Math 109 unless approved by the department.)

104. Calculus II. (Fa,Sp) [3] N

A continuation of Math 103: inverse functions, logarithm and exponential functions, techniques of integration, applications of the definite integral, sequences and series, and polar coordinates. Prerequisite: Math 103.

109. Differential and Integral Calculus. (Fa,Sp) [3] N

This one-term course presents an overview of calculus: limits, the derivative and applications, the definite integral and area, the fundamental theorem of calculus, integration by substitution and by parts, exponential and logarithmic functions, and partial derivatives. Prerequisite: Two years of high school algebra and one year of geometry. (Note: Credit cannot be earned for both Math 109 and Math 103 unless approved by the department.)

111. Elementary Probability and Statistics I. (Fa,Sp) [3] N

This course, the first of a two course sequence, includes the following topics: descriptive statistics, sample spaces, counting procedures, compound events, random variables, discrete and continuous probability distributions, expectation, estimation, and hypothesis testing. The computer statistical package MINITAB will be used as a tool. (Students who have already had Math 104 should consider taking Math 311-312 instead.)

112. Elementary Probability and Statistics II. (Sp) [3] N

A continuation of Math 111: correlation, regression, analysis of variance, and non-parametric tests. The computer statistical package MINITAB will be used as a tool. Prerequisite: Math 111.

161. Linear Methods. (Sp) [3] N

Topics include systems of linear equations, vectors, matrices, matrix inversion and applications, linear programming, finite Markov chains, and game theory.

205. Calculus III. (Fa) [3] N

A continuation of Math 104: vector calculus, functions of several variables, partial

derivatives, multiple integrals, line integrals, and elementary differential equations. Prerequisite: Math 104.

251. Differential Equations. (Fa) [3] N

The theory, methods, and applications of differential equations of the first and second order, and linear differential equations of higher order, as well as an introduction to partial differential equations. Prerequisite: Math 205.

261. Linear Algebra. (Sp) [3] N

Topics include systems of linear equations, matrices, determinants, complex numbers, vector spaces, linear transformations, eigenvalues, and eigenvectors. Attention is given to proofs. Prerequisite: Math 104.

311-312. Probability and Statistics.

(Fa,Sp) [3-3] N

Topics include probability spaces, discrete and continuous random variables, independence, expectation, characteristic functions, the Central Limit Theorem, point and interval estimation, hypothesis testing, and regression. Prerequisite: Math 205. (Alternate years, offered 1989-90.)

321-322. Real Analysis. (Fa,Sp) [3-3] N

Topics include the real and complex number systems, metric spaces, sequences and series, continuity, and differentiation, as well as topics selected from the Riemann and the Riemann-Stieltjes integrals, sequences and series of functions, functions of several real variables, and Lebesgue theory. Emphasis is on careful proof. Prerequisite: Math 205. (Alternate years, not offered 1989-90.)

362-363. Abstract Algebra. (Fa,Sp) [3-3] N

An introduction to axiomatic algebraic structures. Topics include groups, subgroups, permutation groups, cyclic groups, normal subgroups, quotient groups, homomorphisms, isomorphisms, rings, integral domains, polynomial rings, ideals, quotient rings, fields, and extension fields. Additional topics may include finite fields, Galois theory, and advanced topics from linear algebra. Prerequisite: Math 261. (Alternate years, offered 1989-90.)

390. Numerical Analysis. (Fa) [3] N

A study of computational methods for solving problems in science and engineering; floating point arithmetic, rounding and truncation errors, solution of equations, numerical differentiation and integration, interpolation, initial and boundary value problems, and solution of systems of linear equations. Most algorithms will be implemented using FORTRAN. Prerequisites: Math 205, Math 261, and CS 290. (Alternate years, offered 1989-90.)

395. Operations Research. (Fa) [3] N •

A study of mathematical and computational methods for resource allocation and optimization: linear programming and the simplex algorithm, integer programming, nonlinear optimization, game theory, queueing theory, Markov chains. Prerequisites: Math 104, Math 261, and CS 290. (Alternate years, offered 1989-90.)

423. Complex Analysis. (Sp) [3] N •

Topics include the complex numbers, functions of a complex variable, analytic functions, the logarithm and related functions, and integrals, as well as topics selected from power series, Laurent series, residues and poles, conformal mapping, analytic continuation, and Riemann surfaces. Prerequisite: Math 205. (Alternate years, not offered 1989-90.)

424. Fourier Analysis. (Sp) [3] N •

Topics include inner products and orthogonality, trigonometric series, Fourier coefficients and series, and Fourier transforms and integrals, as well as topics selected from convolution, Parseval's identity, the Plancherel theorem, and questions of convergence. Prerequisite: Math 261 and Math 321. (Alternate years, offered 1989-90.)

431. Topology. (Sp) [3] N •

Topics selected from sets, functions, metric spaces, topological spaces, separation properties, compactness, connectedness, the Stone-Weierstrass theorem, mapping theorems, metrization, and plane topology. Prerequisite: Math 205. (Alternate years, offered 1989-90.)

441. Geometry. (Fa) [3] N •

An axiomatic development of Euclidean and non-Euclidean geometries, especially intended for those who plan to enter the teaching profession. Prerequisite: Math 261 or permission. (Alternate years, offered 1989-90.)

452. Applied Mathematics. (Sp) [3] N •

Topics selected from vector analysis, series solution of differential equations, Legendre and Bessel functions, boundary value problems, orthogonal functions, Fourier series, partial differential equations, complex variables, and mathematical physics. Prerequisite: Math 251. (Alternate years, offered 1989-90.)

455-456. Readings in Mathematics.

(Fa-Sp) [1 to 3]

This course allows students to do advanced work not provided for in the regular courses. Its content will be fixed after consultation with the student and in accord with his or her particular interests. Prerequisite: permission.

464. Foundations of Mathematics.

(Sp) [3] N •

Topics selected from axiomatic set theory, model theory, recursive functions, the first order predicate calculus, logic, and Gödel's incompleteness theorem. Prerequisite: Math 362. (Alternate years, offered 1989-90.)

470. The Teaching of Mathematics.

(Sp) [3] •

The organization and presentation of subject matter to students of high school age. Simulated teaching is a significant part of the class. (See also Education.) Prerequisite: permission. (Alternate years, offered 1989-90.)

481. Graph Theory. (Fa) [3] N

Topics include connectivity, hamiltonicity, matchings, girth, factorizations, graphs and groups, graph colorings, graphical enumeration, and an introduction to Ramsey theory. Corequisite: Math 362. (Alternate years, offered 1989-90.)

482. Combinatorics. (Sp) [3]N

This course will consist of a study of basic counting principles, Ramsey theory, the inclusion-exclusion principle, recurrence relations, generating functions, partially ordered sets, systems of distinct representatives, combinatorial designs, and an introduction to coding theory. May be taken before Math 481. Corequisite: Math 362. (Alternate years, offered 1989-90.)

471. Junior Symposium.

485. Senior Seminar. (Fa,Sp) [1]

A weekly meeting featuring oral presentations by students. At least three formats are possible: a sequence of independent talks, a sequence of talks with one central theme, and problem-solving sessions. Prerequisites: Math 205 and permission.

495-496. Honors Tutorial in Mathematics. (Fa,Sp) [3 to 6]

Prerequisite: permission.

COURSE OFFERINGS IN COMPUTER SCIENCE

The offering of courses denoted by • may depend on student demand and staff availability.

290. Structured Programming. (Fa,Sp) [3]N

An introduction to programming techniques and algorithms using Pascal. Topics include algorithms (e.g., numerical, text manipulation, searching, sorting), arrays, records, files, pointers and dynamic data structures, and recursion. Prerequisite: equivalent of one year of computer programming in high school or consent of instructor.

292. Discrete Structures and Algorithms. (Sp) [3]N

An introduction to mathematical foundations of computer science. Topics include mathematical proofs, induction, set theory, graph theory, relations and functions, partial orders, Boolean algebras, number systems and modular arithmetic, and searching and sorting algorithms. Prerequisite: CS 290.

293. Data Structures. (Fa) [3]N

A study of data structures such as linked lists, stacks, queues, trees, multi-dimensional arrays, sequential- and random-access files, and databases. Additional topics may include recursion, sorting, searching, hashing, and complexity. Prerequisite: CS 290.

390. Numerical Analysis. (Fa) [3]N

A study of computational methods for solving problems in science and engineering: floating point arithmetic, rounding and truncation errors, solution of equations, numerical differentiation and integration, interpolation, initial and boundary value problems, and solution of systems of linear equations. Most algorithms will be implemented using FORTRAN. Prerequisites: Math 205, Math 261, and CS 290.

391. Database Systems. (Sp) [3]N •

A study of databases and database management systems: their organization, capabilities, and the limitations of data models. Topics include relational, hierarchical, and network databases, data languages, and integrity, security, and synchronization. Prerequisite: CS 293. (Alternate years, offered 1989-90.)

392. Operating Systems. (Sp) [3]N

A study of computer operating systems and their construction: basic structure, layered systems, virtual machines, and management of processes, processors, storage, and scheduling. Prerequisites: CS 293. (Alternate years, offered 1989-90.)

394. Automata Theory. (Fa) [3]N •

The study of theoretical models for computing: finite automata and regular languages, push-down automata and context-free languages, and Turing machines and computability. Prerequisite: CS 292.

395. Operations Research. (Fa) [3]N •

A study of mathematical and computational methods for resource allocation and optimization: linear programming and the simplex algorithm, integer programming, nonlinear optimization, game theory, queueing theory, Markov chains. Prerequisites: Math 104, Math 261, and CS 290.

397. Computer Organization and Assembly Language. (Fa) [3] N

A study of digital computer organization: buses, registers, processors, storage, computer arithmetic, data representation, instructions, addressing modes, operating system input/output, macros, conditional assembly and use of libraries, low-level hardware organization and microprogramming. Prerequisites: CS 292. (Alternate years, offered 1989-90.)

tegitally located in various academic buildings on campus. Microcomputer rooms are also located in the math building and in Kennedy Hall.

455-456. Readings in Computer Science. (Fa-Sp) [1 to 3]

This course allows students to do advanced work not provided for in the regular courses. Its content will be fixed after consultation with the student and in accord with his or her particular interests. Prerequisite: permission.

495-496. Honors Tutorial in Computer Science. (Fa-Sp) [3 to 6]

Prerequisite: permission.

499. Topics in Computer Science. (Fa,Sp) [3] N •

Examples of possible topics:

Artificial Intelligence: an introduction using either LISP or Prolog. Prerequisite: CS 290.

Computer Graphics: data structures for representation of images, hidden line algorithms, shading, animation. Prerequisite: CS 293, Math 261.

Theory of Algorithms: top-down algorithm design, implementation, complexity theory. Prerequisite: CS 292, CS 293.

Programming Languages: a comparative survey of various assembly, structured, and object-oriented computer languages. Prerequisite: CS 292, CS 293.

Computer Facilities

Rhodes College's main computer resources for academic and administrative uses are a DEC VAX-11/785 and a DEC VAX-11/750, both located in the Computer Center in Room 300 of Palmer Hall. The VAX-11/785 is available to students for academic purposes. The main bank of terminals is located on the ground floor of Burrow Library, with other terminals stra-

MUSIC

PROFESSOR

Charles L. Mosby. B.M., Rhodes College; M.M., Florida State University. Student at the University of Chicago. Pupil of Myron Myers, Carlisle Floyd, Ernst von Dohnanyi. Soloist, Memphis Symphony Orchestra. (Piano, music literature.)

ASSOCIATE PROFESSORS

Diane M. Clark. *Chair.* B.M., Rhodes College; M.M., Indiana University; Doctor of Arts, University of Mississippi. Pupil of Neumon Leighton, Zinka Milanov, Martha Lipton, Wiley Tatum, Larry Frazier, Vera Scammon, Jack Eric Williams, Wesley Balk. (Voice, music literature.)

Tony Lee Garner. B.M., Rhodes College; M.M., Memphis State University. Pupil of Neumon Leighton and Isaac Van Grove. Chair, Department of Theatre and Media Arts; Artistic Director, McCoy Theatre. Director of Music, Evergreen Presbyterian Church. (Conductor, Rhodes College Singers.)

David Ramsey. B.M., Rhodes College; S.M.M., Union Theological Seminary, New York. Pupil of Adolph Steuterman, William Gravesmill, Alec Wyton, Vernon de Tar. Director of Music and Organist, St. John's United Methodist Church. (Organ, music theory; Associate Conductor, Rhodes College Singers.)

ASSISTANT PROFESSOR

Thomas E. Bryant. B.M., M.M., University of Georgia; D.M., Northwestern University; Rotary International Fellowship to the Vienna Academy of Music. Pupil of Despy Karlas, Jane Douglas, Hans Petermandl, Maria Regina Seidlhofer-Luponi, Donald Isaak; studies in accompanying with Laurence Davis, Erik Werba. (Piano, music theory and literature; faculty/student accompanist.)

PART-TIME INSTRUCTORS

Marsha M. Evans. B.M., Rhodes College; M.M., Memphis State University. Pianist,

Memphis Symphony Orchestra. (Piano; Rhodes College Piano Trio.)

Max Huls. B.F.A., Stephens College; M.M., Memphis State University. Concertmaster, Opera Memphis; Assistant Concertmaster, Memphis Symphony Orchestra. (Violin, viola, instrumental ensembles; Rhodes College Piano Trio.)

Charlotte McLain. B.M., Indiana University; M.M., George Peabody College; Aston Magna Academy of Music; organ pupil of Oswald Ragatz, Scott Withrow; harpsichord pupil of Albert Fuller, Paul Maynard, Edward Parmentier. 1981-82 Mid-South Artists residency. (Harpsichord, musicology; music librarian.)

Linda Minke. B.M., Northern Michigan University; M.M., Memphis State University. Pupil of Douglas Graves, Peter Spurbeck. Assistant Principal cello, Memphis Symphony Orchestra; Peninsula Musical Festival Orchestra. (Cello; Rhodes College Piano Trio.)

ADJUNCT INSTRUCTORS

Steven E. Baker. B.M., Middle Tennessee State University; M.M., Memphis State University. (Guitar.)

Paula M. Bert. B.A., University of Mississippi; M.A.T., Memphis State University. Oboe, Germantown Symphony Orchestra. (Oboe, Rhodes College Woodwind Quintet.)

John Clouser. Temple University. Pupil of Bernard Garfield, Leonard Sharrow, Matthew Ruggerio. Principal bassoon, Memphis Symphony Orchestra. (Bassoon, Rhodes College Woodwind Quintet.)

Russell E. DeVuyst. B.M.E., Boston Conservatory of Music; M.M., New England Conservatory of Music. Pupil of Charles Schlueter, William Vacchiano, Mel Broiles, André Come. Performed with orchestras in Venezuela, Mexico City, and Turin, Italy. Principal trumpet, Memphis Symphony Orchestra. (Trumpet)

Rena Feller. B.M., Oberlin College; M.M., The Juilliard School. Memphis Symphony Orchestra. (Clarinet, Rhodes College Woodwind Quintet.)

Catherine S. Fletcher. B.M., Lambuth College; M.A., Middle Tennessee State University. Pupil of Daniel Fletcher, Jerry Perkins, Don Honeycutt; 1985 First Prize Winner, Masters Piano Competition, Memphis State University. (Piano.)

Patricia Gray. B.A., Rhodes College; M.A., Memphis State University; Ph.D., Washington University. (Piano.)

Robin McDermott. B.A., Rhodes College; M.M., New England Conservatory of Music. Pupil of Gabriel Chodos, Robert Eckert, Samuel Viviano. (Piano.)

Rene Miska. B.M., DePauw University; M.M., New England Conservatory of Music. Pupil of Claude Monteux, John Heiss, Ervin Monroe, Anne Reynolds. Piccolo, Memphis Symphony Orchestra. (Flute.)

Robert Patterson, Jr. B.A., Oberlin College; M.M., Memphis State University. (French horn, Rhodes College Woodwind Quintet.)

Barbara D. Posner. B.M., Baylor University; M. M., University of Tennessee. (Voice.)

Lenore B. Schmidt. B.S., Ithaca College; M.M., University of Michigan; Ph.D., Florida State University. (Piano.)

Marian Shaffer. B.A., Stephens College; M.A., Memphis State University. Pupil of Mimi Allen. Fulbright Scholarship to Cologne, Germany; student at the Vienna Academy of Music. Principal harp, Memphis Symphony Orchestra. (Harp.)

Mark Vail. North Texas State University. Pupil of David Waters, John Kitzman, Leon Brown, Paul Baur. Bass trombone, Memphis Symphony Orchestra. (Trombone, tuba.)

INSTRUCTORS IN THE MUSIC ACADEMY

Elizabeth Sanders Eckert, Director. B.A., Rhodes College; M.M., Memphis State University. Pupil of Robert Eckert, Daniel Fletcher. (Suzuki piano.)

Karen Casey. B.M., University of Miami; M.M., Memphis State University. Pupil of Victor Stern, Jack Abell. Violist, Memphis Symphony Orchestra, Fontaine Trio. (Suzuki violin, viola.)

Virginia Hopkins. B.A., Agnes Scott College; M.M., New England Conservatory. Pupil of Eleanor Steber, Mark Pearson, John Moriarty, Raymond Gibbs, Diane Clark, Beverly Hay. (Voice.)

Suzanne Hopper. B.A., Memphis Academy of Arts; Memphis State University. (Suzuki piano.)

Janice Horn. B.M., Rhodes College, M.S., Wheelock College. (Suzuki violin.)

Linda S. Jackson. B.M., M.M., Memphis State University. Pupil of Shinichi Suzuki, Haruko Kataoka. (Suzuki piano.)

Ellis Julien. B.A., Hope College; M.M., University of Illinois; D.M.A., Memphis State University. Pupil of Richard Paige, Leslie Chabay. Assistant Professor, Arkansas State University. Cantor/Choirmaster, Blessed Sacrament Catholic Church, Jonesboro, AR. (Rhodes Studio for Changing Voices.)

JoRe King. University of Mississippi; Memphis State University. (Suzuki piano.)

Kristina Koneczny. M.A., Wroclaw Academy of Music. (Piano.)

Jin Lee. B.M., Peabody Conservatory of the Johns Hopkins University; M.M., Boston University, School of the Arts. Assistant Principal first violin, Memphis Symphony Orchestra. (Violin.)

Doris Shifflette. B.M.E., Memphis State

University. Orff Schulwerk specialist, Memphis City Schools. (Kindermusik, Orff Schulwerk, Suzuki theory.)

Jane Sohm. B.M., Rhodes College. Pupil of Lois Maer. (Piano.)

Ann T. Spurbeck. B.M., University of Miami; M.M.E., Indiana University. Violin, Memphis Symphony Orchestra. (Suzuki violin.)

The Department of Music at Rhodes has been accredited by the National Association of Schools of Music since 1937. Within the framework of the liberal arts education, the main goal of the music curriculum is to assist students in developing aesthetic skills: the ability to express oneself artistically, to exercise the imagination, and to recognize quality. Students are encouraged to become aware of the great variety of musical styles, both past and present, and to recognize the wide range of musical activity currently available. They are invited to explore their individual interests in music and to discover ways to apply their own musical capabilities within society. The Bachelor of Arts degree in music prepares students for graduate studies, serves as background for careers in a wide variety of areas, and aids persons in developing a satisfying avocation.

Requirements for the

Bachelor of Arts degree in Music:

The Bachelor of Arts degree, while requiring a full program in music, is oriented toward the liberal arts concept of education. Students from a wide variety of backgrounds are welcome to pursue this degree. In addition to the college degree requirements listed elsewhere, the following courses are required for all music majors: Music 101, 103*, 160-174 (16 hours, 12 of which must be in the principal instrument), 205, 305-306, 405-406, 485-486, and 9 hours of music electives. Total music hours: 50. (*If a student is able to test out of 103, he/she may substitute 3 hours of music electives.)

COURSE OFFERINGS

THE DISCOVERY OF MUSIC

These courses introduce the student to the fundamental concepts of music and the variety of forms and styles of musical expression.

101. Music—A Sound Experience. (Fa,Sp) [3] F

A course which encourages the student to experience, through reading and listening, the great variety of western music from 1600 to the present day.

103. The Language of Music. (Fa,Sp) [3] F

A course designed for the student who has a desire to learn the fundamental workings of music, such as note-reading, note values, rhythm, meter, melody, intervals, and easy harmonic analysis.

107. The American Musical Scene. (Fa or Sp) [3] F

A survey of American music from 1870 to the present, to include jazz and popular trends as well as concert music.

114. Women in Music (Fa or Sp) [3] F

A survey of the contributions of women musicians, both composers and performers, to western music from 1600 to the present day.

115. Words on Music. (Fa or Sp) [3] F

A literary approach to the study of music that examines essays on various aspects of the art as seen by Copland, Berlioz, Tovey, Schweitzer, etc. Specific illustrative musical compositions are included.

116. Music and Society. (Fa or Sp) [3] F

A social history of musical expressions prevailing in western music from 1700 to the present day. Music developments will be examined in relationship to the social and political conditions of their contemporary periods.

117. Folk and Traditional Music in Non-Western Cultures. (Fa or Sp) [3] F

An exploration of various non-Western

music systems, with special emphasis on those of India, China, Japan, Indonesia and primitive societies, approached through their basic musical elements.

118. Black Music in America. (Fa or Sp) [3] F

A survey of the Black cultural music tradition, its special characteristics, and its significance in America and in the world.

119. Music in the Cinema. (Fa or Sp) [3] F

A study of music and its use in the medium of the motion picture. Students will become familiar with the adaptation of western classical music and popular classics to the motion-picture soundtrack.

THE ART OF MUSIC

These courses invite the student to explore the assortment of musical styles found in the western musical tradition. The intrinsic qualities of the music will be examined both aurally and visually while placing the music in its larger historical and cultural context.

205. Intermediate Music Theory. (Sp) [3] F

A course which further develops the skills and techniques introduced in Music 103, including emphasis on style and harmonic analysis. Prerequisite: Music 103 or satisfactory score on departmental test.

305-306. Visual and Aural Skills for the Musician. (Fa-Sp) [3-3]

These courses emphasize the development and application of musical concepts for the practicing musician. Included are visual and aural skills such as analysis, ear training and sight singing. Prerequisite: Music 205.

405-406. European Musical Heritage. (Fa-Sp) [3-3]

These courses trace the development of western musical style from the time of its earliest written records to the present. This development will be placed in dialogue with materials from social or intellectual history, literature, and other arts.

485-486. Senior Seminar. (Fa-Sp) [2-2]

This seminar seeks to develop a comprehensive view of the field of music as an academic discipline.

Music majors and faculty will consider together a variety of topics in the field. Student participation will culminate in one of the following senior projects:

- (1) The preparation of an extensive research paper and the presentation of a lecture/demonstration related to the paper.
- (2) The presentation of a full-length recital and the preparation of a research paper related to the recital literature.

495-496. Honors Tutorial. (Fa-Sp) [3-6, 3-6]

THE PERFORMANCE OF MUSIC

These courses provide the student an opportunity to participate in private instruction, small ensembles, performance classes, and large performing groups.

Private Music Instruction

Private instruction is available to students of all levels, including beginners. Students register each term for a specific number of hours to be earned that term, normally one for non-majors and not more than two for majors. The 100 level numbers refer only to the instrument involved and do not indicate proficiency.

Please note that there is an extra fee for private music instruction except for music majors. The student will be charged the full amount of the fee upon completion of one private lesson even if the lessons are dropped at a later date.

- 160. Piano. (Fa,Sp) F
- 161. Voice. (Fa,Sp) F
- 162. Organ. (Fa,Sp) F
- 163. Violin/Viola. (Fa,Sp) F
- 164. Guitar. (Fa,Sp) F
- 165. Harpsichord. (Fa,Sp) F
- 166. Cello. (Fa,Sp) F
- 167. Harp. (Fa,Sp) F
- 168. French horn. (Fa,Sp) F
- 169. Flute. (Fa,Sp) F

- 170. Oboe. (Fa,Sp) F
- 171. Clarinet. (Fa,Sp) F
- 172. Bassoon. (Fa,Sp) F
- 173. Trumpet. (Fa,Sp) F
- 174. Trombone/Tuba. (Fa,Sp) F

180. Beginning Class Voice. (Fa or Sp)
[1] F

A laboratory course designed for the student who wishes to learn the rudiments of singing. Emphasis will be placed on basic tone production, diction, easy song literature, and simple stage etiquette. Class limited to 10 students.

181. Intermediate Class Voice. (Sp)[1] F
A continuation of Music 180 with emphasis on general vocal production, voice classification, more advanced song literature, and advanced diction studies, including the International Phonetic Alphabet. Class limited to 10 students. Prerequisite: Music 180 or permission of instructor.

Ensembles

190. Rhodes College Singers. (Fa,Sp)
[1,1] F

This is an internationally known touring ensemble. For over fifty years the Singers have toured in the United States and for eleven years they have toured abroad. They have appeared numerous times with orchestras and have made several recordings. There are numerous opportunities for student leadership in the management of local concerts, domestic concerts, and foreign tours.

196. Selected Ensembles. (Fa,Sp) [1] F

Competent players of orchestral instruments will prepare music for performance ranging from duets to works of orchestral dimensions. Groups are organized and coached by faculty artists.

Piano students may earn credit for studio and/or recital accompanying of vocalists or instrumentalists.

PHILOSOPHY**PROFESSORS**

William Larry Lacy. *Chair. The First Tennessee Bank Professor of Philosophy.* B.A., Rhodes College; Ph.D., University of Virginia. (Philosophy of religion; ethics; existentialism.)

James W. Jobes, Jr. B.A., St. John's College; Ph.D., University of Virginia. (Greek and medieval philosophy; analytic philosophy; aesthetics.)

ASSOCIATE PROFESSOR

Robert R. Llewellyn. *Associate Dean of Academic Affairs.* B.S., Davidson College; M.A. and Ph.D., Vanderbilt University. (Philosophy of science; history of philosophy.)

COLLEGE LECTURER

Frederic Michael McLain. *The R.A. Webb Professor of Religious Studies.* (Philosophy of religion; history of philosophy.)

The Department of Philosophy offers a wide range of courses. The study of philosophy has traditionally included efforts to answer certain large and important questions, for example, questions about the nature of things, about values and human obligations, and about the ways and limitations of understanding. It has also usually been characterized by a careful and critical spirit in dealing with such questions.

Philosophy for Non-Majors. Philosophy 201 and 202, preferably but not necessarily taken in sequence, are the places to start for majors and non-majors alike. The courses are intended to be primarily courses in philosophy, and not in the history of ideas. Besides 201-202, the non-major may consider a number of other courses in the department not requiring prerequisites. These include: 203, perhaps of particular interest to students in the arts, literature, and music; 206 and 304, relevant to many disciplines; 310, which bears chiefly upon the natural sciences, but also upon the social sciences, notably psychology; and

334 and 350, dealing with some central questions about religion. Some upper level historical and topical courses might be taken by students without prior work in philosophy, under special circumstances, but a prior consultation with a member of the department is advisable.

A Major in Philosophy. A major in philosophy may meet the interests of the following students:

(a) Those professionally interested in philosophy who plan, after doing graduate work, to teach. (But such students should note that in recent years college teaching positions in philosophy, as in many subjects, are hard to find.)

(b) Those preparing themselves for post-graduate work in law, medicine, or theology, or for employment in government, business, or social service. The major in philosophy should be combined with suitably chosen work in other fields.

(c) Those who undertake the major for personal satisfaction, or as a path in the pursuit of a liberal education, without intending to become professional philosophers.

(d) Those wishing to combine philosophy with work in another department in an interdisciplinary major. A student with an idea for such a major, a wide variety of which are possible, should consult a member of the department.

Requirements for a major in Philosophy:

Philosophy 201, 202, 206, 304, and 16 additional hours in Philosophy.

Comprehensive**Examinations/Senior Seminar**

There are three examinations of three hours each. The first is on ancient and medieval philosophy, the second on philosophy from Descartes to the present. The third is divided between logic and a topic of special interest to the student. If sufficient student interest is present and a faculty member is available to conduct the course, a senior seminar may substitute for the comprehensive examinations.

Honors in Philosophy

- (1) Courses required: fulfillment of the requirements for a major in Philosophy.
- (2) Honors course: Philosophy 495-496.
- (3) Examinations: (a) the history of philosophy: ancient and medieval; (b) the history of philosophy: modern and contemporary; (c) logic; (d) oral examination on the Honors essay and related field.

COURSE OFFERINGS

201. Introduction to and History of Philosophy. (Fa) [3] H, L

An examination of philosophical methods, problems and ideas from early Greek through medieval philosophy. Reading and discussion of some main writings of the period. Occasional lectures.

202. Turning Points in Modern and Contemporary Philosophy. (Sp) [3] H

An examination of philosophers, from the 17th century to the present, who have given philosophy a new direction. Some of the philosophers to be considered are: Descartes, Hume, Kant, Nietzsche, Kierkegaard, James, Wittgenstein, and Sartre.

203. Aesthetics. (Sp) [3] H

A consideration of some philosophical problems which arise in connection with the description, interpretation, and evaluation of works of art.

206. Logic. (Sp) [3]

An introduction to deductive and inductive logic which studies methods and principles of argument, proof, and inquiry, the classification of formal and material fallacies, and problems of definition and meaning.

212. Philosophical Theology. (Fa) [3] H, L

A consideration of the philosophical basis and implications of religious belief and theological formulations. Such questions as the existence of God, the problem of evil, religious experience and the nature of

faith are discussed. (Same as Religion 212.) May be taken for either Philosophy or Religion credit but not for both.

232. Social Issues in Ethical and Religious Perspective. (Fa, Sp) [3] H, L

The same as Religion 232.

304. Ethics. (Fa) [3] H, L

A study of some of the major issues of philosophical ethics such as: the nature of the good life, basic moral rules, the nature of moral reasoning, the nature of moral judgments, the relation between ethics and religion, and principles of social and economic justice.

306. Quantificational Logic. (O.D.) [1]

An extension of Philosophy 206. Quantificational notation, expression of ordinary language sentences in the notation, and a method of quantificational deduction to establish the deductive validity of arguments. Prerequisite: Philosophy 206. (May ordinarily be taken in any term but must be cleared with department before registering.)

318. Metaphysics. (Fa) [3] H

An exploration of some major issue(s) such as materialism vs. theism, the mind-body problem, freedom and determinism. Prerequisite: permission of instructor.

319. The Foundations of Knowledge and the Philosophy of Science. (Fa) [3] H

An exploration of some of the major issues in the theory of knowledge, such as the nature of knowledge and justified belief, the possibility and limitations of human knowledge and justified belief, the ethics of belief, the nature of scientific explanation, the criteria for the confirmation of scientific hypotheses, the limits of the scientific method. (Not offered 1989-90)

350. Philosophy of Religion. (Sp) [3] H, L

An exploration in depth of a few major problems in contemporary philosophy of religion, such as the arguments for the existence of God, the problem of evil, the

meaningfulness of theological language, and the relationship of faith and reason. (Not offered 1989-90)

401. Plato and Aristotle. (Fa) [3] H
Substantial parts of Plato's *Republic* and of Aristotle's *Metaphysics* and *Nicomachean Ethics*. Prerequisite: Philosophy 201 or permission of the instructor.

410. Medieval Philosophy. (O.D.) [3] H,L
Selections by several writers, but with emphasis upon Aquinas. (Consult department one term in advance.)

415. Existentialism. (Sp) [3] H, L
A study of two somewhat contrasting existentialists.

416. Analytic Philosophy. (Fa) [3] H
Readings in analytic philosophy, including logical positivism, from Moore and Russell through Ryle, Austin, Wisdom, and Strawson. (Not offered 1989-90)

418. Some Contemporary Developments in Philosophy. (Sp) [3] H
Readings in recent analytic (and "post-analytic") philosophy. Prerequisite: Philosophy 416 or 202, or permission of the instructor. (Not offered 1989-90)

475-476. Problems in Philosophy. (Fa,Sp) [3-3]
A tutorial course for senior students only. Each student chooses his or her topic in consultation with the departmental faculty.

486. Senior Seminar. (Fa) [3]
A number of philosophical issues will be examined, with attention to classical and contemporary discussions of them. Attention will be given to relationships among the issues and to questions of method that apply to a variety of issues. The seminar will emphasize development of interpretive and critical skills. Essays will be written for class presentation. Active participation in class discussions will be expected. The last weeks of the course may be devoted to some recent book of wide and notable significance.

495-496. Honors Tutorial. (Fa-Sp) [6-6]
A tutorial course devoted in part to preparation of an Honors essay. Six credit hours each term.

PHYSICAL EDUCATION

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.

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

COURSE OFFERINGS

Seven Week Courses.

- 100 200 Varsity Sports (Fa,Sp)
- 101 201 Club Sports (Fa,Sp)
- 103 203 Beginning Tennis (Fa,Sp)
- 105 205 Intermediate Tennis
(Fa,Sp)
- 107 207 Beginning Golf (Fa,Sp)
- 111 211 Volleyball (Fa,Sp)
- 121 221 Beginning Racquetball
(Fa,Sp)
- 123 223 Intermediate Racquetball
(Fa,Sp)
- 124 224 Advanced Racquetball
(Sp)
- 125 225 Beginning Swimming
(Fa,Sp)
- 127 227 Intermediate Swimming
(Fa,Sp)
- 129 229 Beginning Basketball
(Fa,Sp)
- 154 254 Weightlifting (Fa,Sp)
- 157 257 Run for Fun (Fa,Sp)
- 173 273 Aerobics (Fa,Sp)
- 174 274 Advanced Aerobics
(Fa,Sp)
- 180 280 Yoga (Fa,Sp)
- 185 285 Ballet
- 195 295 Senior Life Saving (Sp)

PHYSICS

PROFESSOR

Jack H. Taylor. B.S., Rhodes College; Ph.D., Johns Hopkins University. (Infrared, atmospheric and optical physics.)

ASSOCIATE PROFESSORS

Edward A. Barnhardt. B.S., Rhodes College; M.S., Vanderbilt University. (Electronics and data analysis.)

Frederic R. Stauffer. B.S. and M.S., Bucknell University. (Infrared spectroscopy.)

John L. Streete. *Chair.* B.S., Rhodes College; M.S. and Ph.D., University of Florida. (Optical physics and solar astronomy.)

LABORATORY OF ATMOSPHERIC AND OPTICAL PHYSICS

Professor Taylor, *Director*

Professor Stauffer, *Associate Director*

The Department of Physics offers courses that serve the following students:

(a) those, from many disciplines and majors, who are interested in studying this fundamental natural science, dealing with such features of the world as time, space, motion, matter, electricity, electromagnetic radiation; (b) those intending to major in physics; (c) those not intending to major in physics, but whose majors or career goals require knowledge of physics. The last category includes biology and chemistry majors, and those students interested in medicine or dentistry, geophysics, meteorology, oceanography, astronomy, and various technical and scientific specialties.

Introductory Courses. For students in the humanities or social sciences, Physics 100 is an appropriate introduction to the field; or such students may take the 101 sequence, or the 107 sequence, with associated laboratories. A chemistry or biology major may take 107-108 or 101-102, and associated laboratories. An incoming first-year student intending to major in physics will normally take 101-102 and their asso-

ciated laboratories.

Advanced Placement. Students who have taken Advanced Placement Examinations should consult the chairperson of the department for appropriate placement.

Objectives for Majors. With a bachelor's degree in physics, a student is equipped for technical work in industrial and governmental laboratories.

A student may also teach in a secondary school. The job market for well-qualified high school physics teachers appears relatively more favorable than in some other fields at the secondary level. A prospective secondary school teacher should consult with the chairperson of the department of education early in the college career to arrange courses leading to a state teaching certificate.

If a student wishes to do advanced research in physics, or teach in a college or university, graduate school should be attended and the Ph.D. degree earned after graduation from Rhodes.

All physics majors are encouraged to develop their creativity by taking at least one directed inquiry in physics and to seriously consider the honors program if they should qualify.

Facilities. The College's six story Rhodes Tower houses 31 inch diameter and 24 inch diameter reflecting telescopes, an optical system for directing radiation from the sun into the various laboratories, a 70 foot long dark tunnel, machine shop, electronic and optics shops, spectrographs and radiometers, pedagogical and research laboratories, 2 kw ham radio station and many other specialized teaching and research facilities. The electrical measurements laboratory is particularly well-equipped. The electronics laboratory has been expanded and now includes five microcomputers.

Program. In addition to formal class and laboratory work, students are encouraged to try their hands at research. The majority of the department's research efforts are in the area of optical physics, which in-

cludes such things as astronomy, astrophysics, spectroscopy, atmospheric optics, atmospheric physics and infrared physics.

Much of the department's research efforts have been involved in field trips, in particular, total solar eclipse expeditions to study the physics of the solar atmosphere. The department has a long established tradition in this area, with past field trips to such places as the Canary Islands, Alaska, and Kenya. On all these expeditions every effort is made to take as many students as possible. These opportunities provide the students with truly meaningful undergraduate research experiences. The department makes a special effort to enable students to become innovative and creative.

The staff members assist in every way in obtaining interesting and professionally sound employment for upperclass physics majors during the summer months. Majors have gone to places such as the High Altitude Observatory (Boulder, CO), the Los Alamos Scientific Laboratory (Los Alamos, NM), and the Oak Ridge National Laboratories (Oak Ridge, TN).

Oak Ridge Science Semester

In cooperation with the Southern College and University Union, Rhodes participates in an Oak Ridge Science Semester program. This program makes it possible for selected majors to participate in supervised research and seminars at the Oak Ridge National Laboratory during the second semester of their junior or senior year. Credits earned in this program apply directly to degree requirements. Early application is needed, in order to make appropriate arrangements. Consult Professor Barnhardt for further information.

Requirements for a major in Physics leading to the B.A. degree:

- (1) Physics 101-102 (or 107-108 with the approval of Department Chairperson), 103-104, 205, 207, 211-212, 301, 303, 305, 485, and one additional course from 302, 306, 402, or 405.
- (2) Mathematics 103, 104, 205, and 251 or Computer Science 290.

- (3) Chemistry 111-111L and 112-112L or Biology 111-111L and 112-112L.

Requirements for a major in Physics leading to the B.S. degree:

- (1) Physics 101-102 (or 107-108 with approval of Department Chairperson), 103-104, 205, 207, 211-212, 301-302, 303, 305-306, 401, 405, 421, and 485.
- (2) Mathematics 103, 104, 205, 251, and 261. Computer Science 290 is strongly recommended.

Note: Students interested in a Physics major should take Physics 101-102 in the freshman year. The importance of mathematics in physics cannot be overemphasized, and prospective majors are urged to take four years of mathematics in high school. All prospective physics majors should consult with the chairperson before registration.

Comprehensive Examinations

Three comprehensive examinations are given to majors in the second semester of their senior year. The topics covered are:
For the B.S.—

- (1) Electricity and Magnetism and Optical Physics
- (2) Thermal Physics and Modern Physics
- (3) Classical Mechanics and Quantum Mechanics

For the B.A.—

- (1) General Physics
- (2) Electricity and Magnetism and Optical Physics
- (3) Modern Physics and Classical Mechanics

Honors in Physics

- (1) Courses required: those listed for the B.S. degree with a major in physics and honors tutorial.
- (2) Special laboratory research in a recognized branch of physics usually related to research being carried on by members of the department. A creditable thesis must be presented at the end of the year.
- (3) Examinations: An additional comprehensive examination covering the honors research.

COURSE OFFERINGS

100. Natural Science: Physics. (Fa) [3] N

An introduction to the principles, history, philosophy, and social implications of physics. Included are the vocabulary of the physical sciences, the reasoning behind the definitions, the experimental and theoretical method, examination of basic laws and postulates, and discussion of recent scientific discoveries and their social implications. Not open to premedical students, students who plan to major in one of the physical sciences or students who have successfully completed Physics 101, 107 or the equivalent. Two lectures and a third period for lecture-demonstration, laboratory, or discussion each week.

101-102. General Physics. (Fa-Sp) [3-3] N

The first semester will, in general, be devoted to a study of Newtonian mechanics, thermodynamics, introductory statistical mechanics, wave motion and sound. Electricity and magnetism, direct current and alternating current lumped-parameter circuit analysis, microwaves, optical physics, atomic structure, elementary quantum mechanics, nuclear structure and special relativity will normally constitute the second semester. Interesting and instructive demonstrations will accompany many of the lectures. This course is calculus-based. Prerequisite: A knowledge of algebra and trigonometry. Corequisite: Physics 103-104. Math 103 is a corequisite for Physics 101.

103-104. General Physics Laboratory. (Fa-Sp) [1-1]

Basic experiments in the topics covered in Physics 101, 102, 107, 108, designed to acquaint the students with typical experimental problems and to demonstrate many types of scientific apparatus. Normally taken concurrently with the lecture course.

107-108. Introductory Physics. (Fa-Sp) [3-3] N

A study of the classical fields of physics, with an introduction to modern physics. Satisfies the science sequence required for

the liberal arts and science curricula. Intended primarily for non-physics majors including chemistry and biology majors and those students who are considering the medical or dental fields. Corequisite: Physics 103-104. Prerequisite: A working knowledge of high school algebra and trigonometry.

205. Optical Physics. (Fa) [3]

A study of geometrical and physical optics. Image formations with thin lenses and mirrors. Third-order aberrations, apertures, stops & optical systems. Considers the behavior of electromagnetic waves in free-space and material bodies. Interference, diffraction, polarization and dispersion will be covered. Prerequisites: Physics 102 or 108. Corequisite: Mathematics 205.

207. Experimental Optical Physics. (Fa) [1]

A laboratory course designed to teach experimental techniques in optical physics. Lens and mirror systems, polarization, dispersion by prisms and diffraction gratings, radiation detectors and radiometry, interferometry, thin films and metallic reflection. Must be taken concurrently with the lecture course or at other times by special permission of the instructor.

211-212. Structure of Matter. (Fa-Sp) [3-3]

The aim of this course is to show how the macroscopic quantities describing matter in bulk can be related to each other in terms of the microscopic properties of molecules and their interactions. The importance of the force between atoms is emphasized.

Electromagnetic radiation and quanta will be discussed. The use of elementary wave mechanics will be applied to the electronic structure of atoms, molecules and solids.

An introductory treatment of nuclear physics will be given including such topics as nuclear structure, nuclear reactions, nuclear forces, models of the nucleus, subatomic particles, techniques of producing and studying nuclear particles.

Prerequisites: Physics 102 or 108. Corequisite for Physics 211 is Mathematics 205.

301-302. Electromagnetic Theory.

(Fa-Sp) [3-3]

Maxwell's field theory of electromagnetic properties of matter: Maxwell's equations, the electric and magnetic fields in vacuo, phenomenological treatment of the electrodynamics of ponderable matter. Prerequisites: Physics 102 or 108 and Mathematics 204.

303. Electrical Measurements

Laboratory. (Fa) [1]

A laboratory course designed to teach the fundamentals of electrical measurements: AC bridge measurements, nonlinear devices, filters, measurements at audio and radio frequencies. Must be taken concurrently with the lecture course or at other times by special permission of the instructor.

305-306. Classical Mechanics. (Fa-Sp) [3-3]

A study of the statics and dynamics of particle systems and material bodies, including motion in a central field, constrained motion; Lagrange's and Hamilton's equations, variational formulations, rigid body motion; elements of special relativity. Prerequisites: Physics 102 or 108 and Mathematics 205.

308. Fourier Analysis in Physical Systems. (O.D.) [3]

The examination of applications of Fourier Series and Integrals to selected physical systems. Includes, together with the basic mathematical background, a concentration on applications of Fourier analysis to areas of physics and engineering. Physical computing devices and analyzers will be liberally used. Two sixty minute lecture/seminars and one two-hour laboratory per week. Prerequisites: Three terms of calculus and Physics 303 or special permission of the instructor.

401. Quantum Mechanics. (Fa) [3]

The elementary formalism of quantum

mechanics. Theory of measurement. One dimensional problems, the harmonic oscillator; application of the Schroedinger equation to the study of the hydrogen atom and its spectrum; magnetic dipole moments, spin-orbit interactions. Perturbation theory. Special assignments. Prerequisites: Physics 302, 306 and Mathematics 251 or 452.

402. Electronics. (Sp) [3]

The basic concepts of digital electronics, including gates, flip-flops, latches, decoders, multiplexes, bussing, memories, shift registers, displays, counters, and arithmetic/logic circuits. Prerequisite: Physics 102 or 108. Corequisite: Physics 403. (Alternate years; not offered 1987-88.)

403. Electronics Laboratory. (Sp) [1]

The application of the principal types of digital circuit elements; emphasis is on the circuit implementation of logic decisions. Corequisite: Physics 402.

405. Thermal Physics. (Fa) [3]

An introductory study of thermodynamics and statistical mechanics from the unifying viewpoint of the quantum theory. Gibbs and Boltzman factors; Fermi-Dirac and Bose-Einstein distribution functions. Temperature, pressure and the monatomic ideal gas. Application to metals, white dwarf stars, photons and phonons. Consideration of the thermodynamic potentials. Prerequisites: Physics 102 or 108 and Mathematics 205.

407. Spectroscopy. (O.D.) [3]

Introduction to the quantum theory of atomic and molecular processes, and to the principal methods of investigation. Grating mountings and spectrograph design, high-resolution spectroscopy: wavelength and intensity measurements. Interferometric spectroscopy. Fourier spectroscopy. The special methods applicable to the ultraviolet, visible, and infrared regions of the spectrum. Two hours of lecture and not less than three of laboratory a week. Prerequisite: advanced standing in physics.

409-410. Topics in Theoretical Physics.
(O.D.) [1-3, 1-3]

A course in which subject matter to be treated on an advanced level will be chosen to meet the needs of the individual students. Enrollment only with permission of the instructor.

413. Microcomputer Programming and Interfacing. (Sp) [3]

The study and practice of assembly language programming of a microcomputer. The use of stacks, timers, interrupts and various addressing modes will be emphasized. Laboratory exercises will cover analog-to-digital-to-analog conversion, sampling, and servomechanisms. Two lectures and one laboratory period per week. Prerequisites: Physics 402 and 403 or consent of instructor. (Alternate years; offered 1987-88.)

415-416. Advanced Experimental Physics. (O.D.) [1-1]

Courses will be project oriented, tailored to the interests and needs of the students. General laboratory techniques may be included, such as vacuum and gas handling, deposition of thin films, optical testing procedures, photography, machine shop instruction. Projects would largely be spectrographic in nature, ranging from near ultraviolet to far infrared. Admission by permission of the instructor.

421. Modern Physics Laboratory.
(Fa) [1]

Experimental problems dealing with the crucial developments in modern physics. Measurement of the charge of the electron, charge to mass ratio of the electron, Planck's constant. Selected experiments in nuclear physics, electron spin resonance and nuclear magnetic resonance experiments. Senior standing or permission of the instructor.

485. Senior Seminar. (Sp) [1]

Organization, preparation and presentation of a major paper written in the style suitable for publication. Subject materials will come from recent articles in various professional journals. The course contains

strong oral and written components, with emphasis on technical accuracy, English grammar and construction, and clarity of expression. One meeting per week.

495-496. Honors Tutorial. (Fa-Sp) [3-3]
Open to candidates for honors in Physics. Special laboratory research in a recognized branch of physics, usually related to research being carried on by members of the department.

POLITICAL SCIENCE

ASSOCIATE PROFESSORS

Marcus D. Pohlmann. *Chair.* B.A., Cornell College; M.A., M.Phil. and Ph.D., Columbia University. (Urban politics; black politics; political economy; constitutional law.)

Michael P. Kirby. B.S., Wisconsin State University; M.A., Northern Illinois University; Ph.D., University of Wisconsin-Milwaukee. (Criminal justice; urban policy; computers.)

ASSISTANT PROFESSOR

Daniel E. Cullen. D.C.S., McGill University; M.A., Dalhousie University; Ph.D., Boston College. (Political Theory; American Politics; Constitutional Law.)

PART-TIME INSTRUCTORS

David E. England. A.B., Marquette University; M.P.A. and Ph.D., University of Georgia. (United States Politics.)

William E. Powell. B.S., University of Tennessee, Martin; M.P.A., Memphis State University. (Public Policy; Public Administration.)

The Department of Political Science offers the liberal arts student an opportunity to examine the nature of government and politics at the national, state, and local levels. Political science is concerned with the legal basis of government, how governments are and ought to be constituted, the decision making process, public policies, and the consequences of governmental action.

Students majoring in political science prepare for careers in fields such as law, government service, practical politics, criminal justice, teaching, hospital administration, and journalism. Access to nationally ranked law and graduate programs is facilitated by a program designed to provide students with analytical, reasoning and research skills, competence in written and oral expression, and training in computer usage. The department offers a unique internship program which allows

students to obtain credit by working with legal, political, and governmental organizations.

Political science students are provided with an overview of the discipline through Introduction to United States Politics and a basic course in political theory. In addition, the department encourages students to develop an expertise in one or more of the following areas:

A. Legal Studies. This area examines the relationship of law, courts, and the political system. Courses cover the judicial process, constitutional law and politics, the criminal justice system and civil liberties. The department provides academic and placement counseling on law schools.

B. Public Administration and Policy Studies. This field examines the management of public agencies and analyzes major substantive areas. Public administration courses are available on the budgetary process, the public administrator, agency formation and organizational behavior, and public personnel administration. Policy courses are available in urban policy and criminal justice, and specialized areas such as health policy.

C. Political Analysis. The department offers several approaches to the understanding and analysis of political issues. Studies in normative theory offer a unique approach to the understanding of major political themes by examining the ideas developed by a variety of theorists and the concepts found in contemporary literature. Quantitative problems are approached through a course which utilizes the College's computer facilities. Both technically and non-technically oriented students will find this course useful and interesting.

D. American Government and Politics. This field examines the institutions and processes of public policy-making. Courses are available on contemporary issues, political campaigns, the judicial process, urban politics and black politics.

Requirements for a major in Political Science include the following:

1. Political Science 151, either 212 or 214 and 485. Also History 152 and

- International Studies 200.
2. Seven additional courses (21 hours) in Political Science.
 3. It is suggested that the student observe the sequencing of courses indicated in the "Rationale for Course Numbering" below.

Political Science/International Studies

In order to meet the demands of students interested in both political science and international studies, an interdisciplinary major program is offered in Political Science/International Studies.

- A. *Required in Political Science*
 151 United States Politics
 200 Urban Politics
 212 Political Thought in the United States
 or
 214 Modern Ideologies
 370 Computers and Political Science
 Six additional hours in political science
- B. *Required in International Studies*
 100 Introduction to International Studies
 200 Introduction to Comparative Politics
 205 International Politics
 300 Theory and Methods of International Relations
 475 Senior Tutorial
 One of the following sequences in International Studies, for a total of six credit hours: 221-222 Russia; 243-244 Mideast; 263-264 East Asia; 261-262 China; 281-282 Europe; 371-372 Foreign Policy; 373-374 Defense Policy.
- C. *Required Cognate:*
 Economics 101-102

Rationale for Course Numbering

100-level and 200-level courses are designed as logical first courses in the discipline. 100-level courses are introductory surveys; 200-level are introductory but more substantively focused; 300-level are upper division courses with suggested prerequisites: 151 prior to 302/303/320/385/388/390, 151 and 200 prior to 316,

350 prior to 351/352/353; 400-level are seminars designed for majors.

COURSE OFFERINGS

151. United States Politics (Fa,Sp) [3] S
 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.

161. Contemporary Issues in Public Policy. (O.D.) [3]
 An analysis of selected national issues in public policy; their origin, development, and impact. Topics may include taxing and spending, energy, transportation, environmental protection, agriculture, equality, health, consumer protection, education, business, labor and welfare.

200. Urban Politics. (Sp) [3] S
 A critical introduction to urban America's fiscal and racial problems, formal and informal political processes, power structures, and alternative futures. Prerequisite: P.S. 151 or permission of the instructor.

212. Political Thought in the United States. (Fa) [3] S
 Origins and transitions of primary political movements, and their influences upon the governmental system of the United States and its policies. Includes foundations in Reformation and British political thought; revolutionary, sectional and federal controversies; and contemporary issues of the welfare state.

214. Modern Ideologies. (Sp) [3] S
 A critical survey and analysis of the major political ideologies developing during the 19th and 20th centuries. Conservatism; Utilitarianism, Utopian and Scientific Socialism; Fascism; and Liberation movements.

230. Black Politics. (Sp) [3] S

Critically analyzes a variety of political goals, strategies, and tactics espoused in the 20th century. Views of Booker T. Washington, Marcus Garvey, Martin Luther King, Jr., Malcolm X, Angela Davis and Thomas Sowell are among those normally considered.

302,303. Constitutional Law and Politics. (Fa,Sp) [3,3]

The federal judicial process and American constitutional principles are examined. Constitutional topics include the death penalty, gun control, church-state relations, abortion, euthanasia, affirmative action, press freedom, and presidential war powers. Prerequisite: P.S. 151 or permission of the instructor.

304. Trial Procedure. (Fa) [1]

Students study and practice trial procedure. Topics include opening statements, direct examination, cross examination, closing statements, objections, and impeaching a witness. Prerequisite: permission of the instructor. No more than 4 credit hours can be earned in Trial Procedure.

305. Mock Trial Participation. (Sp) [1]

Students prepare for and participate 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. Prerequisite: PS. 304 and invitation of the instructor. No more than 4 credit hours may be earned for Mock Trial Participation.

310. Political Themes. (Sp) [3]

A selective analysis of continuing conflict issues in normative political theory: the nature of justice; role of the state; power; alternative political systems; and the promotion of morality. Materials taken from contemporary writings.

316. Urban Policy. (Sp) [3]

Problems and processes of policy formation in the urban system: discussion of substantive policy areas such as housing

and community development. Prerequisite: P.S. 200 or permission of instructor.

320. Election Analysis. (O.D.) [1]

Investigation of a specific election. Course will be given in presidential election years and during other selected elections.

350. Public Administration. (Fa) [3]

Examines the organization, development, and operations of the public administrative system in the United States. Special focus on the role of bureaucracy in a democratic political system.

351. Budgetary Processes. (Sp) [3]

The fiscal decision-making process of governmental agencies as affecting the allocation and administration of revenues for public service areas on the national, state and local levels. Prerequisite: P.S. 350 or permission of the instructor.

352. Agency Formation and

Organizational Behavior. (Sp) [3]

Concepts and principles related to the organization and management of public agencies. Case studies in such selective areas as authority-responsibility, design, span of control, leadership, communication, and motivation. Prerequisite: P.S. 350.

353. Public Personnel Administration. (Sp) [3]

Structure, staffing, motivation, and evaluation of the public service system in the United States. Case studies in the recruitment and training of personnel, reward-disciplinary activities, collective bargaining, personnel benefits, and employer/employee relationships. Prerequisite: PS. 350.

370. Computers and Political Science. (Fa) [3]

The study of computer applications related to Political Science analysis.

385. Criminal Justice. (Sp) [3]

The study of criminal justice in urban areas; practices and purposes of enforcement agencies and courts; arrest; prelimi-

nary hearing; bail; jury; prosecution; trials; plea bargaining; sentencing; corrections, and probation. Justice in theory and practice. Prerequisite: P.S. 151 or permission of the instructor.

388. Seminar in Public Policy. (O.D.) [3]
An investigation of one subject area in public policy, offered in response to student demand. Topics might include energy, environment, transportation, agriculture, and health. Prerequisite: P.S. 151 or permission of the instructor.

390. Campaigns and Elections. (Sp) [3]
Emphasis on political campaign strategies and tactics, with discussion of the recruitment of candidates for public office; examination of practical politics; exploration of social science research on campaigns; voting trends; and public opinion. Prerequisite: P.S. 151 or permission of the instructor.

401-402. Seminar in the Political Process. (O.D.) [3]
An investigation of an important subject area within the discipline of political science offered in response to student demand. Topics might include the presidency, legislative process, political behavior, campaign design and strategy, and state politics.

420. Senior Seminar in Urban Policy. (Fa) [3]
A research seminar dealing with key issues in urban policy such as housing, transportation, and land use. The application of policy analysis techniques. Prerequisite: P.S. 316 or permission of the instructor.

450. Washington Semester. (Fa,Sp) [16]
A sixteen week study of national government in Washington, D.C.; consists of seminars, internship and research projects. Prerequisite: Consent of Director and special financial arrangements with the college are required.

460, 461. Public Affairs Laboratory. (Fa,Sp) [3, 3]
A directed internship with a selected le-

gal, governmental or community agency. Prerequisite: at least two of the following courses-P.S. 200, 230, all 300 level courses; and consent of department prior to placement.

485. Senior Seminar in Political Science. (Sp) [3]
An investigation of important subject areas within the discipline of political science. Topics might include the presidency, legislative process, political behavior, campaign design and strategy, state politics, and/or local politics.

495-496. Honors Tutorial. (Fa-Sp) [6-6]
This is an advanced tutorial, individually tailored to each honor student. It involves the preparation of a major independent research project.

PSYCHOLOGY

PROFESSOR

Herbert W. Smith. B.A. and M.A., East Texas State University; Ph.D., Florida State University. (Clinical psychology; developmental.)

ASSOCIATE PROFESSORS

F. Thomas Cloar. B.A., Rhodes College; M. A., Memphis State University; Ph.D., University of Alabama. (Sport psychology; animal behavior; operant conditioning and learning.)

Marsha D. Walton. *Chair.* B.A., M.A., Ph.D., University of North Carolina, Chapel Hill. (Developmental; psychology of women; language and thought.)

Christopher G. Wetzel. B.A., M.A., and Ph.D., University of North Carolina, Chapel Hill. (Social; industrial; attribution theory; decision making.)

ASSISTANT PROFESSORS

L. Charles Lemond. *Director of the Computer Center.* B.A., Rhodes College; M.A. and Ph.D., Vanderbilt University. (Cognitive processes; experimental design.)

Robert J. Strandburg. B.A., Amherst College; M.A., Ph.D., University of California at Los Angeles. (Physiological; perception; psychopathology.)

VISITING PROFESSOR

Allen Overton Battle. B.S., Siena College; M.A. and Ph.D., Catholic University of America. (Clinical psychology; psychopathology.)

The primary objective of **The Department of Psychology** is to offer a comprehensive understanding of the science of behavior and experience. Its second aim is to provide the education and experience related to a variety of interests/careers. This emphasis upon comprehensiveness and variety is reflected in both the faculty and facilities.

The psychology faculty's interests and educations range from physiological psy-

chology through such areas as personality, abnormal and social psychology, and into the concerns of humanistic psychology. Facilities include an observational research laboratory for child development and social interaction research, a human psychophysiology laboratory, and individual testing and interviewing rooms. Arrangements with the University of Tennessee Center for the Health Sciences, with numerous psychologists working in clinical and business settings in the city, and with various human services agencies allow for a variety of off-campus internships and practicum experiences. Students are individually supervised both in research on campus and in projects off campus.

Psychology for Non-majors. The study of human behavior is of interest to almost everyone and is relevant to many fields. The department offers two courses (Psychology 151 and 152) that provide a thorough and rigorous introduction to the discipline. All upper level courses list at least one of these two introductory courses as a prerequisite. The department has suggestions for particular courses that are most relevant for students in the following fields: business and industry, education, health science careers, law and government, religion, and social services. The chairperson or any department adviser will consult with non-majors about which courses are most appropriate for their particular needs.

The Psychology Major. The Rhodes psychology major develops an educational background favorable to a number of careers as well as a vocation in psychology. This is done by means of a core/career plan in which the student masters a core of fundamental psychology courses and, in addition, a cluster of studies appropriate to one of six career or interest areas.

The core of four courses is required of all majors. An additional twenty-one hours of coursework will be completed in the selected career/interest area. Six of these areas approved by the department are: (1) Academic or clinical psychology; (2) Business and industrial psychology; (3) Education (including guidance counseling and administration); (4) Law and

government; (5) Health careers (medicine, nursing, physical therapy, etc.); and (6) Social services. Students who do not choose to follow any of these recommended areas should propose an individual contract as early as possible, at least by the middle of the junior year. These individual contracts must include a laboratory and an individual project or practicum and are to be approved by the department. A detailed description of the approved course sequences is available from the department or from the Registrar.

Requirements for a major in Psychology:

1. Introductory Psychology (151 and 152)
2. Quantitative Aspects of Psychology (211)
3. One laboratory course in addition to any specified under the student's chosen area (302, 333, 334, 338, 406, 411)
4. Seven additional courses approved by the department.

Comprehensive Examinations

Comprehensive examinations, to be taken in the second term of the senior year, will consist of three components: a comprehensive, multiple choice exam on basic concepts, an essay exam that requires critical and integrative thinking about an important theoretical issue, and an essay which requires creative and thoughtful application of psychological principles to the student's own career and life goals.

Honors in Psychology

(1) In the spring of the junior year, a qualified psychology major, in consultation with a member of the psychology department, may develop a proposal for an honors program to be undertaken in the senior year. This proposed program must be discussed and approved by the psychology department before the petition to read for honors is submitted to the Individualized Studies Committee. The prospective honors student will normally enroll in Psychology 399 during the junior year.

(2) Courses required: Fulfillment of the requirements for a major in psychology and Psychology 495-496.

(3) Examinations: Honors students will be required to take oral examinations over the subject of the honors thesis.

(4) An honors thesis must be prepared on some special topic related to the general field of honors study. The thesis must be read and approved by two members of the psychology department before it is submitted to the Individualized Studies Committee.

COURSE OFFERINGS

151. **General Psychology.** (Fa,Sp) [3] S
A survey including social and biological bases for behavior, individual differences (intelligence, personality assessment) and psychopathology and treatment. Formerly Psychology 102.

152. **General Psychology.** (Fa,Sp) [3] S
A survey including learning, cognition, (sensory processes, perception, memory, thinking, language), and human development (thought, language, social). Formerly Psychology 101.

207. **The Psychology of Sport and Recreational Physical Activity.** (Fa,Sp) [3]

A consideration of the psychological factors underlying participation in a variety of physical activities, ranging from weekend softball to professional sports. Several psychological viewpoints will be considered with the emphasis on a behavioral analysis. Corequisite: Participation in varsity or club sport, or physical education class.

209. **Human Intuition and Judgment.** (Sp) [3] S

An examination how people make judgments about themselves and others, attribute causation to human behavior, make judgments or decisions about courses of action. Prerequisite: 151 or 152 and either 211, Math 111, Econ 290, or permission of instructor.

211. Quantitative Aspects of Psychology. (Fa,Sp) [3] S

Measurement principles with emphasis on the application of statistics in the design and analysis of psychological research. Three hours of lecture per week. Prerequisite: Psychology 151 or 152.

214. The Analysis of Behavior. (Fa) [3] S

An introduction to theories of learning and the analysis of behavior with emphasis on the principles of operant conditioning. Prerequisite: Psychology 152.

215. Comparative Psychology. (O.D.) [3] S

A consideration of the methods and data of comparative psychology, including ethological issues, with emphasis on cross-species behavioral continua. Prerequisite: Psychology 151 or 152.

216. Perception. (Fa) [3] S

A survey of theories and research in sensation and perception. Emphasis is on problem solving and visual and auditory processes. Prerequisites: Psychology 151 and 152.

219. Personality Psychology. (Fa) [3] S

Contemporary, personality theories are presented and their application to day-to-day events is evaluated. The course is organized around two basic personality strategies. Prerequisite: Psychology 151.

223. Social Psychology. (Sp) [3] S

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. Prerequisites: Psychology 151, and either 211, Math 111, Econ 290, or permission of instructor.

229. Developmental Psychology: Infancy and Childhood. (Fa) [3] S

A study of developmental principles, focusing on research relevant to prenatal development, infancy, and childhood. Theories of emotional, cognitive, and

personality development will be examined. Prerequisites: Psychology 152.

230. Developmental Psychology: Adolescence and Adulthood. (Sp) [3] S

An exploration of theory and research in life-span developmental psychology. Examination of longitudinal research will be supplemented by studies of adolescence and old age. Prerequisite: Psychology 151 or 152.

232. Psychology of Women. (Sp) [3] S

A survey of theory and research on women's development and women's experience will address such topics as personality development; female sexuality; psychological aspects of reproductive functions; intuition and empathic understanding; moral development; sex roles. Each student will select an issue to study in depth and to share with the class. (Alternate years, offered 1990-91.)

234. Industrial/Organizational Psychology. (Fa) [3] S

Study of human relations, work motivation, job satisfaction, performance appraisal, organizational theory, environmental design, human engineering, personnel decisions (selection and placement), personnel training and development, and leadership. Prerequisites: Psychology 151, 152, and either 211, Math 111, Econ 290, or permission of instructor.

302. Cognitive Processes. (Fa) [3] S

A survey of theories and research in human cognition. Topics to be covered are thinking, problem solving, creativity, decision making, and memory. Two hours of seminar and three laboratory hours per week. Prerequisites: Psychology 152 and 211. (Alternate years, offered 1989-90).

304. Abnormal Psychology. (Sp) [3] S

Symptoms, etiology, and treatment of the principle psychopathologies. This course includes case presentations at psychiatric settings. Prerequisite: Psychology 151 or 152.

306. Language and Communication. (Fa) [3] S

A survey of recent theory and research on human language. Topics to be covered include the relationship between language and thought, sex differences in communication style, and language development. Prerequisites: Psychology 152 and 211. (Offered every other year. Offered 1990-91.)

311. Counseling Psychology. (Sp) [3] S

A survey of the major theoretical orientation and current practices of counseling and psychotherapy. Elementary helping and listening skills will be presented. Prerequisites: Psychology 151 and Psychology 219 or permission of instructor.

318. Physiological Psychology. (Sp) [3] S

This course illustrates how psychological processes can be understood as an expression of brain activity. Topics include perception, learning, motivation, language, consciousness and psychopathology. Three hours of lecture. Prerequisites: Psychology 151 and 152 or consent of the instructor.

319. Physiological Psychology Laboratory. (Sp) [1]

An introduction to the laboratory methods in physiological Psychology. Current research methods will be surveyed and practical experience recording and analyzing human brain activity will be provided. Prerequisites: 318 (can be taken concurrently) and consent of the instructor.

334. Experimental Psychology. (Sp) [4] S

The study and application of the experimental techniques used in the investigation of psychological processes in human subjects. Two lectures and two laboratories each week. Prerequisites: Psychology 151, 152, and 211.

338. Tests and Measurements. (Sp) [3] S

Psychometric principles, including evaluation of contemporary psychological tests and design and construction of measurement instruments. Two lectures (or semi-

nars) and one lab each week. Prerequisites: Psychology 151 and 211.

399. Junior Seminar. (O.D.) [1]

A survey of contemporary research on selected topics. Open only to junior psychology majors. Prerequisite: permission of the staff.

401. Processes and Areas. (O.D.) [2]

An integration of perceptual processes and of cognitive processes as these are represented respectively in seven areas of academic psychological specialization. Prerequisites: Psychology 151 and 152.

402. Processes and Areas. (O.D.) [2]

A continuation of 401 with emphasis on affective and motivational processes. Prerequisites: Psychology 151 and 152.

405. History and Systems of Psychology. (Fa) [3]

A survey of the history of psychology with emphasis on the history of experimental psychology and the development of contemporary systems. Prerequisite: Psychology 151 or 152.

406. Experimental Social Psychology. (Fa) [4]

Techniques for inducing and observing behavior in response to social variables. Completion of one major empirical project. Two hours of lecture and six hours of laboratory each week. Prerequisites: Psychology 211, 223 and permission of instructor.

407. Developmental Problems. (O.D.) [3-6]

An interdisciplinary approach to diagnosis and treatment of children with development problems, including supervised experience at the U.T. Child Development Center. Prerequisite: Psychology 338 and permission of the instructor.

408. Special Topics in Psychology. (Fa,Sp) [2,3,4]

An issue of current interest and importance in psychology will be explored in depth. Topics will be announced each

time the course is offered. Prerequisites: Permission of Instructor.

411. Research in Developmental Psychology. (Sp) [4]

A study of research methods in developmental psychology, focusing on observational and interview techniques for studying human children. Students will complete a major research project. Two hours of seminar and four hours of laboratory per week. Prerequisites: Psychology 211, 229, and permission of instructor. (Alternate years, offered 1989-90.)

418. Research in Human Psychophysiology. (Sp) [4]

An examination of physiological recording techniques for the assessment of human psychological function. Students will complete an original research project. Two hours of seminar, four hours of lab per week. Prerequisites: Psychology 211, 318 and permission of the instructor.

421. Introduction to Clinical Psychology. (Fa) [3]

Principles of interviewing and psychodiagnostic evaluation in a psychiatric setting. Prerequisites: Psychology 219 and 304. Senior Psychology majors only.

434. Advanced Experimental Design. (O.D.) [3]

An advanced examination of the logical and statistical aspects of specific experimental designs that are most useful in the behavioral sciences. Prerequisites: Psychology 211 and Psychology 334.

460. Internship in Psychology. (Fa,Sp) [3-6]

Supervised experience in applying psychological knowledge and principles in a field or "real-world" setting. Students will read the literature on applying psychology, work on a project with a professional psychologist and write a paper on the experience. Prerequisites will depend on the particular project but would usually include Psychology 211, 234, and 338. Permission of the instructor is required.

475-476. Senior Tutorial. (Fa-Sp) [3-3]

For students who wish to do advanced work not provided for in the regular courses. The content will be determined after consultation with the student and a faculty supervisor. Prerequisites: Senior standing and permission of the instructor.

495-496. Honors Tutorial. (O.D.) [3-6]

Maximum of 12 hours credit, for students accepted into the honors program of the college to do independent research.

RELIGIOUS STUDIES

PROFESSORS

Richard A. Batey. *The W. J. Millard Professor of Religious Studies.* B.A., David Lipscomb College; B.D. and Ph. D., Vanderbilt University. (New Testament.)

Milton P. Brown, Jr. *The Albert Bruce Curry Professor of Religious Studies.* A.B., Birmingham-Southern College; B.D., Louisville Presbyterian Theological Seminary; Ph.D., Duke University. (Biblical studies, patristics.)

Frederic Michael McLain. *The R. A. Webb Professor of Religious Studies.* B.A., DePauw University; B.D., Yale Divinity School; Ph.D., Vanderbilt University. (Philosophical theology.)

Fred W. Neal. B.A., Lewis and Clark College; B.D., Chicago Theological Seminary; Ph.D., University of Chicago. (Religion and medicine.) *Emeritus.*

Robert G. Patterson. *Chair.* B.A., Washington and Lee University; B.D., Union Theological Seminary (Virginia); Ph.D., Yale University. (Eastern religions, ethics.)

ASSISTANT PROFESSORS

Steven L. McKenzie. B.A., Abilene Christian College; M.Div., Abilene Christian University; Th.D., Harvard University. (Old Testament, Hebrew.)

Valarie Ziegler Morris. B.A., Centre College; M. Div., Yale Divinity School; Ph.D., Emory University. (Historical theology; religion in America.)

Mark M. Muesse. A. B., Baylor University, M.T.S., A.M., and Ph.D., Harvard University. (Theology, comparative religions.)

Linda S. Schearing. B.A., Southeastern College; M.A., Rollins College; M.Div., Candler School of Theology, Emory University; Ph.D. Candidate, Emory University. (Old and New Testament exegesis; historiography.)

Assistant Professor to be announced.

DISTINGUISHED VISITING LECTURER

James A. Wax. B.A., Southeast Missouri State University; B.H.L. and M.H.L., Hebrew Union College, Jewish studies.) Supported in part by the Jewish Chautauqua Society.

The Department of Religious Studies has as its primary objective the academic study of religion. The courses offered explore living religious traditions, especially, the Judeo-Christian faith and its relevance for contemporary life, and religion as a dimension of human experience.

Students take religion courses in order to investigate areas of personal interest, acquire valuable career and interpersonal skills, prepare for a vocation, and fulfill the basic requirement in humanities. The study of religion can develop skills for the analysis of human problems and the development of viable solutions to them. It promotes ethical awareness and commitment. Such knowledge, skills, and commitment can facilitate careers in business and management, law, government service, medicine, counseling and communications.

Majors in religious studies are fully qualified to enter seminary and prepare for a vocation in the church or they may choose to pursue a doctorate in religion and follow an academic career as teachers and scholars.

Religious Studies and "Life: Then and Now":

Courses in religious studies are a vital part of the basic requirement in humanities. All courses designated "L" may be used for this purpose. The members of the department will assist students in selecting the group of courses that best satisfies their interests.

Requirements for a major in Religious Studies:

Students majoring in religious studies will select their individualized course of study in consultation with their depart-

mental advisor. The major leads to a balanced and integrated understanding of basic concepts and methodologies in religious studies. Ten courses are required for a major.

The senior seminar is designed to promote reflection on the course of study and discussion of its content with fellow majors and the religion faculty. The final examination for the seminar requires the student to analyze and synthesize important issues in religion. A senior paper will reflect a student's mature thinking on a topic of concern to religious studies.

Required Courses:

- (1) Bible (3 courses): 100 or 110 or 120 and one course each in Old and New Testament;
- (2) Theology and Ethics (3 courses): 210, 211, and either 230 or 232;
- (3) History of Religions (3 courses): 250, 255, and either 251 or 253;
- (4) Senior Seminar: 485.

Recommended Courses:

Greek 101-102 and Hebrew 101-102 are recommended for students interested in advanced work in New Testament and Old Testament studies, respectively. Philosophy 201-202 is recommended for students interested in theology and the history of religions.

Religion Honors Program:

The Honors Program in Religion is set up by consultation between the student and the department. In addition to the courses required for a major, the honors program requires the advanced seminar, Religion 495-496, in which the student will be guided in the composition of an honors paper. An oral examination will be administered over this special area of research.

COURSE OFFERINGS

Either Religion 100 or 110 or 120 must be taken as a prerequisite for all other bible courses. (Humanities 101 and 102 may be substituted as the prerequisite for all other bible courses.) Courses listed with num-

bers above two hundred generally presuppose previous knowledge in the study of religion.

BIBLICAL STUDIES

100. Introduction to the Bible. (Fa) [3] L

A study of how the Bible came to be, history of the canon, transmission and translation of the text, and basic principles and tools of biblical scholarship, tracing implications for theology and contemporary issues.

110. Introduction to the Hebrew Bible/Old Testament. (Fa) [3] L

An historical and literary survey of the material in the Hebrew Bible or the Christian Old Testament.

120. Introduction to the New Testament. (Fa) [3] L

A study of the life, faith, and literature of New Testament Christianity.

The following courses are historical, literary, and theological studies of various biblical writings and are usually offered the second semester. Not all, however, will be offered every year; many will be given in alternate years only. Students are asked to consult their first-semester instructors as to which will be available in any given year.

Hebrew Bible/Old Testament Studies

141. *Pentateuch*. (Sp) [3] L
142. *Historical Literature*. (Sp) [3] L
143. *Prophets*. (Sp) [3] L
144. *Wisdom Literature/Psalms*. (Sp) [3] L
145. *Apocalyptic*. (Sp) [3] L
- 146-147. *Selected Topics in Old Testament*. (O.D.) [1-3] L

New Testament Studies

151. *Synoptic Gospels*. (Sp) [3] L
152. *Gospel of John*. (Sp) [3] L
153. *Paul's Epistles*. (Sp) [3] L
154. *The Epistle to the Romans*. (Sp) [3] L
- 155-156. *Selected Topics in New Testament*. (O.D.) [1-3] L

THEOLOGICAL STUDIES

210. History of Christian Thought. (Fa) [3] L

The faith of the earliest New Testament communities will be examined, and developments in biblical theology from the patristics period onward will be considered.

211. Contemporary Theology. (Sp) [3] L

A consideration of several figures and ideas important to this century. The approach will vary between historical, philosophical, and topical emphases, according to announcement by the instructor.

212. Philosophical Theology. (Fa) [3] L

A consideration of the philosophical basis and implications of religious belief and theological formulations. Such questions as the existence of God, human freedom, the problems of evil, and the meaning of God-talk are discussed. (Same as Philosophy 212.) May be taken for either Philosophy or Religion credit but not for both. (Not recommended for freshmen.)

213. The Quest for Meaning. (Fa, Sp) [3] L

Wide-ranging readings from theology, philosophy and literature selected by the instructor, the intention being to engage reflection and stimulate discussion on the possibility and nature of meaningful or authentic life in the modern world.

214. The Apostolic Fathers. (Fa) [3] L

A study of selections from the early Greek Fathers, like Clement of Rome, Ignatius of Antioch, and the Epistle of Barnabas, whose writings extend the biblical tradition into the second century CE and mark a formative stage in the development of Christian creed and canon.

215. Interpreting the New Testament Through Art. (Sp) [3] L

A study of Christian art as an important medium for the interpretation and communication of the Christian tradition.

ETHICS

230. Introduction to Theological Ethics. (Fa or Sp) [3] L

The human relationship to God, understood in Christian terms, will provide a framework for consideration of such topics as the moral self, use of the Bible in ethics, order in creation, and selected present-day ethical issues.

231. The Healing Professions in Biblical Perspective. (Sp) [3]

A biblical and historical consideration of the church's call to care for the sick. After examining the New Testament model of healing within the faithful community, this course will consider the ways in which Christians in the patristics and medieval periods attempted to adhere to that model. After considering the rise of modern scientific methods, the course will examine how, given the modern health care delivery system, the church can continue to heed the Bible's call to care for the sick. Students will have the opportunity to work in a health care clinic for the poor.

232. Social Issues in Ethical and Religious Perspective. (Fa or Sp) [3] L

After a brief discussion of moral theory, this course will focus on selected social issues such as war, capital punishment, sexual ethics, and hunger.

233. Pain, Suffering and Death. (Fa, Sp) [3] L

A seminar which examines critical issues and problems of crisis-experience, involving pain, suffering and death. Lectures, discussions and interviews with practicing physicians, psychologists, clergy. Designed primarily for pre-medical students, it serves also those looking to patient-related vocations such as counselling, nursing, ministry, etc. Enrollment is limited and preference is given to premedical students, though others may enroll with the permission of the instructor.

HISTORY OF RELIGIONS

250. Christianity in Western Culture: Continental Reformation. (Fa) [3] L

The study of Reformation Christianity, beginning with Luther and proceeding to Zwingli, the radical reformers, Calvin, and the Catholic Reformation. Particular attention will be given to debates on the nature of God's grace, the sacramental system, the relationship of the church to the state, and the possibilities of spiritual rebirth and renewal.

251. Religion in America. (Sp) [3] L

An historical analysis of American religion, its beliefs, institutions, and ideals. Such themes as Puritanism, Revivalism, the Social Gospel, and the Fundamentalist-Modernist controversy will be treated.

252. Religion and Reform in America, 1815-1865. (Sp) [3] L

A study of the relationship between the nineteenth century religious ethos and the rise of political and religious reform in America from the end of the War of 1812 to the Civil War. Special attention will be given to the relationship of revivalism, millennialism, and the ethic of disinterested benevolence to the development of reform movements for peace, temperance, women's rights, utopian communities, and abolitionism.

253. Judaism. (Fa) [3] L

A survey of the history of Judaism, its formative experiences and its sources of tradition, its distinctive ideas and values, and what it means to be a Jew in today's world.

255. Living Religions in Today's World. (Fa) [3] L

A survey of the major living religions in today's world. The course will consider both the rise of the classic traditions and the shape that their followers are giving them today. Religions to be considered include Hinduism, Buddhism, Chinese religion, Japanese religion, Judaism, Christianity, and Islam.

256. Phenomenology of Religion. (Sp) [3] L

A cross-cultural study of the origin and prehistory of religion, myth and how to decode it, spiritual discipline and other dimensions of religious practice. The course will also treat theories of the essence of religion.

260. Archaeology and the Bible. (Sp) [3] L

A survey of archaeological work in Syria and Palestine and its implications for the account of Israel's history in the Bible.

300-301. Selected Topics in Theology, Ethics, and the History of Religions. (O.D.) [1-3]

SEMINARS AND TUTORIALS

385. Junior Seminar. (Sp) [3]

Same as Religious Studies 485, Senior Seminar, except for the research project. Open to junior majors in religious studies. The size of the seminar is limited, so seniors will have preference.

400-401. Seminar in Religious Studies. (O.D.) [3]

A biblical topic or a major problem or thinker in the field of religion will be given more intensive consideration than is possible in the courses listed above. Instructors will announce topics.

460. Internship. (O.D.) [1-3]

Supervised learning experience in the community outside the college, e.g., correctional institutions, churches, hospitals, social agencies. The program of field work will be devised by the student and faculty advisor and approved by the chairperson of the department.

485. Senior Seminar. (Sp) [4]

This seminar is required of all majors in religious studies and is normally taken in the spring semester of the senior year. The seminar will seek to develop a comprehensive view of the field of religion as an academic discipline. Each student will carry out a research project.

495-496. Honors Tutorial. (Fa-Sp) [3-6]

THEATRE AND MEDIA ARTS

ASSOCIATE PROFESSOR

Tony Lee Garner. *Chair.* Artistic Director, McCoy Theatre. B.M., Rhodes College; M.M., Memphis State University.

Professor Garner is a pupil of Neumon Leighton and Issac Van Grove. He has been a frequent performer with the Robert Shaw Summer Chorus at Westminster Choir College. He has been Artistic Director of the McCoy Theatre and chairman of the department since 1981. He conducts the Rhodes College Singers and was the founder and principal conductor of the Masterpiece Festival Chorus and Orchestra. He has been musical director at Theatre Memphis for eighteen years, and is Director of Music at Evergreen Presbyterian Church. His performing credits include roles in musicals as well as in plays. He has won critical acclaim for his productions of *Sweeney Todd*, *Candide*, *Carnival* and *Nicholas Nickleby*.

ASSISTANT PROFESSOR

Catherine McGee. B.S. and M.A., Memphis State University; Ph.D. candidate, Pennsylvania State University. (Mass media, speech communication.)

INSTRUCTORS

Laura Canon. B.A., Rhodes College; M.F.A., Memphis State University.

Ms. Canon is Technical Director/Production Manager for The McCoy Theatre. She has light designing credits at Memphis State University, Little Theatre at Theatre Memphis, and she designed both light and sets for The McCoy Theatre productions of *Brecht On Brecht*, *Carnival*, *Twelfth Night*, and *Wonderful Town*.

Julia Ewing. B.A., Siena College; M.A., Memphis State University.

Professor Ewing has worked and studied professionally in New York and St. Louis. Her teachers have included Ellis Rabb, Robert Lewis, Robert Douglas Hume, Lucille Rubin and Ernie Martin. Her movement teachers have included Stephanie Rich, Mick Sgroi and Gus Staub as

well as Amonas and Luigi.

In Memphis she has directed at Theatre Memphis, Circuit Playhouse and The Downtown Dream Machine. At McCoy, her productions of *The Crucible*, *Brecht On Brecht* and *Taming Of The Shrew* were selected by Drama Critic Edwin Howard as some of the best in Memphis in their respective production years.

She served as an Associate Director for *Nicholas Nickleby* as well as acting in the production. She was also the Director of the Memphis Children's Theatre for ten years where she received the Southeastern Letter of Commendation for Children's Theatre work and the National Letter of Honor for Children's Theatre work. Her company of young actors was selected to perform for the American Freedom Train in 1976 as part of the Country's Bicentennial Celebration.

Professor Ewing has also directed in New Hampshire and in New York.

The Department of Theatre and Media Arts offers courses of instruction which are designed to develop an understanding of theatre and media as integral parts of the society in which they exist. The courses are grounded in the belief that the liberal arts curriculum should give the highest priorities to the teaching of principles and concepts and that skills are valuable only if they are integrated components of a thorough understanding of those underlying principles and concepts.

While theatre and media are separate from one another, the major is designed so that the courses from each track which are relevant to the other are required. A major in Theatre and Media Arts provides the basis for further study in graduate school, professional theatre training, or in almost any area of public relations or arts management.

Comprehensive Examinations. Comprehensive examinations will be given during the Spring Semester of each year. They consist of three parts: a written examination which is given to the students in February and which is due in March, an oral examination over the written exam, and a Senior Project.

Special Study opportunities. Students who are interested in a special topic of study may design a course of study which concentrates on the historical or theoretical aspects of that topic. This individually designed course of study is called a directed inquiry. For practical application of classroom studies the department offers a wide array of opportunities in its Internship and practica programs. Internships and practica within the department may be taken in the areas of public relations, arts management, various theatre design areas as well as many theatre performance areas. The department has strong community ties with television and radios stations, our own campus station WLYX, newspapers and advertising companies. This diverse range of internships and practica are very important in the goal of providing the most nearly complete education for our majors. A student may earn a maximum of nine hours in either internships or practica with a combined limit of twelve hours.

An additional and unique study opportunity is the two-year theatre program called Languages of the Stage. This comprehensive course of study is taught by a team of faculty members. During the course of the two years students will study Voice and Diction, Dialects, Stage Movement, Acting, Directing, and Design. The encompassing methodology for all those areas is semiology. The course is open to non-majors; but it is definitely a course for serious students of the theatre arts, and admission to it is by audition or interview.

Departmental Facilities. The McCoy Theatre opened in 1982 with a production of *Candide*. The sixty by sixty foot black box theatre is versatile enough to accommodate almost infinite possibilities for stage and seating configurations. Productions in the McCoy have ranged from the intimate *Beyond Therapy* to the spectacular *Nicholas Nickleby*.

McCoy Theatre Productions. The producing component of the department is the McCoy Theatre. Each season a subscription series is offered to the public.

Membership in the McCoy Theatre has grown and the productions are consistently chosen as among the outstanding theatrical presentations in the city. Casts for these productions come primarily from the student body. Guest appearances are made by outstanding community performers and faculty members.

Requirements for a major in Theatre and Media Arts:

Core requirements for Media Track:
(*The Media Track is not available to students entering after Fall, 1985-86.*)

- (1) Introduction to Mass Media 150
- (2) Problems in Acting 120
- (3) Basic Principles of Rhetoric 170
- (4) History and the Visual Image 250
- (5) Literature and the Visual Image 251
- (6) Speech Communication 260
- (7) Theatre Crafts 220
- (8) Depiction and Argument 371
- (9) Politics and Mass Media 372
- (10) Ten additional hours in Theatre and Media Arts

Core requirements for Theatre Track:

- (1) Problems in Acting 120
- (2) Problems in Acting 121
- (3) Stage Movement 130
- (4) History of Western Theatre to the Nineteenth Century 200
- (5) History of Western Theatre from Nineteenth Century to the Present 201
- (6) Theatre Crafts 220
- (7) Scenic Design: Theory and Practice 340
- or
- (8) Lighting Design: Theory and Practice 352
- (9) Basic Principles of Rhetoric 170
- (10) Thirteen additional hours in Theatre and Media Arts

COURSE OFFERINGS

100. Theatre Arts. (Fa) [3] F
This course is an introduction to the theatre. It allows the student to explore briefly

and participate in the various elements that are involved in theatrical production. Students will learn about acting, directing, scene design, costuming, make-up, lighting, script interpretation, and criticism. The course is recommended for non-majors.

110. Voice and Diction. (Sp) [3] F

The student will develop technique in voice placement, breathing, relaxation, and articulation. The best of classical and contemporary literature, both prose and poetry, will be chosen for interpretation to fit the specific needs of each student.

120. Problems in Acting. (Fa) [3] F

This course is designed for the beginning actor who wants to explore the art of acting. Basic techniques will be taught including some diction and movement, improvisation, character development and stage deportment. Workshop performances of short scripted scenes will be presented.

121. Problems in Acting. (Sp) [3] F

Designed for the developing actor, this course includes the study of scripts for character analysis and historicity as well as the exploration of acting styles. Laboratory applications of class work are an essential part of this course. Prerequisite: Theatre and Media Arts 120 or permission of the instructor.

129. Practicum in Acting. (Fa,Sp) [1-3]

Actual stage experience of major consequence. Investigation into character, period and author will be included. 46 hours of work will be required for each hour of academic credit. Prerequisites: Problems in Acting 120 and Problems in Acting 121 or permission of instructor.

130. Stage Movement. (Fa) [3] F

This course is designed to develop an awareness of the body, what can be expressed without words. Upon successful completion of this course, the student will have developed control over the body, a discipline that is mental as well as physical. A final performance, without words,

serves as the exam. The course requires outside reading and a paper.

131. Stage Movement II. (Sp) [3] F

Designed to further the development of movement skills and more especially as it relates to the actor. The student will learn to control the placement of energy for different styles and periods of acting. The final project will be a 20 minute performance of a character from a play. A paper will accompany the project. Prerequisite: Stage Movement 130.

150. Introduction to Mass Media. (Fa)

[3] F

Introductory study of film, focusing on formal, aesthetic, and rhetorical elements. Investigates how film assimilates and alters the inherent properties of other media (painting, theatre, and literature.) Rhetoric and semiotics provide framework for critical perspective. Emphasis on symbiotic relationship of media and culture.

170. Basic Principles of Rhetoric. (Sp)

[3] F

This course surveys the history of rhetorical theory, with special emphasis on major systems and theories of rhetoric that have influenced contemporary thought about public discourse. The systems and theories examined stretch from classical antiquity to the present. Rhetorical theory and criticism are applied to speech problems of communication in television, film, radio, and other media. Prerequisite: Theatre and Media Arts 150.

200. History of Western Theatre to the 18th Century. (Sp) [3] F

The theatre of the Greeks through the 17th century theatre of George Washington will be explored from historical, psychological, and sociological viewpoints. Attention will be paid to the music and art of the various periods which were an integral part of theatrical production. Representative plays from each period will be discussed. This course is recommended for non-majors.

201. History of Western Theatre from the 18th Century to the Present. (Sp) [3] F

A study of theatre and its relationship with society from the 18th century to the present. This course is designed for both majors and non-majors.

220. Theatre Crafts. (Fa,Sp) [3]

The first half of the term is devoted to familiarizing the student with basic scenic elements, standard methods of construction, working drawings, and perspective drawings. The second half of the term deals with the fundamentals of stage lighting. A practical laboratory designed to give the student hands on experience in all areas of stage craft is included in the course.

229. Practicum in Theatre Production. (Fa,Sp) [1-3]

A course designed to allow the student to work closely with and to assist the Technical Director in all areas of production: scenery, lighting, properties, etc. Prerequisites: Theatre and Media Arts 220 and permission of the instructor.

239. Practicum in Stage Management. (Fa,Sp) [1-3]

This practicum allows the student to explore fully all the responsibilities inherent in the position of Stage Manager. The student may assume the position of Stage Manager for one or two main stage productions in a term. Prerequisites: permission of instructor.

250. History and the Visual Image. (Fa) [3] F

An investigation of the historical development of film from an aesthetic, technological, economic, and social perspective. Students learn the various methods for writing film history and are required to develop an original research project on film history. Prerequisite: Theatre and Media Arts 170.

251. Literature and the Visual Image. (Sp) [3] F

A study of the narrative tradition in film and television. Students survey mimetic

theories which view film as similar to painting and theatre and other theories which view film as similar to linguistics. The course culminates an analysis of constructivist theories which focus on narrative as rhetoric, emphasizing the viewer's participation in the creation of the narrative. Prerequisite: Theatre and Media Arts 170.

260. Speech Communication. (Sp) [3] F

Through theory and practice the student develops competence in researching, organizing, and presenting material to audiences. Designed for majors and non-majors.

261. Practicum in Radio Broadcasting. (Fa,Sp) [1-3]

Experience in radio production, promotion and management. Permission of instructor required.

300-301, 302-303. Languages of the Stage. (Fa,Sp) [3-4, 3-4] F

This team-taught, two-year course is designed for the serious theatre student, not only the theatre major. The course approaches dramatic theory and practice as separate but integrated elements of a whole. Enrollment is limited to twenty students who must either audition or interview depending upon whether their interests are in performing, design, management, or writing. Students admitted to the course for the first year will have the major requirements of Acting I and II waived. The second year will replace Voice and Diction and Directing. Not open to freshmen.

310. Stage Direction. (Fa) [3] F

Designed as an introduction to stage direction. The emphasis will be on the analysis of play scripts and the translation of that analysis into dramatic action. Upon successful completion of this course the student will have a good understanding of the workings of a script and be required to complete a director's book, including sections on research, history, philosophy, analysis and the actual blocking of scenes. This book and a directed scene will constitute the final project.

315. Film Theory and Criticism.

(Sp) [3] F

An in depth study of cinema as an examination of the central questions with which it is concerned: What is cinema? What is the nature of the cinematic experience? How is the nature of cinematic meaning informed by formal properties within the medium? What is the aura of cinema? How do we develop as aesthetics of cinema? How is cinema informed by issues of politics, society, technology, economics, means of production? Prerequisite: Theatre and Media Arts 150. (Offered 1989-90.)

319. Practicum in Stage Direction.

(Fa,Sp) [1-3]

Designed for students to do advanced work in directing plays. Permission of instructor is required.

340. Scene Design: Theory and Practice. (Fa) [3] F

In addition to the development of rendering skills, students will learn how to make clear design choices in light of historical periods and the interpretations of plays from those periods. Prerequisite: Theatre and Media Arts 220.

349. Practicum in Scene Design.

(Fa,Sp) [1-3]

This practicum is offered to give the design student an opportunity to translate design theory into practice. The student may design, or assist in the design process, and assist the Set Designer/Technical Director in the execution of the design. Prerequisite: Theatre and Media Arts 220, and 340 as well as permission of the instructor.

352. Lighting Design: Theory and Practice. (Sp) [3] F

This course is designed to develop drafting and light focusing skills, the ability to make clear design choices and an understanding of the various theories of lighting and how they are applied to the structures of plays. Prerequisite: Theatre and Media Arts 220.

359. Practicum in Lighting Design.

(Fa,Sp) [1-3]

In this practicum the student will gain practical experience in the design process. Students may design, or assist in the design process, and assist the Lighting Designer/Technical Director in the execution of the design. Prerequisites: Theatre and Media Arts 220, 352 and permission of the instructor.

371. Depiction and Argument. (Sp) [3]

A study of development and structure of oral and visual arguments in film and television, focusing on the complex relations among art, journalism, and politics. Attention given to docudrama, documentary and "news as drama." Issues of documentary truth, aesthetics vs. ideology, ethics and privacy, public education, and cultural imperialism are analyzed. (Alternate years; offered 1988-89.)

372. Politics and Mass Media. (Sp) [3] F

A study of the historical transformations of the human imagination associated with major shifts in the dominant technologies of communication. Begins with study of primary oral culture, proceeds through scribal culture, print culture, industrial culture and the culture of the post modern world. Includes examination of the role of film in developing perceptual patterns in ways of knowing that are characteristic of oral culture. Alternate years; offered 1989-90.)

379. Selected Practica in Mass Media.

(Fa,Sp) [1-3]

Practical experience in radio and television broadcasting, advertising, public relations, etc. Possibilities for program development management and script writing.

460. Internships for Majors. (Fa,Sp) [1-3]

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.

495-496. Honors Tutorial. (Fa-Sp) [3-6]

URBAN STUDIES

Urban Studies Committee

Marcus D. Pohlmann, Department of Political Science (Chair)

J. Peter Ekstrom, Department of Anthropology and Sociology

Kenneth W. Goings, Department of History

Michael P. Kirby, Department of Political Science

Thomas G. McGowan, Department of Anthropology and Sociology

The City—culture, noise, excitement, poverty, diversity, crime, vitality, racial tensions—a conglomeration of contradictions, problems, and possibilities. It is this environment which is explored through a unique, interdisciplinary major in Urban Studies. Classroom study, urban work experiences, and independent research have been integrated so as to lend perspective to different urban phenomena which crucially affect the lives of virtually all Americans. As such, the Urban Studies major should give the student an opportunity to relate a liberal education to specific and real human concerns.

Since the relationships between various urban issues are complex, an interdisciplinary approach is essential to their analysis. With that in mind, the major is based on a core of sociology, political science, and history. The goal of the classroom training is to provide the student with the ability to synthesize and apply theories, methodologies, and empirical research findings from various disciplines so as to gain a fuller understanding of urban processes and phenomena as well as how to critically analyze proposed and actual public policies in a systematic fashion. The field work and independent study components of the major, on the other hand, add depth to this understanding by allowing the student to test classroom knowledge against urban experience and to pursue solutions to particular urban problems which he or she will confront.

Requirements for an interdisciplinary major in Urban Studies:

Core courses:

Anthropology/Sociology 105: General Sociology

Anthropology/Sociology 329: Urban Society

History 152: American Society Since 1877

Political Science 151: United States Politics

Political Science 200: Urban Politics

Political Science 316: Urban Policy

Methodology:

Political Science 370: Computers and Political Science

Field Work:

Political Science 460: Public Affairs Laboratory and

Political Science 461: Public Affairs Laboratory or History 461: Research Practicum.

Independent Study:

Political Science 420: Senior Seminar in Urban Policy

15 elective hours of urban-related courses (see appropriate departmental listing for course descriptions.)

Urban-Related Courses:

Anthropology-Sociology

206: Social Problems

323: Studies in Political Sociology

325: Work, Industry, Technology

Art

327: Survey of Western Architecture

Economics

101-102: Introduction to Economics

205: Public Finance

Political Science

230: Black Politics

350: Public Administration

351: Budgetary Processes

352: Agency Formation and Organizational Behavior

353: Public Personnel Administration

385: Criminal Justice

History

211: Introduction to Afro-American Studies

- 212: The Civil Rights Movement
- 443: American Social History
- 451: Recent History of the United States

International Studies

- 421-422: Topics in I.S.: Comparative Urban Systems

Students are also encouraged to observe the following course sequencing: History 152, Political Science 151, Political Science 200, Political Science 316, and all course work and field work before Political Science 420; to take Spanish as a foreign language; and to develop an expertise in one of the following areas:

(1) *Public Policy-Making and Administration*

This subfield focuses on alternative methods of governmental decision-making and the management of public agencies. Courses are available in Comparative Urban Systems, Introduction to Economics, Public Finance, Public Administration, Budgetary Process, Agency Formation and Organizational Behavior, Public Personnel Administration, and Criminal Justice.

(2) *Socio-Political Relations*

This subfield focuses on various social groups and their interaction in social and political arenas. Courses are available in Black Politics, Introduction to Afro-American Studies, The Civil Rights Movement, Recent History of the United States, American Social History, Social Problems, Studies in Political Sociology, and Work, Industry, Technology.

Field Work

The city becomes a laboratory which is studied first hand by working in an urban environment. The program consists of two internships each requiring a minimum of 8 hours of work per week and a paper or presentation reflecting on the internship experience.

Independent Study

The independent study paper, written as part of the Senior Seminar in Urban Policy, provides the capstone to the major. It

offers the opportunity for the student to utilize previous course work and field experiences as he or she explores an urban-related topic in depth. During the exploration, the student reviews background literature and research, formulates and tests hypotheses, and draws conclusions and policy implications based on systematic social scientific analysis.

RESERVE OFFICERS TRAINING PROGRAMS

Dr. Charles C. Orvis.
Rhodes College Coordinator

Rhodes, in cooperation with Memphis State University and the Departments of the Army and Air Force, participates in "cross-town" agreements that provide the opportunity for a Rhodes student to enroll in Aerospace Studies (Air Force ROTC) and Military Science (Army ROTC) at Memphis State University. Upon successful completion of the reserve officers training programs and the undergraduate degree at Rhodes, a student receives a commission as an officer in the appropriate military service.

The curriculum for the ROTC program is reviewed by the Faculty of Rhodes and the appropriate credit hours are assigned. For some courses, credit hours are reduced or not given at all. However, the student who participates in the ROTC programs will have to complete all requirements as specified by the military service departments if the commission as an officer is to be granted. This includes summer training camps.

The officers appointed to teach the ROTC courses are selected by the military branches and are approved for the appointment by the President of Memphis State University. They are members of the Faculty of Memphis State University.

Under the current agreements, a student who entered Rhodes prior to the Fall Semester, 1988-89, may earn a maximum of sixteen hours in the ROTC program and have that credit applied towards the appropriate number of credit hours needed for a Rhodes degree. The credit is counted as elective credit, and it is listed on the student's transcript as ROTC credit with the appropriate course titles. Credit hours enrolled in during a given semester are included in the count of hours for a normal course load. (The credit shown below applies to the 16 credit hour provision.)

A student who enters Rhodes in the Fall Semester, 1988-89, and thereafter, and who wishes to enroll in the ROTC pro-

grams may earn a maximum of fourteen credit hours in the ROTC programs and have that credit applied towards the 112 credit hours needed for a Rhodes degree. In addition, this student will have the Physical Education degree requirement (three half-courses) met by completion of one of the ROTC programs.

Though a student takes the ROTC courses at Memphis State, that student is a full-time student at Rhodes, and any financial assistance provided by the military services is based on tuition and fees at Rhodes.

AEROSPACE STUDIES

Lieutenant Colonel Glenn F. Baker. B.S. Memphis State University; M.A., Central Michigan University.

Captain Randall C. Agee. B.A. and M.A., East Tennessee State University.

Captain Lee H. Murray. B.S. and M.S., University of Arkansas.

Captain Laurence D. Scharff. B.S., University of Georgia; M.S., Oklahoma State University.

The Aerospace Studies program is in two parts, the General Military Course at the freshman-sophomore level, and the Professional Officer Course at the junior-senior level. The freshman-sophomore level program, open to all students, involves one hour per week of classroom instruction and one hour per week of corps training. The junior-senior level program is available only to selected, eligible students who desire to qualify as officers in the United States Air Force while pursuing their academic studies at Rhodes. Participants in the junior-senior level program receive a monthly subsistence allowance from the Air Force. Students not enrolled in the freshman-sophomore level program who wish to apply for the Professional Officer Course must make application not later than Feb. 1.

Air Force ROTC scholarships which pay college costs (tuition, book allow-

ance, travel to Memphis, and a subsistence allowance) are available in technical and nontechnical areas, on a competitive basis, to entering freshmen and to cadets enrolled in the AFROTC courses. Details are available from the Office of Admissions and Financial Aid or from the AFROTC office in Jones Hall at Memphis State University.

Students wishing to participate should contact the coordinator for the program at Rhodes, or the AFROTC Commander at Memphis State University.

COURSE OFFERINGS

General Military Course.

111-112. Air Force Today. (Fa-Sp) [1-1]

This course deals with the Air Force in the contemporary world through a study of the total force structure, strategic offensive and defensive forces, general purpose forces, and aerospace support forces. One class hour per week and one hour of Leadership Laboratory.

211-212. The Development of Air Power. (Fa-Sp) [1-1]

This course is a study of air power from balloons and dirigibles through the jet age a historical review of air power employment in military and non-military operations in support of national objectives; and a look at the evolution of air power concepts and doctrine. One class hour per week and one hour of Leadership Laboratory.

Aerospace Studies

301-302. Field Training. (Summer) [0]

AFROTC Field Training is offered during the summer months at selected Air Force bases throughout the United States. Students in the four-year program participate in four weeks of Field Training, usually between their sophomore and junior years. Students applying for entry into the two-year program must successfully complete six weeks of Field Training prior to enrollment in the Professional Officer Course. The major areas of study in the four-week Field Training program include junior officer training, aircraft and aircrew orien-

tation, career orientation, survival training, base functions and Air Force environment, and physical training. The major areas of study included in the six-week Field Training program are essentially the same as those conducted at four-week Field Training and in the General Military Course including Leadership Laboratory.

Leadership Laboratory

Leadership Laboratory is taken an average of one hour per week throughout the student's period of enrollment in AFROTC: 60 hours in the General Military Course and 60 hours in the Professional Officer Course. Two-year program students participate in the latter only. Instruction is conducted within the framework of an organized cadet corps with a progression of experiences designed to develop each student's leadership potential. Leadership Laboratory involves a study of Air Force customs and courtesies, drill and ceremonies; career opportunities in the Air Force; and the life and work of an Air Force junior officer. Students develop their leadership potential in a practical, supervised laboratory, which typically includes field trips to Air Force installations throughout the U.S.

Professional Officer Course.

311-312. Air Force Management and Leadership. (Fa-Sp) [3-3]

An integrated management course emphasizing the individual as a manager in an Air Force milieu. The individual motivational and behavioral processes, leadership, communication, and group dynamics are covered to provide a foundation for the development of the junior officer's professional skills as an Air Force officer (officership). The basic managerial processes involving decision-making, utilization of analytic aids in planning, organizing, and controlling in a changing environment are emphasized as necessary professional concepts. Organizational and personal values, management of forces in change, organizational power, politics, and managerial strategy and tactics are discussed within the context of the military organization. Actual Air Force cases are

used to enhance the learning and communication processes.

411-412. National Security Forces in Contemporary American Society. (Fa-Sp) [3-3]

This is a full year course focused on the Armed Forces as an integral element of society, with an emphasis on American civil-military relations and context in which U.S. defense policy is formulated and implemented. Special themes include: societal attitudes toward the military; the role of the professional military leader-manager in a democratic society; the values and socialization processes associated with the Armed Services; the requisites for maintaining adequate national security forces; political, economic, and social constraints on the national defense structure; the impact of technological and international developments on strategic preparedness; the variables involved in the formulation of national security policy; and military justice. In each semester, students will be expected to prepare individual and group presentations for the class, write, report and otherwise participate in group discussions, seminars, and conferences.

MILITARY SCIENCE

Lieutenant Colonel William J. Coradini. B.A., Spring Hill College; M.A., University of Alabama.

Major John A. Duban. B.S., Chapman College.

Major Bruce Alsup. B.S., Middle Tennessee State University.

Captain Samuel C. Blanchard. B.B.A., University of Texas, El Paso.

Captain Nancy Byrd. B. S., American Technological University; M.A., Webster University.

Captain Robert P. Lombardi. B.S., University of Rhode Island; M.A., Webster University.

The Military Science program is divided into two courses each of two years duration. The first, the Basic Course, offers instruction in leadership skills, soldiering skills, and the role and use of armed forces. The second, the Advanced Course, builds on the Basic Course, offers practical leadership experience, and prepares the student for commissioning as an Army officer. Students may apply for the four year program, which can be completed in three years with department permission, or may apply for a two year program.

The Basic Course is open to all students and involves classes of one or two hours per week. Unless indicated in the course description, no grooming standards or uniforms are required. Enrollment in the basic course creates no military obligation. The courses offered are normally taken in sequence and one course each term, e.g. Basic Military Science I, II, III, then IV.

The Advanced Course is available only to selected, eligible cadets who desire to earn a commission while pursuing their studies at Rhodes. Cadets enrolled in the Advanced Course receive a subsistence allowance of up to \$1000 per year during the Junior and Senior years (paid at \$100 per month).

Army ROTC Scholarships are available on a competitive basis. The scholarship pays full tuition, and provides an annual allowance for book and supplies. Scholarship students receive the subsistence allowance for the period of the scholarship. Three-year and two-year scholarships are available.

Students desiring more information, or wishing to participate in the program should contact the Registrar, the program coordinator or for Rhodes, or the Professor of Military Science at Memphis State University. One course per semester may be offered on the Rhodes campus if a sufficient number of students enroll.

COURSE OFFERINGS

111. Basic Military Science I: Leadership. (Fa,Sp) [1]

A study of the principles and techniques of leadership at small unit or group level with emphasis on communication and motiva-

tion. The structure and functions of components and branches of U. S. Army are also studied. One hour conference per week.

112. Basic Military Science II:Battle-field Casualty Treatment. (Sp) [0]

Basic military first aid skills; lectures and practical exercises in basic emergency treatment for fractures, lacerations, heat and cold injuries; this course does not provide Red Cross or any other certification.

210. U.S. Military and Naval History. (Fa) [3]

Developments since colonial period; emphasis on background and growth of national military naval establishments, military and naval thought, difficulties accompanying modernization and assumption of global responsibilities, and the problem of relationship between civilian and military-naval sectors in democracy. This course is taught by the History Department at Memphis State University for Army ROTC.

211. Basic Soldier Skills. (Fa,Sp) [0]

A study of skills required of soldiers in U.S. Army. Included are techniques on conduct of inspections, physical training, land navigation and practical application of drill movements and basic first aid. Two hours classroom instruction per week.

217. Tactics, Strategy and War Games. (Fa,Sp) [0]

A study of basic fundamentals of planning, organizing and employing units in combat. The art and science of warfare examined and practice of skills in simulated situations achieved through use of war games. Two hours classroom instruction per week.

311-312. Advanced Military Science. (Fa-Sp) [3-3]

First year of the advanced course includes military teaching principles, leadership and exercise of command, map and aerial photograph reading, small unit tactics, communications, field training exercises,

branches of the Army and preparation for ROTC Advanced Camp. Three hours classroom instruction per week and two hours lab per week.

411-412. Advanced Military Science. (Fa-Sp) [3-3]

The second year of the advanced course consists of training operations; logistics, military administration; military justice; personnel management; and service orientation in preparation for call to active duty. Three hours classroom instruction per week and two hours lab per week.

BIBLICAL STUDIES AT RHODES

Rhodes' relation to the Presbyterian Church has remained close and unbroken since 1855. The most recent expression of the College's relationship to the Church may be found in a covenant statement between Rhodes and the Church, summarized as follows:

Rhodes is a liberal arts college associated with the Presbyterian Church (U. S. A.). The College has a covenant relationship with the Synod of Living Waters (Tennessee, Mississippi, Alabama, Kentucky). Rhodes, as a church-related college whose primary mission is to educate, guarantees freedom of inquiry for faculty and students. The College, without pressing for acceptance, maintains a climate in which the Christian faith is nurtured. The curriculum includes a variety of courses in Bible and religion that explore the Judeo-Christian heritage and its implications for the whole of life. Students are required to study the Bible and its relationship with history and culture as a part of their college work. As an academic community founded on Christian ideals, Rhodes expresses personal concern for students, provides opportunities for corporate worship, and maintains a commitment to social justice and human mercy.

More specifically, the educational purpose of the College is expressed in its maintenance of an environment for the pursuit of truth in which it is ensured that the Christian faith is clearly articulated, that its formative role in Western civilization is carefully considered, and that honest intellectual and moral questions are articulated and responded to intelligently and sensitively.

This commitment is made clear in a resolution adopted by the Board of Trustees of The College:

"It is the intention of the Board that the College substantially comply with requiring two years of sound and comprehensive study of the Bible for the granting of a degree." In keeping with this resolution and with the mission of the College, the basic requirement in Humanities is structured so there are two ways available to

students to complete this part of the degree program. (1) Students may choose an interdisciplinary approach in which the course "The Search for Values in the Light of Western History and Religion" is required, or (2) students may choose a program of study in which two biblical studies courses and two Bible-related courses are required. A detailed outline of these two alternatives may be found under "Planning A Degree."

1. The Search for Values in the Light of Western History and Religion

The twelve-hour course, *The Search for Values in the Light of Western History and Religion*, throughout its forty year history has guided students to an understanding of themselves as members of the Western world by a study of the biblical heritage and its influence on Western civilization. In both content and method this course is, essentially, a dialogue between the biblical faith and Western culture. As an early catalogue put it, "Our . . . Christian background is traced and analyzed, and the pageant of (Western) Civilization is viewed from its beginning to present time."

This course is a basic foundation of the College's program of Christian higher education and is a twelve-hour course.

The first year is an intensive study of the Bible in both the Old and New Testaments. Extensive passages from the Old and New Testaments are read and discussed, compared and contrasted with other writings of the ancient world and of Graeco-Roman civilization, which is seen as important in its own right and as part of the background of early Christianity.

The second year, to be taken ordinarily in the sophomore year, continues the study of our biblical roots, as we see them established in the history and institutions of the Western world. We see the power of Christian ideas and thought as expressed in the Bible molding and shaping a civilization. We read from the theology of St. Augustine whose formulation of Christian ideas, based on the Bible as divine revelation, dominated and inspired the minds of men for a thousand years and is still relevant today. We read also from St.

Thomas in the high Middle Ages, from Luther and Calvin in the Reformation, and other great theologians in the modern period—from Schleiermacher to Reinhold Niebuhr—all of them biblically grounded. We see how the basic Christian convictions became relevant in society as prophetic voices in successive eras made the biblical message alive in the daily life and hopes of men.

In the Middle Ages, we trace the prodigious effort to establish a universal Christian civilization under the aegis of the Church. It was nothing less than an attempt to construct a world community on Christian principles. We trace the marks of the Sermon on the Mount in the compassion of St. Francis of Assisi and the struggle for Christian perfection in the devotion of the Monastic movement. We see the biblical ideas in painting, sculpture, stained glass, architecture, in the liturgy and great literary works which are symbolic of Christian life and thought like Dante's *Divine Comedy*.

The Reformation stressed in a vivid way a return to the authority of the Bible in Luther and Calvin's emphasis in the authority of the Word of God. The Apostle Paul dominates their thought as Peter had dominated Roman Catholic culture. Students consider and discuss the personal experiences of Luther and Calvin as these men discovered meaning for their life from Scripture and looked for guidance for life in society.

As we approach the modern scientific world, we encounter the many complex movements which have emerged, e.g. nationalism, the expansion of science, industrial and technological development, and divergent economic and political systems. In these complex movements, we see both the power and often the perversion of Christian ideas: for example, Kierkegaard's "Attack on Christendom" represents a passionate plea for a genuine Christian faith. Nietzsche's contemptuous regard for Christianity, by contrast, reveals a passionate secular understanding of the nature of total commitment. For the student, the cumulative knowledge of the basic biblical ideas and the ways they have

been made relevant to human life at various times and places in Western history gives a growing context in which students can discuss and evaluate the problems we have inherited in our own time.

In the twentieth century, we examine two great challenges—the struggle of democratic powers with communism and fascism and the great anxieties of our age as seen in Existentialism. In our discussion groups we reflect on how contemporary expression of the biblical faith can respond to these challenges. The course ends with a lecture on "The Heritage Upon Which We Stand" and a discussion of "The American Future" by Reinhold Niebuhr—American Biblical Theologian.

There is a distinct emphasis on reading original sources, so the student is led directly to the idea as it is stated by the author, and not by secondhand knowledge. In the colloquia, the students are encouraged to seek for depth of understanding and to relate their own thought to the idea being presented. There is continuous effort to recognize the connections between ideas. Thus, there is always reference back to the formative ideas of the Western tradition in the Bible and the classical heritage. For example, one can see connections between the biblical faith and the thought of Plato and the mystics of the Middle Ages, or one can recognize clearly the rigorous ethics of the Old Testament prophets in the categorical imperative of Immanuel Kant. Also, we see how the great scientific postulates of the orderliness and uniformity of nature emerged out of a culture which had been formed by the basic biblical understanding of creation through the *Logos* (Word) of God. This is the kind of teaching which we believe makes ideas come alive and become part of human character and where values are not merely something to be learned but something to be experienced and cherished.

2. "Life: Then and Now" Program

The student who chooses the "Life: Then and Now" program completes four courses, two of which are in the area of biblical studies and which are taken in the fresh-

man year. The remaining two courses are in the area of Bible-related studies, comprised of religion and philosophy courses. These two courses may be taken at any time.

The biblical studies courses include three courses which are introductions to the Bible. Religious Studies 100, Introduction to the Bible, introduces the Old and New Testaments, emphasizing the basic, elementary, facts about the formation of the Bible, the history of its transmission, and tools of interpretation used by scholars. Religious Studies 110, Introduction to the Hebrew Bible/Old Testament, surveys the literature of the Old Testament and the history of Israel. It traces the growth of Israel's traditions into the books of the Hebrew Bible. Religious Studies 120, Introduction to the New Testament, traces the origins of Christianity as reflected in the books that comprise the New Testament. A student will choose one of these courses in the first semester of the freshman year. A second course is taken in the second semester of the freshman year and is chosen from several offerings which treat specific biblical texts in either the Old Testament or the New Testament.

The Bible-related study includes philosophy and religion courses which reflect on and develop biblical, theological, or religiously significant themes. The student is free to choose two courses from those listed as meeting this requirement. A large variety of courses are offered dealing with the basic ideas and values of Western society as well as contemporary ethical issues and consideration of meaningful lives. Courses can be chosen which best complement the student's overall academic plan, both in fulfilling degree requirements and in fulfilling requirements for a major. They may be taken at any time in the student's college career. A complete listing of the courses approved for the "Life: Then and Now" program is given in the section of the catalog entitled "Interdisciplinary Study."

MEEMAN CENTER FOR SPECIAL STUDIES

Sally Palmer Thomason. Dean of Special Studies. B.A., Occidental College; Graduate. International Graduate School, University of Stockholm.

Thomas Priest Teasley. Associate Dean of Special Studies. B.A., Rhodes College.

William Larry Lacy. Co-Director, Institute for Executive Leadership, B.A., Rhodes College; Ph.D., University of Virginia.

Wayne W. Pyeatt. Co-Director, Institute for Executive Leadership, B.S., University of Arkansas; Graduate, Stonier School of Banking, Rutgers University.

Fred W. Neal. B.A., Lewis and Clark College; B.D., Chicago Theological Seminary; Ph.D., University of Chicago.

Robert M. Watson, Jr. B.A., University of North Carolina; M.Div., Virginia Episcopal Theological Seminary; M.A., Duke University; Ph.D., Memphis State University.

Gayle Davis. Registration Coordinator.

Charlie Nelson. Conference Coordinator.

Deborah Owen Schadt. Recruitment Coordinator. B.A., University of Tennessee at Knoxville.

Debbie Zoski. Administrative Assistant to the Dean.

The Meeman Center for Special Studies is Rhodes' active expression of its belief that learning is a life long process.

Since its inception in 1944, the Center has been an integral part of the College seeking to bring a continuing concern for liberal arts and sciences, in a practical and serious way, into the lives of men and women.

Non-Credit Courses

Traditional continuing education courses are offered throughout the year in areas of literature, art, language, current events, history, theatre, finance, philosophy, self-awareness, and other areas of interest. Courses varying in length from one to ten sessions are offered in four terms a year: Fall (October through December), Winter (January through March), Spring (April through June) and Summer (July through September). The instructors are selected from Rhodes faculty, qualified individuals from the Memphis area and experts of national repute.

In addition to the courses offered in the three Meeman Center terms, special seminars and lectures as well as educationally oriented travel opportunities are scheduled periodically during the year.

Continuing Education Units

Generally, Continuing Education Units may be earned through any Meeman Center non-credit course. Contact the Office of Special Studies for further information.

The Institute for Executive Leadership

The Institute is a nine-month program for business executives to explore the liberal arts and sciences in a disciplined and thoughtful fashion. It is particularly useful and popular among managers with a technical background or those who have experienced an extended concentrated focus in a specific area of business.

Adult Degree Program

The Meeman Center administers a program that encourages qualified applicants, twenty-four years old or older, to return to college and earn a Rhodes Bachelor's Degree on a part time basis. After successfully completing the required first year program, including six credit hours of "The Search for Values in the Light of Western History and Religion," the participants are free to choose from all the Rhodes course offerings, subject to the same privileges and limitations as any other undergraduate.

Continuing Legal Education

The Meeman Center for Special Studies offers two or three seminars a year for attorneys in the three state region to earn Continuing Legal Education units. These seminars are led by a combination of Rhodes faculty and eminent members of the legal community and are certified by the Mississippi and Tennessee State continuing legal education commissions.

Summer Scholars

This two week summer residential "Rhodes" experience is designed to introduce high school students to college-level liberal arts and sciences through a sampling of mini-courses taught by regular Rhodes faculty. A full schedule of fun and interesting social activities is planned to compliment the rigors of the classroom studies.

Guest Conferences

The Meeman Center's new facilities in the Special Studies Building, along with conference rooms in Clough Hall and other campus buildings are often utilized by campus, community and business groups for meetings, seminars, and educational conferences.

During the summer months, the Center, utilizing the entire campus, hosts regional, national and international residential conferences and workshops, in addition to programs sponsored by the Center itself.

Elderhostel

The Center sponsors two weeks of Elderhostel on campus each summer. These programs, part of the international Elderhostel program, involve individuals from all over the country who are 60 or more, in educational and entertainment opportunities designed to give them the flavor of Rhodes and Memphis.

Arts Management Institute

The Meeman Center offers the Primary Management/Leadership Institute for Local Arts Agencies each summer. This residential conference has a faculty of nationally respected arts professionals and Rhodes faculty members. It is geared to

arts managers who are new to their profession. This new program is partially funded by grants from the National Endowment for the Arts, the Tennessee Arts Commission, the Arkansas Arts Council, The Southern Arts Federation, the Memphis Arts Council and the Day Foundation.

All individual programs and courses offered by the Meeman Center are described in detail in catalogues and brochures available upon request from the Office of Special Studies.

THE BURROW LIBRARY

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

Emily Flowers. Assistant Director and Catalogue Librarian. B. A., Union University; M. A. L. S., George Peabody College.

William Short. Head of Information Services. B.A., Rhodes College; M.L.S., George Peabody College. Curator for the Jessie L. Clough Art Memorial for Teaching.

Pamela Pollard. Head of Media Services. B.S., M.S., Indiana University.

Margaret Cardwell. Information Services Librarian. B.A., University of California, Santa Barbara; M.L.S., University of Texas, Austin.

Annette Cates. Interlibrary and Information Services Librarian. A.A., Alabama Christian College; B.S., Auburn University; M.L.S., University of Alabama.

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

Sue Craft Turpin. Circulation Librarian. B.S., M.Ed., Memphis State University.

Lori Thornton. Catalogue Assistant. B.A., Mid-South Christian College.

Diane Dice. Periodicals and Acquisitions Assistant. A.A., William Woods College; B.S. of Ed., Memphis State University.

Sanders Etter. Circulation Assistant. B.A., Memphis State University

Janice Tankersley. Catalogue Technical Assistant. B.A., M.S., Memphis State University.

Elizabeth Kesler. College Archivist. B.A., M.L.S., University of Rhode Island.

The College library system is composed of the Burrow Library, four departmental collections (Biology, Chemistry, Mathematics, and Music), and the Human Relations Area File located in the Anthropology Department office. The Burrow Library contains approximately 205, 500 volumes, 1, 080 periodical subscriptions, and 10,430 microforms which provide a basis for its service. The collection is supplemented by the DIALOG Information Retrieval system, an accumulation of over 300 online databases covering all the major disciplines. The library staff of thirteen includes eight professional librarians who are not only concerned with the acquisition, organization, and circulation of the collection, but provide reference and reader assistance to users, as well as direct instruction in bibliography to classes at all levels.

Dedicated in 1953, and renovated in 1988, the Burrow Library building stands on the Rhodes campus as a monument to the generosity of its donors, Mr. and Mrs. A. K. Burrow, of Memphis. The present building has a capacity for 260,000 volumes and 250 readers.

The Burrow Library's book collection has been carefully built over a period of years by both the teaching and the library faculty so as to include materials which constitute valuable resources for undergraduate instruction in a liberal arts institution. In addition to the reference and circulating collections there are two special collections, the Rhodes Collection and the Walter Armstrong Rare Book Collection. The Rhodes Collection consists of publications about Rhodes of an historical nature as well as the books written by faculty and alumni. The Walter Armstrong Rare Book Room includes the special items of value added to the library through the years, and The Rare Book Collection of first editions of English and American authors, many of them autographed, donated by Mr. Walter Armstrong.

A Media Center, located on Burrow Library's renovated first floor, was opened in 1986. This center offers listening and viewing facilities to individuals and small groups. Housed in the Media Center is a

collection of non-print material including phonodiscs, audio cassettes and videotapes selected to enhance learning.

The Human Relations Area File, maintained in the Anthropology/Sociology Department, is a carefully selected file of over 2 million pages, stored on microfiche. Thoroughly cross-indexed, it is a major resource for research not only in anthropology and sociology, but in related disciplines such as comparative government, religion, and linguistics. The departmental collections in science and mathematics include files of specialized periodicals and indexes of research. The Buckman Library for Biology and Mathematics, given by the late Dr. Stanley J. Buckman, and his associates of Buckman Laboratories, Inc., Memphis, is housed in the Frazier Jelke Science Center and was dedicated October 19, 1968.

The E. J. Adams Music Library is located in Hassell Hall. It functions as an audio center and music reference library. The department's collection of phonodiscs and audio cassettes, scores of the complete works of major composers, and reference sources are available to use within the Adams Library.

In order to effect optimum interinstitutional library service to the student bodies, faculties, and staff of the Greater Memphis Consortium, the Burrow Library joins the following libraries in making their collections available to each others' students and faculties: The Christian Brothers College Library, Hollis F. Price Library of LeMoyne-Owen College, John W. Brister Library of Memphis State University, G. Pillow Lewis Library of the Memphis College of Art, and the Memphis Theological Seminary Library. Students are also entitled to library cards in the Memphis and Shelby County Public Library and Information Center, the Main Library of which is an especially valuable community resource. The Burrow Library operates an active interlibrary loan service for its faculty and students with libraries outside the Memphis area.

THE COMPUTER CENTER

L. Charles Lemond. Director of the Computer Center. B.A., Rhodes College; M.A. and Ph.D., Vanderbilt University. (Assistant Professor of Psychology.)

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Janet Kirby. Computer Programmer/Analyst. B. A., Wisconsin State University.

Kenneth Miller. Computer Technician. A.E.T., State Technical Institute, Memphis.

The main computer resource at Rhodes College is comprised of a DEC VAX 785 and a DEC VAX 750, located in the Computer Center in Room 300 of Palmer Hall. Thirty-two terminals and twelve personal computers are available for student use and are connected to the main computers. The main bank of terminals is located on the lower level of the Burrow Library in a room designed for computer use and instruction.

Other terminals and instructional facilities available for academic purposes are strategically located in various academic buildings on campus, notably in the natural science and mathematics buildings. A special laboratory containing fifteen Apple Macintosh personal computers is located in 219, Mathematics building. Various letter-quality printers and laser-printers are available for hard-copy output. All students are encouraged to maintain active computer accounts whether or not they are enrolled in computer instruction courses.

Rhodes' academic program includes a significant amount of course work leading to computer competency. Some of the technical aspects of computer electronic

design and of programming computer circuitry are developed in the course work of the Department of Physics. Instruction in programming languages and in advanced undergraduate areas of computer science and related fields is offered in the curriculum or the Department of Mathematics and Computer Science.

Special computer hardware and software support computer science instruction in mathematics and physics. Other departments, notably chemistry, economics and business administration, political science, and psychology make extensive use of the computing facilities in courses.

In general, the fundamental focus on the curriculum in the area of computer use and computer science is to develop in each student an understanding of the use and the potential for use of the computer in his or her chosen academic field. Rhodes' objective is to provide resources, both physical and instructional, to ensure that each student who wishes to be competent in the use of a computer as it applies to his or her own academic field or career can do so. An example of one way in which this objective is realized is the special computer instruction courses in the department of political science.

Increasingly the value of the computer for basic word processing is realized by faculty and students. A personal computer is especially advantageous for this purpose. Students are encouraged to bring personal computers with them. Attractive discounts on the Apple Macintosh personal computer are available through the MicroCenter.

Interdisciplinary majors are defined in Computer Science—Mathematics and Computer Science— Business Administration. The details of these programs may be found in the Courses of Instruction section under the Department of Mathematics and Computer Science.

While a major in computer science is not offered, by using the computer courses that are offered together with directed inquiries and internships, a student can acquire a background in computer work sufficient for graduate work or entry-level jobs in computer science.

The MicroCenter

The MicroCenter is maintained by the Computer Center to provide an outlet for the demonstration and sale of the Apple Macintosh computer. Special discount prices are available to full-time faculty and students. Personnel assigned to the MicroCenter assist in equipment configuration and provide both hardware and software instruction.

The College promotes the Apple Macintosh computer as an easy-to-use, yet reasonably sophisticated machine, suitable to student needs in higher education. Reasonable access to the VAX mainframe and personal computers is available on campus; however, students are encouraged to purchase their own microcomputers for ease of access and availability.

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Gene T. Branson. Storeroom Supervisor.

Roosevelt Evans. Assistant Storeroom Supervisor.

L. Mark Fleming. Special Services Technician.

Linda B. Conner. Administrative Assistant.

Peggy Ann Stewart. Clerical Assistant.

Security

William Nourse. Director of Security. B.S. and M.A., Memphis State University.

Edwin Ireland. Assistant Director of Security.

Lillie Todd. Administrative Assistant.

Bookstore

Jane E. Darr. Manager. B.B.A., Memphis State University.

Deborah S. Jordan. Assistant Manager.

Margaret C. Clifton. Textbook Manager.

BRITISH STUDIES AT OXFORD

Yerger Hunt Clifton. Dean. Professor of English. B.A., Duke University; M.A., University of Virginia; Ph.D., Trinity College (Dublin).

Jody Thompson. Assistant Dean. B.A., Birmingham-Southern; M.A., University of California, Santa Barbara.

Mary Allie Baldwin. Administrative Assistant. B.A., Rhodes College.

THE FACULTY OF THE COLLEGE

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 show promise of continued and significant scholarly activity. The College also depends on the Faculty to provide leadership not only in academic development for the College but also in the overall governance of the institution.

The College is justifiably proud of the accomplishments of its Faculty. In particular, the Clarence Day Award for Outstanding Teaching and the Dean's Award for Research and Creative Activity are given to those individuals judged as deserving of special recognition. Award winners have been as follows:

Clarence Day Award for Outstanding Teaching

- 1981 Dr. Jack U. Russell, Mathematics
- 1982 Dr. Marshall E. McMahon, Economics
- 1983 Dr. William Larry Lacy, Philosophy
- 1984 Dr. James M. Vest, French
- 1985 Dr. Fred W. Neal, Religion
- 1986 Dr. E. Llewellyn Queener, Psychology
- 1987 Dr. Rebecca Sue Legge, Business Administration
- 1988 Dr. Terry Hill, Biology

Dean's Award for Research and Creative Activity

- 1981 Dr. John F. Copper, International Studies
- 1983 Prof. Jack Farris, English
- 1984 Dr. Richard D. Gilliom, Chemistry
- 1985 Dr. David H. Kesler, Biology
- 1986 Prof. Tony Lee Garner, Theatre
- 1987 Dr. James M. Olcese, Biology
- 1988 Dr. John F. Copper, International Studies

The full-time members of the Faculty of the College are listed below in alphabetical order, and the advanced degree earned in the discipline of the faculty member is given. In the section of this bulletin titled "The Educational Program," the members of each academic department are named with area specialities and additional educational background information.

The Faculty of Rhodes College

- Lawrence K. Anthony
Professor of Art
M. F. A., University of Georgia
- Edward A. Barnhardt
Associate Professor of Physics
M. A., Vanderbilt University
- Thomas H. Barr
Assistant Professor of Mathematics and
Computer Science
Ph. D., Vanderbilt University
- Richard A. Batey
Professor of Religion
Ph. D., Vanderbilt University
- John Bensko
Assistant Professor of English
Ph. D., Florida State University
- Ben W. Bolch
Professor of Economics
Ph. D., University of North Carolina at
Chapel Hill
- William S. Boyd
Assistant Professor of Mathematics and
Computer Science
Ph. D., University of Tennessee
- Jennifer Brady
Associate Professor of English
Ph. D., Princeton University
- Milton P. Brown
Professor of Religion
Ph. D., Duke University
- Johann Bruhwiler
Associate Professor of German
Ph. D., University of Cincinnati
- Thomas E. Bryant
Assistant Professor of Music
D. M., Northwestern University

Robert H. Byer
Assistant Professor of English
Ph.D., Yale University

Laura Canon
Instructor in Theatre and Media Arts
M. F. A., Memphis State University

Linda Chen
Assistant Professor of International
Studies
Ph. D., University of Massachusetts

Pamela H. Church
Assistant Professor of Business
Administration
Ph. D., University of Houston

Diane M. Clark
Associate Professor of Music
D. A., University of Mississippi

Yerger Hunt Clifton
Professor of English
Ph. D., Trinity College, Dublin

F. Thomas Cloar
Associate Professor of Psychology
Ph. D., University of Alabama

John F. Copper
Professor of International Studies
Ph. D., University of South Carolina

Carol Danehower
Assistant Professor of Business
Administration
Ph. D., University of Kentucky

William L. Daniels
Professor of English
Ph. D., Harvard University

Carol Devens
Assistant Professor of History
Ph. D., Rutgers University

Terri DeYoung
Assistant Professor of Arabic
Ph.D., University of California, Berkeley

Vanessa Dickerson
Assistant Professor of English
Ph. D., Princeton University

Horst R. Dinkelacker
Associate Professor of German
Ph. D., Vanderbilt University

Michael R. Drompp
Assistant Professor of History
Ph.D., Indiana University

Harmon C. Dunathan
Dean of Academic Affairs
Professor of Chemistry
Ph. D., Yale University

J. Peter Ekstrom
Associate Professor of Anthropology/
Sociology
Ph. D., University of Illinois

Robert L. Entzminger
Professor of English
Ph. D., Rice University

Julia Ewing
Instructor in Theatre and Media Arts
M.A., Memphis State University

Steve Gadbois
Assistant Professor of Mathematics and
Computer Science
Ph. D., Michigan State University

Tony Lee Garner
Associate Professor of Theatre and
Media Arts
M. M., Memphis State University

Richard D. Gilliom
Professor of Chemistry
Ph. D., Massachusetts Institute of
Technology

Helmuth M. Gilow
Professor of Chemistry
Ph. D., State University of Iowa

Kenneth W. Goings
Associate Professor of History
Ph. D., Princeton University

Grant Tedrick Hammond
Associate Professor of International
Studies
Ph. D., Johns Hopkins University

Douglas W. Hatfield
Professor of History
Ph. D., University of Kentucky

Terry W. Hill
Associate Professor of Biology
Ph. D., University of Florida

Andrew Hurley
Assistant Professor of History
Ph. D., Northwestern University

Wasfy B. Iskander
Professor of Economics
Ph. D., Indiana University

Joyce P. Jacobsen
Assistant Professor of Economics
Ph. D., Stanford University

Alan P. Jaslow
Assistant Professor of Biology
Ph. D., University of Michigan

Carolyn R. Jaslow
Visiting Assistant Professor of Biology
Ph. D., University of Chicago

David Y. Jeter
Associate Professor of Chemistry
Ph. D., University of North Carolina at
Chapel Hill

James W. Jobs
Professor of Philosophy
Ph. D., University of Virginia

William T. Jolly
Professor of Classics
Ph. D., Tulane University

Bobby R. Jones
Associate Professor of Biology
Ph. D., University of Missouri

Marshall Phillip Jones
Professor of Mathematics and Computer
Science
Ph. D., University of Virginia

M. Elizabeth Kamhi
Assistant Professor of English
Ph. D., University of Indiana

David Hickok Kesler
Associate Professor of Biology
Ph. D., University of Michigan

Michael P. Kirby
Associate Professor of Political Science
Ph. D., University of Wisconsin,
Milwaukee

Susan M. Kus
Assistant Professor of Anthropology/
Sociology
Ph. D., University of Michigan

William Larry Lacy
Professor of Philosophy
Ph. D., University of Virginia

James Carpenter Lanier
Associate Professor of History
Ph. D., Emory University

Mikle D. Ledgerwood
Assistant Professor of French
Ph. D., University of North Carolina at
Chapel Hill

Rebecca Sue Legge
Associate Professor of Business
Administration
Ph. D., University of Mississippi

L. Charles Lemond
Director of the Computer Center
Assistant Professor of Psychology
Ph. D., Vanderbilt University

Gary J. Lindquister
Visiting Assistant Professor of Biology
Ph. D., Emory University

Terri E. Lindquister
Assistant Professor of Mathematics
Ph. D., Emory University

Robert R. Llewellyn
Associate Dean of Academic Affairs
Associate Professor of Philosophy
Ph. D., Vanderbilt University

Adelaida Lopez
Assistant Professor of Spanish
Ph. D., Columbia University

Cynthia Marshall
Assistant Professor of English
Ph. D., University of Virginia

Gail C. McClay
Associate Professor of Education
Ph. D., Washington State University

Sandra McEntire
Assistant Professor of English
Ph.D., Cornell University

Catherine McGee
Instructor in Theatre and Media Arts
M. A., Memphis State University
Ph. D. candidate, Pennsylvania State
University

Thomas G. McGowan
Assistant Professor of Sociology
Ph. D., Univ. of New Hampshire

Steven L. McKenzie
Assistant Professor of Religion
Th. D., Harvard University

F. Michael McLain
Professor of Religion
Ph. D., Vanderbilt University

Marshall E. McMahon
Professor of Economics
Ph. D., Vanderbilt University

Andrew A. Michta
Assistant Professor of International
Studies
Ph. D., Johns Hopkins University

Valarie Ziegler Morris
Assistant Professor of Religion
Ph. D., Emory University

Robert G. Mortimer
Professor of Chemistry
Ph. D., California Institute of
Technology

Charles L. Mosby
Professor of Music
M. M., Florida State University

Valerie Z. Nollan
Assistant Professor of Russian
Ph. D., University of Pittsburgh

Kevin M. Ogle
Assistant Professor of Chemistry
Ph. D., University of Texas

John S. Olsen
Associate Professor of Biology
Ph. D., University of Texas

Charles C. Orvis
Associate Professor of Economics
Ph. D., University of Minnesota

Robert G. Patterson
Professor of Humanities
Ph. D., Yale University

John M. Planchon
Associate Professor of Business
Administration
Ph. D., University of Alabama

Marcus D. Pohlmann
Associate Professor of Political Science
Ph. D., Columbia University

David Ramsey
Associate Professor of Music
S.M.M., Union Theological Seminary, NY

Robert D. Russell
Assistant Professor of Art
Ph. D., Princeton University

Michael Shirley
Assistant Professor of History
Ph. D., Emory University

Herbert W. Smith
Professor of Psychology
Ph. D., Florida State University

Douglas K. Southard
Assistant Professor of Business
Administration
D. B. A., Indiana University

Bruce Edward Stanley
Assistant Professor of International
Studies
Ph. D., University of Pennsylvania

Frederic Reed Stauffer
Associate Professor of Physics
M. S., Bucknell University

John L. Streete
Associate Professor of Physics
Ph. D., University of Florida

Robert John Strandburg
Assistant Professor of Psychology
Ph. D., University of California, Los
Angeles

Jack Howard Taylor
Professor of Physics
Ph. D., Johns Hopkins University

Donald W. Tucker
Professor of Spanish
Ph. D., University of North Carolina at
Chapel Hill

James M. Vest
Associate Professor of French
Ph. D., Duke University

Marsha D. Walton
Associate Professor of Psychology
Ph. D., University of North Carolina at
Chapel Hill

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Christopher G. Wetzel
Associate Professor of Psychology
Ph. D., University of North Carolina at
Chapel Hill

G. Kenneth Williams
Professor of Mathematics and Computer
Science
Ph. D., University of Virginia

Katheryn Lee Wright
Assistant Professor of French
Ph. D., Indiana University

Lynn B. Zastoupil
Assistant Professor of History
Ph. D., University of Minnesota

ENDOWMENTS, MEMORIALS, AND AWARDS

Professorships and Faculty Fellowships

The Board of Trustees establishes endowed professorships and fellowships to recognize significant support of the College's academic program.

The Stanley J. Buckman Distinguished Professorship of International Studies, provided by Trustee Robert H. Buckman, honors the founder of Buckman Laboratories and long-time friend and trustee of the College. The current occupant is Dr. John Copper.

The Albert Bruce Curry Professorship of Religious Studies is provided and sustained by Second Presbyterian Church of Memphis, and is occupied by Dr. Milton P. Brown.

The E.C. Ellett Professorship of Mathematics was created by Edward Coleman Ellett, Class of 1888 and is occupied by Dr. Kenneth Williams.

The Charles R. Glover Professorship of English Studies was provided by Mrs. Charles R. Glover.

The William Randolph Hearst Endowed Teaching Fellowship for Minority Graduate Students, to support minority teaching fellows at Rhodes as they complete their dissertations.

J. J. McComb Professorship of History was provided by Mr. J. J. McComb and is occupied by Dr. Douglas W. Hatfield.

The W. J. Millard Professorship of Religious Studies is provided by his friends at Evergreen Presbyterian Church in Memphis, and honors the late senior minister of the church. Dr. Richard A. Batey is the current occupant.

The R. A. Webb Professorship of Religious Studies was provided by a friend of the College. Dr. F. Michael McLain is the current occupant.

Endowments

The Emmett H. Anderson Collection. Endowed by Trustee John H. Crabtree '57 in honor of Dr. Anderson, Professor Emeritus of French, this fund provides books in French.

The Robert I. Bourne, III Endowment Fund for Counseling Workshops. This fund was established by family and friends of Bob Bourne in his memory. He was a 1980 Phi Beta Kappa graduate of Rhodes. The fund provides for the counseling needs of students through workshops dealing with topics such as developing study skills, managing stress, alcohol awareness and interpersonal relationships.

The Buckman Collection in International Studies. Endowed by Rhodes. Trustee Robert H. Buckman, the Buckman Collection provides literary materials in the field of International Studies.

The John D. Buckman Endowment for The Laurence F. Kinney Program. This gift, provided by the Trust of Mr. Buckman, supports the Laurence F. Kinney Program. This is a supervised program of community service activities and is available to all students. A third of all Rhodes students participate in the Kinney Program.

The Robert H. Buckman Speaker Series in International Affairs enables the Department of International Studies to bring practitioners and scholars in international commerce, politics, law, and other fields to address Rhodes students, faculty and guests of the College.

The W. J. Michael Cody Political Science Collection. This fund was established by a gift from Tennessee State Attorney General Cody '58 to provide books and periodicals in political science.

The George Porter Douglass Seminars, endowed by a gift from Mary Elizabeth Douglass Walker '41, provides faculty training for the "Search" course.

Faculty Development Fund. This fund was established in 1984 by an anonymous trustee. It provides summer stipends for

eight faculty members and a Dean's discretionary fund.

The Halle Collection Endowment, established by Mr. and Mrs. A. Arthur Halle, Jr., of Memphis provides book funds for The Burrow Library.

The Henry Goodrich Discretionary Fund. This fund was established by two friends of the College to honor Trustee Henry Goodrich of Shreveport, Louisiana. It is used by the President, at his discretion, to further the aims of the College.

Marie Cordes Hill Presidential Discretionary Fund. This fund was established in 1986 by a gift from the late Marie Cordes Hill of Memphis and by grants from the Andrew W. Mellon Foundation of New York and the William and Flora Hewlett Foundation of Menlo Park, California.

The Lillian and Morrie Moss Endowment for the Visual Arts, provided by Mr. Moss and the late Mrs. Moss of Memphis, brings leading writers, critics, and art historians to the campus.

The Wiley C. Newman Fund. This fund, established by Charles and Kay Newman of Memphis, underwrites the "Daily Themes" writing program in the Department of English and may support student scholarships and work-study grants.

The Picard Collection Endowment, established by Mr. and Mrs. Milton C. Picard of Memphis provides funds for The Burrow Library.

The Poppenheimer Collection Endowment, provided by Mr. and Mrs. L. H. Poppenheimer of Memphis provides funds for The Burrow Library.

The Peyton Nalle Rhodes Physics Lecture Series. Funded by friends and alumni of Rhodes College in 1986 to remember the man who taught Physics before becoming President of the College. The series is designed to bring top physics scholars and practitioners to Rhodes.

The James R. Riedmeyer Collection, provided by Mr. James R. Riedmeyer, Vice

president of Federal Express Corporation, purchases books and periodicals in aviation, transportation, and communication for The Burrow Library.

The Ellen Davies-Rodgers Collection, established by Ellen Davies-Rodgers, Davies Plantation, Brunswick, Tennessee. The collection is made up of her books and others purchased through her generosity.

Special Funds

Excellence in Teaching Program. In 1985 Rhodes began this program which enables corporations, foundations, individuals, and churches to sponsor named annual professorships and fellowships. Each professorship or fellowship may be renewed annually.

The Ernst and Whinney Fellowship in Accountancy was created in 1988. Professor Sue Legge holds this fellowship.

The Federal Express Professorship of Economics was established by the Federal Express Corporation in 1986. The chair is held by Dr. Charles C. Orvis.

The First Tennessee Professorship of Philosophy was established by First Tennessee Bank in 1986. The chair is held by Dr. William Larry Lacy.

The TPI (Shoney's South, Inc.) Fellowship in Mathematics was established in 1989 by TPI, Inc. Dr. Kenneth Williams is the holder of this fellowship.

The Schering-Plough Professorship of Chemistry was established in 1985 by the Schering-Plough Foundation. Dr. Harold Lyons is the first recipient.

Awards

Awards for excellence in scholarship are given in every academic department. Some awards are named and special conditions are established for the winner. Other awards recognize excellence in extracurricular activities. Some of the special named awards are listed below.

The Ward Archer, Sr. Award in Marketing, given by Ward Archer and Associates,

Inc., recognizes the outstanding marketing student. The award honors the Memphis advertising executive of the Class of '39.

The Clarence Day Award for Outstanding Teaching. Established in 1981 by Mr. Clarence Day of Memphis, this award is given annually to a full-time member of the teaching faculty at Rhodes to recognize excellence in teaching. This honor carries a monetary award of approximately \$5,000.

The Dean's Award for Outstanding Research and Creative Activity. Mr. Clarence Day of Memphis established this award 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 may be given each year, but need not be. The monetary complement of this award will range from \$500 to \$2,500.

The Estelle R. Cone Award is given annually to that student selected for outstanding service in an individual project through the Kinney Program. The award is in memory of Mrs. Cone, who was Kinney Program Director from its founding until 1975.

The J. Hal Daughdrill Award. This fund was established in 1986 by friends of Rhodes with memorial gifts to remember the eighteenth President's father. The award goes to the most valuable player of the football team.

The Charles E. Diehl Award for Faculty Service. Established by an anonymous Trustee of the College, The Charles E. Diehl Award provides \$3,000 to a member of the Rhodes faculty who has rendered extraordinary service to the Rhodes community.

The Bobby R. Doughtie, Jr. Memorial Award, established in 1985 in his memory, is given by the Department of International Studies to the sophomore exhibiting the greatest interest and ability in international studies. The award enables

students to purchase books in the students' area of choice.

The Donald J. Gattas Memorial Awards are given annually to the two students judged to be most outstanding in the study of Advanced Arabic and in Middle Eastern Studies.

The Jane Donaldson Kepple Writing Prizes are awarded annually to four students for excellence in writing as judged by a committee of faculty members. The awards are given in four categories: Freshman English Essay; Senior English Essay; Poetry, Fiction, and Drama; and Scholarly Essay. These prizes were established in 1985 by Thomas R. Kepple, Jr., in memory of his wife.

The Sue Legge Accounting Award, provided by Ernst and Whinney of Memphis, recognizes the outstanding junior accounting student.

The Freeman C. Marr Track and Field Award presented annually to the outstanding athlete who best exemplifies dedication to the principles of scholarship and athletics. This award honors Freeman C. Marr '48 athlete, scholar, coach and dedicated alumnus of the College.

The Fred Neal Freshman Prize is awarded to the outstanding student in the "Search" course. It was established by friends of Professor Neal.

The Memphis Panhellenic Association, in its desire to encourage scholarship, will present an award to the sorority woman of the graduating class at Rhodes College having the highest scholastic average for her entire college course. This award, a silver platter, will be engraved with her name and the name of her sorority, and will remain in the possession of that sorority until time for its presentation the following year. At the conclusion of a ten-year period, the award will be the permanent property of the sorority whose name appears most often in the inscription upon it. The first presentation was made at the end of the 1946-47 session.

The Jack U. Russell Awards in Mathematics were established by friends of Professor Jack Russell of Rhodes. They are awarded to outstanding mathematics students selected by the Department of Mathematics and Computer Science.

The Jane Hyde Scott Awards, established by a bequest from Jane Hyde Scott, '30, are given to rising seniors for special academic activities in the summer prior to the senior year. Five awards, each one carrying a \$2500 grant, are given annually: The Robert Alan Scott Award in Mathematics, The Joseph Reeves Hyde Award in Religious Studies, The Ruth Sherman Hyde Award in Music, The Margaret Ruffin Hyde Award in Psychology, and the Jeanne Scott Varnell Award in Classical Languages.

The Seidman Awards in Economics and Political Science are provided annually by Mr. P. K. Seidman of Memphis. The award in Economics recognizes the senior majoring in Economics and/or Business Administration who has the highest average in all courses taken in the Economics Department. The award in Political Science recognizes the senior majoring in Political Science (or a senior student who has completed 24 hours of work in Political Science) who has the highest average in all courses taken in the Political Science Department. Awards are also given to the freshman or sophomore students making the best records in Economics 103-104 and Political Science 151.

The Seidman Trophy. This plaque given by Mr. P. K. Seidman in memory of his nephew, Thomas Ehler Seidman, who died in March, 1937, is to be awarded each year to a member of the graduating class. The trophy is intended to recognize outstanding excellence in both scholarship and athletics, and the selection of the student is to be made by the Faculty Committee on Physical Education and Athletics, together with the President of the College and the Dean of Students.

The W. O. Shewmaker Memorial Fund was established by alumni and friends in memory of Dr. W. O. Shewmaker, Profes-

sor of Bible at Rhodes, 1925-41. The income from this fund will be used annually for an award of books to the student who attains the highest distinction in the integrated course, *The Search for Values in the Light of Western History and Religion*.

The Spencer Prizes in Greek. These prizes, founded in memory of Mr. H. N. Spencer, Port Gibson, Mississippi, are awarded to those students in each class who attain the highest distinction. In addition, a prize is awarded to the student who has attained the highest absolute, not merely relative, grade during four years of Greek courses.

The Algernon Sydney Sullivan Awards, a medallion and certificate, provided by the New York Southern Society of the City of New York, are awarded to the man and woman students of the graduating class and to one outstanding citizen of the community who best exemplify the ideals of Mr. Sullivan.

The Emma Tull Award is given in memory of Mrs. Tull to the rising senior who has shown the greatest concern for fellow students and the community-at-large. A special committee at Rhodes College selects the recipient of this \$250 prize.

The Wall Street Journal Award is given annually to recognize the student who has the highest achievement in the area of finance and investment.

Scholarships

Scholarships at Rhodes College are endowed in units of \$25,000 or more, or are the equivalent of such endowments.

Scholarships have been endowed or established wholly or in part as listed below:

The A & I Travel Scholarship, by Charles G. Curtis and A & I Travel, to assist students interested in accounting or marketing.

The Albert H. Adams, Jr. Scholarship Fund was established by his son and daughter-in-law, Dr. and Mrs. J. Robert Adams. Preference is given to a student in the natural sciences who maintains a 3.00

GPA. This scholarship may or may not be based on financial need.

The Adult Degree Scholarship Fund provides financial assistance to students over 26 years of age.

The Elizabeth Alley Ahlgren Art Scholarship was established in 1987 by Dr. Frank R. Ahlgren of Memphis for worthy students interested in painting or sculpture.

The Emerson A. and Emily Peale Alburty Scholarships were established by Mr. and Mrs. Alburty to be administered through the Committee on Admissions and Financial Aid. Selection of the scholarship recipients will be based primarily on financial need. Preference will be given to Memphis and Shelby County residents, but not restricted to those students.

The Arkansas Scholarship was established by alumni and friends in Arkansas. Preference is given to a needy student from Arkansas.

The Walter P. Armstrong Memorial Scholarship was established by Dr. Walter P. Armstrong, Jr., Mrs. Irma W. Armstrong, the late Mr. James F. Smithwick, Mr. and Mrs. George S. Miles, and the law firm of Armstrong, McCadden, Allen, Braden and Goodman, Memphis.

The A. L. Aydelott Students Memorial Scholarship Fund was established by his daughter, the late Mrs. Josephine A. Johnson, Memphis.

The Mary Lowry Bacon Scholarship was established by her son, Henry W. Bacon, and her granddaughter, Barbara B. Newton. It is awarded to a student of religion.

The Albert D. Banta Scholarships provide for Rhodes College one-third of the income from a trust created by the late Albert D. Banta, Shreveport, Louisiana, which is administered by the First National Bank, Shreveport, Louisiana.

The Barrow, Hanley, Mewhinney and Strauss Scholarship was established in 1985 by this Dallas investment firm. It is awarded to minority students interested in finance.

The Frank G. Barton Scholarship Fund was established by his wife, the late Mrs.

Pauline C. Barton, Memphis.

The Jacque Hammett Betts and Margarette H. Wurtsbaugh Scholarship was established by the late Mrs. Betts, and Mr. and Mrs. Alfred D. Wilhelm of Little Rock. The scholarship is in memory of these sisters who were Mrs. Wilhelm's aunts.

The Eleanor and Millard Bosworth Scholarship was established in their memory by their daughter, Eleanor Bosworth Shannon. It is awarded annually to needy students.

The Helen M. Bowld Scholarship is awarded each year to a student of religion in grateful memory of Miss Helen M. Bowld, a dedicated member of the College staff for many years.

The Arabia Wooten Brakefield '42 and Betty Mae Wooten Michael Scholarship was established by their father, the late Mr. Hoyt B. Wooten, Memphis.

The Enoch Brown Scholarship Fund was established by the late Mrs. Enoch Brown, Franklin, Tennessee, in memory of her husband. The recipients of this fund are selected by the Committee on Admissions and Financial Aid, with preference given to students from either Shelby County or Williamson County, Tennessee.

The Jean Brown Scholarship was established through a bequest from the late Miss Jean Brown of Hot Springs, Arkansas.

The S. Toof Brown Scholarship was established by Whit Brown in memory of his father. It is awarded to students of worth and merit.

The W. C. Brown Memorial Scholarship Fund was established by the children of the late William Clark Brown, Sr., Stamps, Arkansas. The income from this fund is used to provide scholarships or grants-in-aid to worthy students.

The John H. Bryan Scholarship was established by John H. Bryan, Sr., West Point, Mississippi. Income from this fund is to be awarded by the Committee on Admissions and Financial Aid.

196 Endowments, Memorials, and Awards

The *Leslie H. Buchman Scholarship* was established by Southern Fabricators, Inc., Mr. Paul Isbell and Mrs. Buchman of Memphis.

The *Stanley Joseph and Mertie Willigar Buckman Scholarship* was established by Mrs. Buckman to support needy students.

The *Buntyn Presbyterian Church Scholarship Fund* was established by the congregation to aid worthy students from the area formerly known as the Synod of Tennessee. Selection of the recipients is made by the Committee on Admissions and Financial Aid of the College.

The *Burch, Porter and Johnson Scholarship* was established by the Memphis law firm of Burch, Porter and Johnson.

The *Samuel Craighead Caldwell Memorial Scholarship* was established by First Presbyterian Church, Hazlehurst, Mississippi.

The *Dr. and Mrs. Herbert V. Carson Scholarship* was established by Mr. and Mrs. Herbert V. Carson, Jr. of Houston in memory of his parents.

The *Class of 1986 Scholarship*, to support a needy student, provided by the Class of '86, Amy Reddoch, Class Chair.

The *Elizabeth Williams Cooper '30 Scholarship* was established by Mr. and Mrs. A. B. Cooper of Nashville in appreciation of the education that Rhodes provided Mrs. Cooper.

The *Robert Emmet Craig Scholarship* was established by his late wife, Mrs. Robert E. Craig, and his daughters, Mrs. Amelia Craig Lane and Mrs. Samuel Sanders III, New Orleans, Louisiana.

The *Jere Lawrence Crook, Jr Scholarship Fund* was established by a generous gift of the late Mr. Crook, prominent Memphis real estate developer, world traveler and civic leader. The scholarship is administered by the College's Committee on Admissions and Financial Aid with preference given to students from foreign countries.

The *Ellen Davies-Rodgers Scholarship in Early Elementary Education*. Established by Dr. Ellen Davies-Rodgers, this scholarship is presented to an outstanding student with special interest in early elementary education.

The *Jefferson Davis Scholarship Fund* was established by Mr. and Mrs. Jefferson Davis of Atlanta, Georgia, alumni of the College. Mr. Davis served for many years as a member of the Board of Trustees. Each year, the Committee on Admissions and Financial Aid awards the income from the fund to deserving students.

The *John Henry Davis Oxford Scholarships* were established in 1974 when Rhodes College joined with British Studies At Oxford to assist Rhodes students of merit to attend Oxford. The scholarships are offered in gratitude for the services of Professor John Henry Davis—a Rhodes Scholar, a member of the history faculty for forty-four years, and President of British Studies At Oxford in the first four sessions. The scholarships are awarded on the bases of scholastic performance, leadership, and financial need and may be awarded to either a rising or graduating senior.

The *Davison Scholarship* was established by Mr. W. F. Davison, Misses Ethel and Marjory Davison, and Mrs. J. D. Crosby in memory of their parents. Preference shall be given to qualified students from the area formerly known as the Synod of Alabama, who are nominated by the officers of the Presbyterian Church, Brewton, Alabama.

The *National Organization and The Memphis Alliance of Delta Delta Delta Sorority*, in accordance with its national policy of encouraging a high quality of academic work, offer an annual scholarship to a qualified woman student at Rhodes.

The *Diehl Scholarship in Voice* was established in memory of Mrs. Christiana Nolte Diehl and Mrs. Katherine Ireys Diehl by members of the Diehl family and friends. This scholarship is to be awarded to a

student majoring in voice whose previous record indicates that graduation with distinction will be attained. The award is to be announced at the end of the student's junior year.

The Hugo Dixon Scholarship Fund was established through a gift from the George H. McFadden and Bro. Fund, of Memphis, in memory of Mr. Dixon, who was Chairman of the Board of Valmac Industries, patron of the arts in Memphis and the Mid-South, and business and civic leader.

The Don Drinkard Scholarship was established by alumni and friends of the College to remember a Memphis businessman and civic leader who served Rhodes as the Chair of the President's Council.

The H. W. Durham Foundation Scholarship was set up to provide funds for adult students. The fund was set up by The H. W. Durham Foundation.

The David Burns and Blanche Butler Earhart Scholarship was established by Mrs. Blanche Butler Earhart of Memphis.

The John A. Edmiston, Jr. Scholarship was established by his parents, Mr. and Mrs. John A. Edmiston, Sr.

The J. S. and Capitola Edmondson Scholarship Fund was established by Mr. and Mrs. J. S. Edmondson of Memphis to aid worthy students. This fund is administered by the Committee on Admissions and Financial Aid.

The Joseph Peyton Faulk Memorial Fund was established by Robert W. Faulk in memory of his father to aid worthy and needy students from Tipton County, Tennessee, who are pursuing a full-time course of study leading to a Bachelor's Degree.

The Federal Express Scholarship was established by the Federal Express Corporation.

The Files Sisters Memorial Scholarship was established by the late Miss R. M. Files, Shreveport, Louisiana. The beneficiary of this scholarship is named by the pastor of the First Presbyterian Church, Shreveport, Louisiana.

The First Presbyterian Church Memorial Scholarship Fund was established by the First Presbyterian Church of Gallatin, TN.

The Josie Millsaps Fitzhugh Scholarship was established by The Josephine Circle of Memphis, in honor of its founder, the late Mrs. Gutson T. Fitzhugh, Memphis.

The Sarah Mackenzie Flemister and Robert C. Flemister, Jr. Fund is a loan fund established by Mr. and Mrs. Robert C. Flemister, Jr. of Birmingham, Alabama for deserving and needy students with preference given to upperclassmen. Mr. Flemister is in the Class of '26.

The Elisha Gee, Jr. Scholarship, established in his memory by his widow, Mary Treadwell Gee, recognizes the many outstanding Rhodes College students who worked for him. The scholarship is awarded to needy students.

The Sally Pettus Gold Scholarship was established by Dr. Edward A. Mohns of Portland, Oregon.

The Goldsmith Family Scholarship was established through a gift from the Goldsmith Foundation in memory of Jacob and Dora Goldsmith.

The C. M. Gooch Scholarships were established by the will of the late Mr. C. M. Gooch, prominent Mid-South lumberman and businessman. The scholarships are awarded by the Committee on Admissions and Financial Aid.

The Abe Goodman Memorial Scholarship was established by his sons, Charles, Abe, and William Goodman, Memphis.

The Dan F. Goodwin, Jr. Scholarship Fund was given in honor of Dan F. Goodwin, Jr., member of Rhodes' Board of Trustees for eight years. The scholarship is administered by the Committee on Admissions and Financial Aid with preference to children of ministers from the states of Louisiana and Texas. Selection of the scholarship recipients will be based primarily on financial need.

The *Margaret Gorman Scholarship* was established by John F. Gratz, Jr., of Memphis, to be given annually to that student in piano who, in the judgment of the faculty of the Music Department, presents the greatest proficiency in the understanding and performance of the classical and romantic periods of music on the piano or a student enrolled in the Department and majoring in music composition who is deemed the most needy in the opinion of the Department.

The *Fred R. Graves Scholarship Fund* was established by friends of the late Dr. Graves, longtime Presbyterian minister in Mississippi, and by Mr. and Mrs. Jere B. Nash, Jr., of Greenville, Mississippi. Income from the Fund is awarded each year on the basis of need and merit by the Committee on Admissions and Financial Aid.

The *Hans Groenhoff Scholarship for Art or Art History Majors* was established in memory of the world-famous photographer by his wife Fran and his friends. Recipients are limited to those students majoring in Art or Art History.

The *Charles E. Guice Scholarship* was established by members of the J.J. White Memorial Church and the Presbytery of South Mississippi. The recipient is recommended by the church.

The *T. Frank Jackson and Elizabeth Jackson Hall Scholarship* was established by Mrs. Elizabeth Jackson Hall.

The *A. Arthur Halle Memorial Scholarship* was established by trustees of the A. Arthur Halle Memorial Foundation, Memphis. The recipients are limited to first-year students and the selections are made by the Committee on Admissions and Financial Aid.

The *James Hamilton Memorial Political Science Scholarship* was established in his memory by gifts from Olivia Meyer Browne and is awarded to a deserving student.

The *Hammond-Moore Scholarships* were established by Mark B. Hammond, '39, Memphis, Tennessee, in memory of his

father, R. M. Hammond and Dr. Moore Moore, Memphis.

The *Frank Heiss Scholarship Fund* was established by the New York City law firm of Kelley, Drye and Warren in memory of its distinguished law partner and alumnus of Rhodes, Class of '28.

The *Robert Donaldson Henley Scholarships* are awarded annually in memory of Robert Donaldson Henley, Class of 1965. These scholarships are awarded to students selected by the Committee on Admissions and Financial Aid with preference given to students from Tiptonville and Lake County, Tennessee.

The *J. D. Henry Scholarship* was established by the late Mr. J. D. Henry, Selma, Alabama, in grateful and loving memory of the family.

The *Harold "Chicken" High Annual Scholarship*, honoring this outstanding 1933 graduate of Rhodes, by John S. and Tan Hespil Hille, Class of 1969. Preference is given to an outstanding member of Pi Kappa Alpha.

The *Francis G. Hickman Scholarship* was established by Edwyna Hickman, of Memphis, as a memorial to her husband. Preference is given to a student majoring, or intending to major, in the Department of Anthropology/Sociology.

The *Holiday Corporation Scholarships*, established by the Holiday Corporation, Memphis, provide two full tuition scholarships each year for deserving students from the Greater Memphis area. The scholarships may be renewed each year.

The *Beth Bevell Hollingsworth Scholarship Fund* was established by her sons Cyril E. Hollingsworth and Donald M. Hollingsworth of Little Rock, Arkansas. Preference is given to a needy student.

The *David Wills Hollingsworth Scholarship Fund* was established by The First Presbyterian Church, Florence, Alabama, to honor the memory of their longtime minister. Income from the Fund is awarded on the basis of financial need, with preference to students from Alabama.

The *Elizabeth Hart and Horace King Houston Memorial Scholarship* was established by The Reverend Horace K. Houston, Jr. of Newark, New Jersey. This scholarship is given to an active member of a Presbyterian Church who is a resident of Essex County, New Jersey, Washington County, Mississippi or Shelby County, Tennessee.

The *Thomas Percy Howard, Jr. Memorial Scholarship* was established by members of the First Presbyterian Church of Tunica, Mississippi.

The *Margaret Mason Jones Houts and J. Thayer "Toto" Houts Scholarship* was established by Mr. ('37) and Mrs. ('40) J. Thayer Houts of Memphis.

The *Joanne E. Hunt Memorial Scholarship* was established by Mr. and Mrs. George B. Jones in memory of Mrs. Jones' daughter, Joanne E. Hunt, '60.

The *J. R. Hyde Scholarships* were established by the J. R. Hyde Foundation and its Board of Directors, with headquarters in Memphis, Tennessee. Awards are made by the Committee on Admissions and Financial Aid with recommendation to and final approval by the J. R. Hyde Foundation and are based on the applicants' academic and extracurricular records.

The *Reverend William Nathan Jenkins Scholarship Fund* was established by his wife, the late Pearl C. Jenkins and his daughter, Miss Annie Tait Jenkins of Crystal Springs, Mississippi. Mr. Jenkins was a Presbyterian minister and a member of Rhodes' Class of 1895. Recipients of the scholarship are selected by the Committee on Admissions and Financial Aid with preference to students from Mississippi.

The *Jane and J. L. Jerden Scholarship* was established by Mr. ('59) and Mrs. J. L. Jerden of Atlanta, Georgia.

The *Paul Tudor Jones, M.D., Scholarship* and the *Annie M. Smith Jones Scholarship* were established by the Jones family in memory of their parents.

The *Walk C. Jones, Jr. Scholarship* was established by Mrs. Walk C. Jones, Jr. of Memphis.

The *Estes Kefauver Memorial Scholarships* were endowed by friends of Senator Kefauver, member, United States House of Representatives, 1938 through 1948; United States Senator, 1949-1963; a true champion of the public interest.

The scholarships are awarded annually by the Committee on Admissions and Financial Aid with preference to students who demonstrate financial need.

The *Jane Donaldson Kepple Scholarship* is provided anonymously by a Rhodes faculty family in loving memory of Jane Kepple and in appreciation for the joy and vitality she brought to the Rhodes community in the time we were privileged to know her.

The *Laurence F. Kinney Scholarship* is named for a beloved Rhodes Professor of Religion. It was established in his memory by Mrs. Kinney.

The *Cornelia Loper Lipscomb Music Scholarship*, by Edward L. Lipscomb of Memphis, father of Nell Lipscomb Martin and alumnae Martha Lipscomb Whitla '57 and Lynda Lipscomb Patton '60, in memory of his wife and their mother. Preference is given to a female music student from a Southern state.

The *Edward H. Little Endowed Scholarship* is provided by the E. H. Little Trust.

The *Anna Leigh McCorkle Work Study Scholarship* was established by her family and friends to provide on-campus employment of students.

The *Seth and Mary Ann McGaughran Scholarship for Creative Writing*, established by Mr. and Mrs. McGaughran, is awarded to a deserving student with interest and ability in creative writing and residing within 150 miles of Memphis.

The *McGehee Scholarship Fund* was established by James E. McGehee & Company, Memphis. The income on this Fund is to be awarded by the Committee on Admissions and Financial Aid, with priority given to residents of Shelby County, and achievement, rather than need is the principal consideration.

200 Endowments, Memorials, and Awards

The *J. J. Manson Memorial Scholarship Fund* was established by the First Presbyterian Church of New Orleans, Louisiana. The recipient is selected in accordance with the resolution adopted by the Session of the church with preference to students nominated by the Session.

The *James J. and Ada Manson Scholarship Fund* was established by their daughter Mrs. Lucille M. Tate of New Orleans, Louisiana. Each year the income from the fund is awarded in the form of scholarships to five recipients selected by the Committee on Admissions and Financial Aid.

The *Jeff A. Marmon, Jr. Memorial Scholarships* were established by Mr. and Mrs. George Mallouk of Garden City, New York and other friends and relatives. He was in the Class of '39.

The *Ireys Martin Scholarship* has been established by the Association of Rhodes Women. The scholarship is to be awarded by the Committee on Admissions and Financial Aid to a qualified female student.

The *Maxwell Family Scholarship* was established in memory of Mr. and Mrs. J. B. Maxwell of Dyersburg, Tennessee, by members of their family. Preference is given to students from West Tennessee.

The *Memphis Personnel Association Scholarship* established in 1985 is awarded to a deserving junior or senior student member of the Student Personnel Association interested in a career in the field of personnel administration.

The *Hilda Menke Scholarship* established by Milton and Elizabeth Picard and by Hubert and Stella Menke in memory of Mr. Menke's mother. The recipient should be a deserving student from the Mid-South area.

The *Frank M. Mitchener, Sr. Scholarship Fund* was established by his daughters, Mrs. Frances M. Scott and Mrs. Murphey C. Wilds and his wife, Mrs. Frank M. Mitchener, Sr. of Sumner, Mississippi.

The *Edward A. Mohns Scholarship* was endowed by Dr. Edward A. Mohns ('24), Portland, Oregon, and his family to give financial support to students preparing for careers in the ministry or medicine.

The *Virginia Lee Moore Scholarship*, established by a Rhodes staff member in memory of her mother, is awarded to needy students.

The *Goodbar Morgan Scholarship* was established by Dr. Terry E. Westbrook '66, of McComb, Mississippi, in honor of Goodbar Morgan. Preference is given to a Sigma Nu.

The *Norvelle Hammett and Adolphus B. Morton Scholarship* was established by their daughter and son-in-law, Mr. and Mrs. A. D. Wilhelm, parents of alumnus Jack Wilhelm.

Three scholarships, in memory of Hugh M. Neely were established by the late Mrs. Mary Sneed Neely, Memphis. The beneficiaries are chosen by a self-perpetuating committee.

The *Sanford Alvin Myatt, M.D. Scholarships* were established by Mrs. Lewis J. Myatt of Memphis in memory of her son, a member of the Class of '66. Preference is given to a junior or senior pre-med major.

The *Edmund Orgill Scholarship* was established by his friends in recognition of his outstanding church, civic, and educational services, and is awarded to students who have given evidence of interest in and concern for governmental processes.

The *Ortmann-Cox Memorial Scholarship Fund* was established by the will of Bessie Cox Ortmann.

The *George Marion Painter Memorial Scholarship* was established by the First Presbyterian Church of Gallatin, Tennessee, and by Mrs. George M. Painter of Gallatin and Mrs. Priscilla Early of Memphis.

The *James A. and Celia F. Pharis Scholarship* was established by their son Dr. John R. Pharis '67, of Memphis.

The Pi Kappa Alpha National Memorial Foundation Scholarship Award of \$500.00 annually is given in memory of Dr. George Summey, a great minister and church leader. The award is to be given to a worthy fraternity sophomore who is judged to have Christian character, leadership qualities, and financial need. This award is granted through Rhodes College in appreciation of its contribution to the fraternity life of the nation, and the selection of recipients is made by the Committee on Admissions and Financial Aid.

The Pi Kappa Alpha National Memorial Foundation Scholarship of \$500.00 annually is given in memory of Dr. Charles E. Diehl, former president of Rhodes College, and in appreciation of his great contribution to education. This award is to be given to a worthy sorority sophomore who is judged to have Christian character, leadership qualities, and financial need. This award is granted through Rhodes College in appreciation of its contribution to the sorority life of this nation, and the selection of recipients is made by the Committee on Admissions and Financial Aid.

The Frances Pillow Memorial Fund was established by the late Frances Pillow ('72) and her family and friends. The fund is used to provide scholarships for Arkansas students.

The Julia and Moses Plough Scholarships were established by Mr. Abe Plough in memory of his parents. Twenty Plough Scholarships are awarded each year.

The John S. Porter Scholarship, by the Memphis law firm of Burch, Porter and Johnson, for financial aid and funds for student research or academic travel during summer months.

The Morton D. and Elsie Prouty Scholarship Fund was established by Mr. and Mrs. Morton D. Prouty of Florence, Alabama. At the time of the establishment of the Fund, Mr. Prouty was a member of Rhodes' Board of Trustees.

The Lynn Elizabeth Pyeatt Memorial Scholarship was established by her parents, Mr. and Mrs. Wayne W. Pyeatt, Memphis, Tennessee, her grandmother, Mrs. Lillian Pyeatt, Searcy, Arkansas, and by her friends. Income from the Fund will be awarded by the Committee on Admissions and Financial Aid to women students majoring in music, who have been nominated for this award by the Music Department.

The Charles E. Reed Scholarship, provided by the James J. Keras, Jr. family, in honor of Charles E. Reed '42.

The Lieutenant Russell E. Reeves, Jr. Scholarship was established by his parents, Mrs. Russell E. Reeves and the late Mr. Reeves, Memphis. The income from this fund is to be used to pay or assist in the payment of the tuition of a worthy male student.

The Linda Williams Rhea Scholarship Fund was established by Board member Herbert Rhea in honor of his wife.

The Alice Archer Rhodes Scholarship was established by the Association of Rhodes Women. The award of this scholarship is to be made by the Committee on Admissions and Financial Aid to a qualified female student.

The Eleanor Richmond Scholarship was established by family and friends. She was in the Class of '27.

The Anne L. Rorie/Chi Omega Scholarship Fund was established in her memory by her parents, Dr. and Mrs. J. E. Rorie, and by her friends and fellow students. Anne was a member of the Class of 1982.

The Lucy W. Rowe Scholarship was provided by the late Mrs. Lucy W. Rowe and her daughter, Mrs. Carrington Jones, Memphis.

The Ann Oster and Donald Roe Rooney Scholarship was established by Peter Rooney ('84) in appreciation for the education his parents provided.

The Jules B. Rozier Scholarships were established by the late Mr. Jules B. Rozier, Memphis.

202 Endowments, Memorials, and Awards

The John Hunt Rutledge II Scholarship was provided by friends in memory of this outstanding leader from the Class of '72.

The Scharding Scholarship was established through a bequest of Mrs. Scharding, mother of Jane S. Koziel '74.

The Stephen J. Schmidt, Jr. Scholarship Fund was provided for needy students by Mr. Schmidt, Class of '72.

The Scripps-Howard Foundation Scholarship is given annually by a foundation affiliated with the WMC stations and *The Commercial Appeal*. The recipients are pursuing an academic curriculum which qualifies them for a journalism career.

The Dr. Perry D. Scrivner Scholarship was established by Mrs. Lucretia H. Scrivner of Lawton, Oklahoma. This scholarship is to be awarded to a worthy student in the Department of Education.

The Second Presbyterian Church, Memphis, Scholarships are funded by Second Presbyterian Church and awarded to children of Presbyterian ministers and clergy.

The Leone White Seidman Scholarship is awarded to outstanding students with special interest in music or theatre.

The Cindy and John Sites Scholarship was created by John Sites '74 and his wife Cindy of New York. This scholarship is based on the academic merit of the student.

The William Spandow Scholarship in Chemistry was established by the late Mrs. Florence Gage Spandow, Memphis. This scholarship is awarded to a senior majoring in chemistry whose previous record indicates that graduation with distinction or with honors will be attained. The award is announced at the end of the student's junior year.

The William Spandow Scholarship in Mathematics was established by the late Mrs. Florence Gage Spandow, Memphis. This scholarship is awarded to a senior majoring in mathematics who is a candidate for

the degree with distinction or with honors. The award is announced at the end of the student's junior year.

The William Spandow Scholarship in Physics was established by the late Mrs. Florence Gage Spandow, Memphis. This scholarship is awarded to a senior majoring in physics who is a candidate for the degree with distinction or with honors. The award is announced at the end of the student's junior year.

The C. L. Springfield Honor Scholarship Fund was established by Mr. James F. Springfield ('51) of Memphis to honor his father, who was for many years Comptroller of the College.

The Tommye Virginia Stewart ('53) Scholarship was established by the alumna's sister, Mrs. Dorothy Shepherd, for needy and deserving students.

The Warren Ware Sullivan Memorial Scholarship was established by his father, Mr. H. P. Sullivan, Walls, Mississippi, and friends of the family.

The Tennessee Society of Certified Public Accountants Scholarships are awarded to legal residents of Tennessee who have taken at least three terms of accounting. These are competitive grants.

The Whit Thomas Scholarship was established in his memory by the Sigma Nu Fraternity at Rhodes.

The Edward F. Thompson Scholarship Fund was established by Mr. Thompson, a member of Rhodes' Class of '29 and retired economist with Union Planters Bank of Memphis. The scholarship is administered by Rhodes' Committee on Admissions and Financial Aid.

The Edith Wright Wallace Scholarship was established in her memory by her mother, the late Ethel Winfrey Wright. It is awarded to needy students.

The Ward Family Scholarship was created by Carolyn Fletcher Ward of Meridian, MS.

The Henry C. Watkins Scholarship was established by Mr. Edmund Orgill; C.I.T. Financial Services and C.I.T. Executives. He was in the Class of '85.

The Dr. and Mrs. Paul McLauren Watson Scholarship, from Rose Lynn '38 and Lauren Watson of Memphis.

The Norma Webb Scholarship was established to enable foreign students to attend Rhodes. It may be awarded on an annual basis.

The Walker Wellford, Jr. Scholarship was established in his honor by his wife, Minnie Lundy Wellford '29, and is awarded to a deserving student. Mr. Wellford '29 was secretary of the Board of Trustees from 1957 to 1961.

The Gordon White Scholarship was established by his sister, the late Mrs. Lizzie Gordon White Hood, Nashville, Tennessee.

The Lettie Pate Whitehead Scholarships are awarded on an annual basis by the Lettie Pate Whitehead Foundation of Atlanta.

The Russell S. Wilkinson Scholarship Fund was established by a friend of Mr. Wilkinson to provide scholarship assistance to students attending Rhodes. Recipients of the scholarships will be selected by the Committee on Admissions and Financial Aid. The scholarships will be awarded on the basis of both merit and financial need.

The M. J. Williams Scholarship honors the former Director of Finance at Rhodes.

The B. Oliver Wood Scholarship was established by Mr. and Mrs. B. Oliver Wood, Jr. of Midland, Texas, in memory of his father, an alumnus of the Class of '15.

The Mrs. Grey S. Wurtsbaugh Scholarship. The beneficiary is to be designated by the pastor of the First Presbyterian Church, Shreveport, Louisiana.

The John Thomas Wurtsbaugh Scholarship was established by Mrs. John Thomas Wurtsbaugh, Shreveport, Louisiana, in memory of her husband.

THE COLLEGE CAMPUS

Architectural Heritage

Characterized in 1983 by architectural historian Willard B. Robinson as "unexcelled in beauty," the Rhodes campus is indeed unique:

"The beauty of the buildings and their landscaping surely provides an inspirational setting for students. Who can fail to be moved by the unity and warmth, yet charm and variety of the campus?"

From the College's move to its new campus in Memphis in 1925 to the newly completed residence halls, the original collegiate Gothic architectural style has been steadfastly followed.

Behind the ivy covered stone walls, lead glass windows and slate roofs is the essential equipment necessary for an education in the 21st Century. First class scientific equipment, extensive computer equipment, one of the largest telescopes in the South, the latest tennis court surface, a state of the art telephone system with capability for connecting computer terminals in dormitory rooms to the computer center, 200,000 library volumes and computer access information systems, a new music listening system and well-equipped art studios are only a few of the many resources available to the Rhodes student.

The following alphabetical listing of Rhodes buildings includes functions of these magnificent facilities and the names of those who made the building possible. Fourteen campus buildings have been included in The National Register of Historical Places.

The Alburty Swimming Complex, given through the continuing generosity of E. A. (Bob) and Emily Beale Alburty, was dedicated May, 1977.

The Frances Falls Austin Building, made possible through a bequest of the late Falls Austin in memory of his mother, was dedicated on May 13, 1980. The building houses an Information Center and the Offices of Security, Personnel, Purchasing and Physical Plant as well as shop and storage spaces.

*Bellingrath Hall** was dedicated October 18, 1961, in memory of Dr. Walter D. Bellingrath, Mobile, Alabama, a long-time friend and benefactor of the College.

The Thomas W. Briggs Student Center provided through the generosity of the late Thomas W. Briggs and Mrs. Briggs, Memphis, augmented by gifts of parents and other friends, was dedicated May 2, 1966.

The Buckman Library for Biology and Mathematics, given by Dr. Stanley J. Buckman, a member of Rhodes' Board of Trustees, and his associates of Buckman Laboratories, Inc., Memphis, is housed in the Frazier Jelke Science Center and was dedicated October 19, 1968.

*The Burrow Library** housing over 200,000 catalogued volumes, given through the generosity of the late Mr. and Mrs. A. K. Burrow, Memphis, was dedicated October 8, 1953 and renovated in 1988.

*The Catherine Burrow Refectory** a dining hall named in honor of the late Mrs. A. K. Burrow, Memphis, was dedicated October 16, 1958 and renovated and expanded in 1987.

The S. DeWitt Clough Hall, erected in memory of S. DeWitt Clough of Chicago, houses the Departments of Anthropology/Sociology and Psychology. The Clough-Hanson Gallery and the Department of Art are located in the Hugo H. Dixon Wing. Clough Hall was dedicated October 14, 1970.

East Hall, completed in 1985, also serves as one of the College's primary summer conference residence facilities and contains space for 84 residents.

*Ellett Hall** was dedicated December 18, 1956, in memory of Dr. E. C. Ellett, Memphis, an alumnus of Rhodes.

The Frazier Jelke Science Center, housing the Departments of Biology and Mathe-

matics, was dedicated October 19, 1968, in memory of Mr. Frazier Jelke of New York.

*Alfred C. Glassell Hall** was dedicated May 2, 1968, in memory of Alfred C. Glassell of Shreveport, Louisiana, an alumnus of Rhodes and a member of its Board of Trustees 1929-1938 and 1943-1958.

*Gooch Hall,** erected in 1962, was dedicated on October 22, 1981, in memory of Boyce Alexander and Cecil Milton Gooch. The building adjoins Palmer Hall and the Richard Halliburton Memorial Tower and houses the Office of Development, the Office of the President, and the offices of Student Affairs and the Academic Deans. The first floor reception area contains cases for exhibits selected from the Jessie L. Clough Art Memorial for Teaching. A portion of the funds required for its construction was provided by the late S. DeWitt Clough and his wife, Rachel Clough, of Chicago.

*The Richard Halliburton Memorial Tower,** provided by the late Mr. and Mrs. Wesley Halliburton, Memphis, parents of the distinguished world traveler and author, was dedicated October 17, 1962. The first floor of the Tower contains a lounge in which there is maintained a display of books, papers, and memorabilia relating to the life and adventures of Richard Halliburton.

*The Frank M. Harris Memorial Building,** housing the Political Science Department, provided by the generosity of the late Mrs. Nannie P. Harris, Memphis, as a perpetual memorial to her beloved Son, Frank M. Harris, was dedicated June 6, 1938.

Hassell Hall, housing the Music Department and Conservatory, was a gift of the Hassell Family of Clifton, Tennessee, and other friends and alumni of Rhodes. It contains the Shirley M. Payne Recital Hall, named in honor of a friend of the College. The building was dedicated on April 27, 1984.

The Ruth Sherman Hyde Memorial Women's Gymnasium, made possible by gifts of the J. K. Hyde family, was dedicated March 17, 1971.

*Berthold S. Kennedy Hall,** erected in 1925 to house the Department of Chemistry and remodeled in 1968, named in honor of Dr. Berthold S. Kennedy, of Anna Maria, Florida, an alumnus of Rhodes, was dedicated October 19, 1968.

The McCoy Theatre, given by the McCoy Foundation, established by the late Harry B. McCoy, Jr., Memphis, in memory of his parents, Minetry and Harry McCoy, was dedicated on January 21, 1982.

The William Neely Mallory Memorial Gymnasium and Physical Education Building was dedicated December 10, 1954, in memory of Major William Neely 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.

*The Moore Moore Infirmary,** made possible through a bequest of the late Dr. Moore Moore, Sr., beloved College Physician and Secretary of the Board of Directors from 1925 until his death June 28, 1957, was dedicated June 2, 1962, as a memorial to his wife, Ethel Sirley Moore.

*The Hugh M. Neely Hall,** a dining hall, a memorial to a heroic soldier and a public-spirited citizen, the late Hugh M. Neely, Memphis, provided through the generosity and affection of his wife, the late Mrs. Mary Sneed Neely, was dedicated November 13, 1928.

New Dorm serves along with East Hall as the College's primary summer conference residence facility. Completed in 1986, the building houses 62 residents.

*Palmer Hall,** erected largely by contributions from the people of New Orleans in memory of Dr. Benjamin Morgan Palmer,

for many years pastor of the First Presbyterian Church, New Orleans, was dedicated November 27, 1925.

The Peyton Nalle Rhodes Tower, erected in 1968, is named in honor of Rhodes' Professor of Physics (1926-1949), President (1949-1965) and President Emeritus (1965). The building houses the Department of Physics and was dedicated on April 23, 1981.

*Robb Hall** was named in memory of Lt. Col. Albert Robb, attorney, who was a member of the Board of Directors of Stewart College at the time the Presbyterian Church assumed control of Montgomery Masonic College in 1855, and who in 1859 donated the land on which the first residence for men students was erected in Clarksville, Tennessee, where Rhodes College was located until 1925.

Spann Place is named in honor of Jeanette S. Spann, Class of '30 and Honorary Trustee of the College. This building comprises five townhouses facing Tutwiler Avenue and is used as student housing for students pursuing special academic or educational projects. Spann Place represents the completion of Phase I of the University Quadrangle project.

Special Studies Building, formerly the national headquarters for Pi Kappa Alpha Fraternity, houses the Meeman Center for Continuing Education.

Stewart Hall, formerly a faculty residence, will be replaced by University Quadrangle.

Margaret Townsend Hall was dedicated June 3, 1961, in honor of Margaret Huxtable Townsend, who was a member of the Rhodes faculty from 1918 to 1954, and who was Rhodes' first Dean of Women, serving in that capacity from 1925 to 1952.

Suzanne Trezevant Hall, given by Edward H. Little in memory of his wife, Suzanne Trezevant Little, was dedicated on November 18, 1966.

Tuthill Hall was named in honor of Dr.

Burnet C. Tuthill, Rhodes' first Professor of Music. Renovated in 1989, it serves as the campus activities center for student organizations and groups.

University Hall, formerly a faculty residence, will be replaced by University Quadrangle.

Voorhies Hall, provided through the generosity of the late Mrs. Emma Denie Voorhies, Memphis, was dedicated April 10, 1948.

Gordon White Hall,* a memorial to Dr. Gordon White, established by his sister, the late Mrs. Lizzie Gordon White Hood, Nashville, Tennessee, was dedicated November 13, 1947.

Anne Marie Caskey Williford Hall, erected in 1969, was dedicated April 23, 1980, in memory of Anne Marie Williford who was Dean of Women (1968-1975) and Dean of Students from July 1, 1975, until her death July 19, 1979.

*Listed on The National Register of Historical Places.

ANNUAL COMMENCEMENT
May 7, 1988

HONORARY DEGREES

DOCTOR OF DIVINITY

James Leighton Carter New Orleans,
Louisiana
Senior Minister, St. Charles
Avenue Presbyterian Church

DOCTOR OF HUMANITIES

Ellen Davies-Rodgers Memphis,
Tennessee
Educator, Historian, Churchwoman,
Civic Leader

P. K. Seidman Memphis, Tennessee
Partner (retired),
Seidman and Seidman

PRIZES AND AWARDS

Anthropology/Sociology

**FRANCIS AND EDWINA HICKMAN
AWARD**
Warren Donald Hill,
Vancouver, British Columbia

Art

APOLLONIAN AWARD
Robert Clide Barnett,
Keiser, Arkansas

DIONYSIAN AWARD
Ann Marie Moore,
Memphis, Tennessee

Athletics

FREEMAN C. MARR AWARD
Mary Jo Willard,
Knoxville, Tennessee

J. HAL DAUGHDRILL AWARD
Steven LaSean Becton,
Memphis, Tennessee

Biology

**THE AWARD FOR EXCELLENCE
IN BIOLOGY**
Mary Jane Park,
Jackson, Mississippi

Chemistry

**CRC ERESHMAN CHEMISTRY
AWARD**
Max Cortez Finch, Jr.,
Cleveland, Tennessee

**SOPHOMORE CHEMISTRY
AWARD**

Stanley Steven Hipp II,
Memphis, Tennessee

**ACS DIVISION OF ANALYTICAL
CHEMISTRY AWARD**

Bruce Kennon Kellerman,
St. Louis, Missouri

**THE WILLIAM SPANDOW
SCHOLARSHIP IN CHEMISTRY**

Bruce Kennon Kellerman,
St. Louis, Missouri

Economics/Business Administration

**THE SEIDMAN AWARDS
IN ECONOMICS**

Senior: Wilbert Donald Stansell,
Easley, South Carolina
Freshman/Sophomore:
Teri Jo Hammond,
Griffin, Georgia

**THE WALL STREET JOURNAL/
DEPARTMENTAL AWARD
IN FINANCE**

Leighton Arthur Shantz,
Nashville, Tennessee

**THE RALPH C. HON
LEADERSHIP AWARD**

David Bryan DuBard,
Birmingham, Alabama

**THE SUE LEGGE ACCOUNTING
SCHOLAR AWARD**

Amy Jo Markle,
Memphis, Tennessee

**THE WARD ARCHER, SR.,
AWARD IN MARKETING**

Patricia Lee Pennington,
Jackson, Mississippi

Education

**THE JOYE FOURMY COBB
ROMEISER AWARD**

Carole Elizabeth King,
St. Louis, Missouri
Florence Cavert Perry,
Nashville, Tennessee

English

JOHN R. BENISH AWARD
Pamela Michelle McIntosh,
Nesbit, Mississippi

JANE DONALDSON KEPPLER
WRITING PRIZES

Freshman English Essay Prize-
Christina Ann Holyfield,
Humboldt, Tennessee

Senior English Essay Prize-
Heidi Leigh Schultz,
Foley, Alabama

Poetry, Fiction, Drama Prize-
Paja Lynn Faudree,
Memphis, Tennessee

Academic Paper in a Non-English
Discipline-Matthew Howard Lembke,
Edmond, Oklahoma

THE ALLEN TATE AWARD

Christopher Calvin Ray,
McComb, Mississippi

Foreign Languages

THE JARED E. WENGER AWARD

Thomas Lee Horton,
Nashville, Tennessee

THE DONALD J. GATTAS
MEMORIAL AWARD FOR ARABIC

Martha Ann McGeachy,
Raleigh, North Carolina

History

THE JOHN HENRY DAVIS AWARD

David Felicien Waguespack,
Covington, Louisiana

International Studies

BOBBY DOUGHTIE
MEMORIAL AWARD

Deborah Ann Gehrs,
Festus, Missouri

THE DONALD J. GATTAS
MEMORIAL AWARD FOR
MID-EASTERN STUDIES

Richard Franklin Gose,
Oakbrook, Illinois

Jon Arthur Reesman,
Nashville, Tennessee

ANN RORIE MEMORIAL AWARD

Elizabeth Lynn Blake,
Benton, Arkansas

Sarah Virginia Wayland,
Marietta, Georgia

Interdisciplinary Humanities

THE FRED W. NEAL AWARD

Christopher Somers Gaskill,
Nashville, Tennessee

THE W. O. SHEWMAKER AWARD

Dorian Blaik Mathews,
Spartanburg, South Carolina

Mathematics

THE JACK U. RUSSELL AWARDS
IN MATHEMATICS

First Year Calculus-
Christopher Somers Gaskill,

Nashville, Tennessee
Max Cortez Finch, Jr.,
Cleveland, Tennessee

Second Year Calculus-
Jennifer Marie Gaines,
Bristol, Tennessee

Advanced Mathematics-
Janet Elaine Cruse,
Roswell, Georgia

THE WILLIAM SPANDOW
SCHOLARSHIP IN MATHEMATICS

Catherine S. Robertson,
Huntsville, Alabama

Music

THE JANE SODERSTROM
MEMORIAL AWARD IN MUSIC

Kimberly Ann Collins,
North Tonawanda, New York

THE LOUISE MERCER AWARD

Sarah Daisy Jones,
Knoxville, Tennessee

Physics

THE WILLIAM SPANDOW
SCHOLARSHIP IN PHYSICS

Anne Louise Junkin,
Due West, South Carolina

THE PHYSICS
DEPARTMENT AWARD

Jennifer Marie Gaines,
Bristol, Tennessee

Political Science

THE SEIDMAN AWARDS
IN POLITICAL SCIENCE

Senior-Matthew Howard Lembke,
Edmond, Oklahoma
Freshman-Alicia Catherine Klyman,
Memphis, Tennessee

MIKE CODY AWARD
IN POLITICAL SCIENCE

Kearsten Courtney Angel,
Ocala, Florida

ABE FORTAS AWARD FOR
EXCELLENCE IN LEGAL STUDIES

James McMurtry Gulley,
Danville, Kentucky
Matthew Howard Lembke,
Edmond, Oklahoma

Psychology

E. LLEWELLYN QUEENER AWARD

Elizabeth Anne Ricks,
Valdosta, Georgia

MERIT AWARD IN PSYCHOLOGY

Edward Anthony Delgado,
Tucker, Georgia

Religion

THE RELIGIOUS STUDIES AWARD

James T. Denley,
Memphis, Tennessee

Theatre and Media Arts

OUTSTANDING SENIOR AWARD

Martha Lynn Story,
Memphis, Tennessee

MARK LEE STEPHENS
MEMORIAL AWARD
Valerie Michelle Weeks,
Germantown, Tennessee

THE CLARENCE DAY AWARD
FOR OUTSTANDING TEACHING

Established in 1981 by Mr. Clarence Day of Memphis, this award is given annually to a full-time member of the teaching faculty at Rhodes to recognize excellence in teaching. This honor carries a monetary award of approximately \$5,000.

The 1988 Clarence Day Award for Outstanding Teaching was awarded April 21 to Dr. Terry W. Hill, Department of Biology.

Established also by Mr. Day is the Dean's Award for Research and Creative Activity to be bestowed only when warranted by faculty research or creative endeavor.

The 1988 Dean's Award for Research and Creative Activity which this year carries a prize of \$4,000 was presented April 21 to Dr. John F. Copper, Department of International Studies.

THE PEYTON NALLE RHODES
PHI BETA KAPPA PRIZE
Matthew Howard Lembke,
Edmond, Oklahoma

THE ALGERNON SYDNEY
SULLIVAN AWARDS

Lucius Marion Lampton,
Jackson, Mississippi
Dorothy Elizabeth Hamilton,
Atlanta, Georgia

The Non-student Award -
Donald June Lineback,
Memphis, Tennessee

THE EMMA TULL AWARD

Gretchen Elaine Greiner,
Birmingham, Alabama

THE ESTELLE R. CONE AWARD

FOR OUTSTANDING
KINNEY VOLUNTEER
Tamara Virginia Golden,
Nashville, Tennessee

THE TRI-DELTA ALLIANCE
SCHOLARSHIP

Rebecca Todd Peters,
St. Louis, Missouri

THE SEIDMAN TROPHY
IN ATHLETICS

Glenn Warns Tillery,
Huntsville, Alabama

ODK SOPHOMORE MAN
OF THE YEAR

William James Van Cleve,
Rock Island, Illinois

MORTAR BOARD SOPHOMORE
WOMAN OF THE YEAR

Tsega Gebreyes,
Germantown, Tennessee
Kearsten Courtney Angel,
Ocala, Florida

THE JOHN HENRY DAVIS
SCHOLARSHIP FOR
BRITISH STUDIES

Anne Marie Basarrate,
Chattanooga, Tennessee
Brian Patrick Foy,
Brentwood, Tennessee
Timothy Paul Taylor,
Memphis, Tennessee

HALL OF FAME

Allan McLain Bacon,
Cartersville, Georgia
Melinda Lee Hall, Nashville, Tennessee
Dorothy Elizabeth Hamilton,
Atlanta, Georgia
Lucius Marion Lampton,
Jackson, Mississippi
Matthew Howard Lembke,
Edmond, Oklahoma

NOTE: Degree candidates graduating summa cum laude have attained an overall collegiate grade point average of 3.9500. Those graduating magna cum laude have attained a 3.8500 overall average. Students graduating cum laude must have an overall average of 3.500.

**DEGREES CONFERRED
ON MAY 7, 1988**

BACHELOR OF ARTS DEGREE

James Jordan Abbott
Pine Bluff, AR. History
Mary Jane Adams
Hopkinsville, KY. English
Jeffrey Bryan Addison
St. Louis, MO. Psychology
Eric Andrew Aft
Atlanta, GA. History
Anne-Marie Akin
Memphis, TN. Theatre and Media
Arts
Vanessa Leigh Allen
Memphis, TN. History
Walter Howard Anderson
Atlanta, GA. Psychology
Lance Alworth Baker
Parsons, TN. History
Tobi Lynn Ballard*
El Dorado, AR. Economics and
French
Barbara Lynn Barlow
Memphis, TN. Psychology
Kent Irvin Barnes
Chattanooga, TN. Economics
Robert Clide Barnett*
Keiser, AR. Art

Cheryl Lynn Barr
Mansfield, TN. Business
Administration
Stephanie Marie Bartels
Jonesboro, AR. History
Carol Elizabeth Barton*
Tyronza, AR. History
Howard Leo Beale II
Collierville, TN. Political Science
Stephen Lamphere Beckham
Nashville, TN. International Studies
Steven La Sean Becton
Memphis, TN. Business
Administration
Olwen Anna Bedford*†
Little Rock, AR. Psychology
Tena Maria Bizzell
Memphis, TN. International Studies
Elizabeth Lynn Blake*§
Benton, AR. International Studies
Coramine Grimaldo Blanco
Old Hickory, TN. International
Studies
Gregory Paul Blount
Savannah, TN. Political Science
Amanda Caroline Bond
Miami, FL. English
Mary Suzanne Bordelon
Thibodaux, LA. Art
Jane Elizabeth Bradford
Nashville, TN. Economics and
Business Administration
Laura Anne Briscoe*§
Atlanta, GA. Religion
Michael George Bruno
Birmingham, AL. English
William Felix Bryan
Nashville, TN. History
Mary Dinah Buchignani*
Memphis, TN. International Studies
Elizabeth Ann Burghen
Memphis, TN. Psychology
Catherine Denise Burke
Nashville, TN. English
Robert Elmer Buzan, Jr.
Little Rock, AR. Political Science

* Cum Laude
** Magna Cum Laude
*** Summa Cum Laude
§ Phi Beta Kappa
† Honors Research
• in absentia

- Jeffrey Scott Calvert**
 Nashville, TN. Business Administration
- James Shawn Carder**
 Nashville, TN. Business Administration
- Suzanne Gregory Carpenter**
 Jackson, MS. Art
- Joan Eugenia Carr**
 Birmingham, AL. International Studies/Spanish
- James Bradford Chase**
 Little Rock, AR. Business Administration
- Cheryl Lynn Clark**
 Forrest City, AR. Theatre and Media Arts
- Frank Colden Clark, Jr.*†**
 Statesboro, GA. International Studies
- Thomas Cross Coleman**
 Wilmington, DE. Psychology
- Kimberly Ann Collins*§**
 North Tonawanda, NY. Music
- David Anthony Correia**
 Germantown, TN. Psychology
- John Buckley Cox**
 Jackson, TN. History
- Janet Elaine Cruse*§**
 Memphis, TN. Economics/Mathematics
- Judith Ellen Dangler*§**
 Largo, FL. Religion
- James Bradley Davis**
 Crossett, AR. Political Science
- Edward Anthony Delgado**
 Tucker, GA. Psychology
- James Theodore Denley*§**
 Memphis, TN. Religion
- David Leverett Denson**
 Mobile, AL. Economics and Business Administration
- Karolyn Blythe Donaho**
 Mobile, AL. Art
- David Bryan DuBard**
 Birmingham, AL. Economics and Business Administration
- Kristin Ann Dwelle**
 Gallatin, TN. English
- Desirée Dawn Earl**
 Chattanooga, TN. Music
- Tracy Gerald Edmundson**
 Elberta, AL. Physics
- Martha Evelyn Edwards***
 Hendersonville, TN. Business Administration
- Bryan Wall Ford***
 Rome, GA. Business Administration
- Catherine Lee Franklin**
 Nashville, TN. Business Administration
- Emily Annette Froom**
 Spanish Fort, AL. Psychology-Theatre and Media Arts
- John Vernon Garrard**
 Jackson, TN. History
- Katherine Hughes Gilliland**
 Memphis, TN. Theatre and Media Arts
- Elizabeth Brooke Glover**
 Obion, TN. Economics and Business Administration
- Tamara Virginia Golden**
 Nashville, TN. Music
- Lesley Gould**
 Mobile, AL. Anthropology/Sociology
- John Charles Gray, Jr.**
 Atlanta, GA. History
- April Dawn Gregory**
 Clarksville, TN. History
- Lori Katherine Guth**
 Memphis, TN. English
- Heather Ann Habicht**
 Hollywood, FL. English
- Melinda Lee Hall***
 Nashville, TN. Psychology
- Patricia Ann Hall**
 Maryville, TN. English
- Dorothy Elizabeth Hamilton**
 Atlanta, GA. Art
- Carson Lewis Hampson***
 Little Rock, AR. Business Administration
- Anne Kearney Harvey**
 Memphis, TN. English
- Kendra Lee Hazlett**
 Memphis, TN. Psychology
- Ricci Ann Hellman***
 Kennett, MO. Anthropology/Sociology
- Gretchen Lyn Helmke**
 Yellville, AR. Psychology
- Tracy René Helms**
 Charlotte, NC. History/International Studies

Mary Lauren Hendrix

Memphis, TN. English

Kathryn Leigh Hickey

Memphis, TN. Psychology

Warren Donald Hill*†

Vancouver, Canada. Anthropology/
Sociology

Mary Margaret Hills

Atlanta, GA. History

Holli Jean Hodnett*§

Lanett, AL. Economics and Business
Administration

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Administration

Deborah Marie Holland

Atlanta, GA. Urban Studies

Thomas Lee Horton

Nashville, TN. French

James Harmon Howdeshell

Memphis, TN. Philosophy

Todd Belew Howell

Decatur, GA. Spanish

Julie Watterfield Hudgens

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Administration

Jerry Lynn Huffstickler, Jr.

Senatobia, MS. Business
Administration

Stephen Bowen Humbert

Ripley, TN. Business Administration

Shirley Ann Irwin

Webster Groves, MO. International
Studies

William Hunter Ivy

Memphis, TN. Business
Administration

Hollie Ann Jacobs*§

Minnetonka, MN. Classics

Jennifer Lee James*

Vicksburg, MS. International Studies

Charles Edwin Johnson III

Atlanta, GA. Political Science

Florence Marie Johnson

Memphis, TN. International Studies/
Political Science

Paul Colin Johnson

Little Rock, AR. History

Sandra Lynn Johnson

Memphis, TN. English-Computer
Science/Mathematics

Sarah Daisy Jones

Knoxville, TN. Music - Theatre and
Media Arts

Eric Stephen Jurotich*

Chesterfield, MO. Economics

Anne Huffington Kaiser

Memphis, TN. Theatre and
Media Arts

Mary Patricia Kelly*

Germantown, TN. Business
Administration/Mathematics

Gordon Edward Kenney

Birmingham, AL. Psychology

Elizabeth Carol Kiely

St. Louis, MO. English

Carole Elizabeth King

St. Louis, MO. English

Scott Lucillious Kirkpatrick IV

Memphis, TN. Business
Administration

Lucius Marion Lampton*†§

Jackson, MS. History

Joseph William Lapsley

Princeton, NJ. History

Kellie Elizabeth Lartigue

Memphis, TN. Psychology

Steven James LePage

Ocean Springs, MS. Economics and
Business Administration

Matthew Howard Lembke*§**

Edmond, OK. Political Science

Christopher Michael Lewis

Franklin, TN. History

Jiu Kenneth Lock

Hughes, AR. Economics/
Mathematics

Verlan Thomas Andrew Long

Maryville, TN. History

Louise Hallam Lyell

Jackson, MS. French

Leslie Suzanne Mabee

Huntsville, AL. International
Studies

Donna Ann Mannina

New Orleans, LA. Political Science

Lisa Marie Marks

Hermitage, TN. Business
Administration

Patricia Ann Marshall*

Margate, FL. Theatre and Media Arts

Deborah Ann Martin

Louisville, KY. Anthropology/
Sociology

Haskell Ray Matheny*

Cleveland, TN. Psychology

Benjamin Caldwell Mayo

Jackson, TN. English

- Stacey Kristin McClements**
 Knoxville, TN. Business Administration
- Lesley Suzanne McClendon**
 Roswell, GA. English
- Margaret Ellen McCully*†**
 Selma, AL. International Studies/
 Political Science
- Gayle Annette McFarland***
 Decatur, GA. Anthropology/
 Sociology
- Martha Ann McGeachy**
 Raleigh, NC. French
- Pamela Michelle McIntosh**
 Nesbit, MS. English
- Frances Adrienne McMillan**
 Livingston, AL. International Studies
- Michael Grayson McMillion**
 Lewisburg, TN. Business Administration
- Melia Lambert Miller**
 Memphis, TN. Psychology
- Julia Deavenport Mitchener**
 Sumner, MS. History
- Ann Marie Moore***
 Memphis, TN. Art
- Johnny Bernard Moore**
 Memphis, TN. Business Administration
- Diane Lydia Morrison**
 Tallahassee, FL. Biology -
 Anthropology/Sociology
- Jeannine Mortimer***
 Memphis, TN. Psychology
- Anna Kathleen Mosby**
 Memphis, TN. Spanish
- Michelle Lynn Murchison***
 Huntsville, AL. Business Administration
- Drew Everett Myers**
 Hendersonville, TN. Business Administration
- Jefferson Matthew Myers**
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 Louisville, KY. Biology
- Jane Patrice O'Bannon**
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 Sociology
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 Little Rock, AR. English
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- Norman Neil Pauley**
 Columbus, OH. French
- Deborah Ann Payne**
 West Point, GA. History
- Patricia Lee Pennington***
 Jackson, MS. Business Administration
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 Nashville, TN. French
- Catherine Elizabeth Phister**
 Nashville, TN. English
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 Little Rock, AR. Business Administration
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- Donna Jean Ramsey*§**
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- Christopher Calvin Ray**
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Bridges Wade Smith III
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Alfred Paul Taylor
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Deborah Jean Thissen
Jacksonville, AR. Computer Science/
Mathematics

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Michael George Updegraff
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Julianne Wagon
Sheffield, AL. History

David Felicien Waguespack*
Covington, LA. History

Stephanie Marie Ward
Madison, MS. Economics

Sarah Virginia Wayland*†§
Marietta, GA. International Studies/
French

Joseph Franklin Welborn III*
Memphis, TN. Political Science

Andrea Dawn Westmoreland
Little Rock, AR. Psychology

Russell Thomas Wigginton, Jr.
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Michelle Denise Wilkins§**
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Mary Jolita Willard*
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Business Administration

Andi Elizabeth Williams
Nashville, TN. Psychology

JoAnne Elaine Williams
Memphis, TN. Psychology

Rebecca Anne Womeldorf*§
Hendersonville, TN. Political
Science

Daniel Love Woodward
Quincy, FL. Psychology

Leanna Hunt Wright
Lewisburg, TN. Business
Administration

Nayuta Yamashita*§
Hot Springs, AR. Anthropology/
Sociology

Donald Chandler Young III
Columbus, GA. English

Kate Ransom Zeitler
Nashville, TN. History

BACHELOR OF SCIENCE

Allan McLain Bacon§**
Cartersville, GA. Physics

Robert Clide Barnett*
Keiser, AR. Mathematics

Ralph Allen Blackwood, Jr.
Memphis, TN. Biology

Christopher Stirling Brown
Mobile, AL. Chemistry

Teresa Marie Burns
Lexington, KY. Chemistry

Jonathan Clayton
Florence, AL. Biology

Thomas Moffatt Cunningham III
Clarksville, TN. Biology

Neal David Dafidaug
Creola, AL. Biology

Mark Douglas Edge*
Mt. Pleasant, SC. Chemistry

Peter George Emanuel*
Mobile, AL. Chemistry

Edgar Franklin Fincher IV
Memphis, TN. Biology

Andrew Fong§**
Hughes, AR. Chemistry

Christopher Howard Frazier
Cookeville, TN. Biology

Thomas Brent Graham*§
Nashville, TN. Biology

Valerie Lynn Gray
Bartlett, TN. Biology

Christie Ann Green
Memphis, TN. Biology

Deborah Kay Harris*
Little Rock, AR. Physics

Faramarz Fred Hidaji
Memphis, TN. Chemistry

Kevin Paul Holliman
Memphis, TN. Biology

Byron Wayne Johnson
Memphis, TN. Biology

Stephen Charles Johnson
Bartlett, TN. Chemistry

Keith Edward Kelly*
Signal Mountain, TN. Chemistry

David Michael Kennedy*
Chattanooga, TN. Psychobiology

Timothy Scott Kuhlman*§
Atlanta, GA. Biology

Daniel Richard Lane
Mobile, AL. Chemistry

Steve Andrew Larson*§
Ballwin, MO. Chemistry

Ahad Mahootchi
McKenzie, TN. Chemistry

James Michael Mangrum
Fairview, TN. Chemistry

Tom Mitchell Manning
Worthington, OH. Biology

Thomas Morton Mills
Memphis, TN. Biology

Kimberly Sue O'Harra
Tuscaloosa, AL. Biology

Mary Jane Park*§**
Jackson, MS. Biology

Patrick Cornelius Rogers
Memphis, TN. Chemistry

Randall Collins Roth
Metairie, LA. Biology

Jorge Alejandro Salazar
Memphis, TN. Biology

Myra Hilary Smith*
Dallas, TX. Biology

Alan Richard Spies*§
Carriere, MS. Physics

Mark William Sprague
Little Rock, AR. Physics

Glenn Warno Tillery
Huntsville, AL. Biology

James Morgan Watkins*
Athens, TN. Chemistry

William Allen Wesche*
Bartlett, TN. Biology

BACHELOR OF ARTS
CONFERRED AUGUST 15, 1988

Steven Lyle Adams
Lewisburg, TN. History

James Christopher Allen
Decaturville, TN. English

Gregg Edward Cook
Blytheville, AR. Psychology

Ann Adele Hunt
Memphis, TN. Art

Richard Kent Jones
McKenzie, TN. Economics and
Business Administration

Robin Loy Russell
Daphne, AL. History/International
Studies

Andrew Leif Schaffner
Jupiter, FL. Philosophy

Johnny Mitchell Suggs
Hatley, MS. Psychology

Bruce Alan Wallstedt
Palmetto, GA. Psychology

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