



Rhodes College Catalogue 1994-95

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RHODES  COLLEGE

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CATALOGUE  
1994-95

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**GENERAL  
INFORMATION**

# ACADEMIC CALENDAR, 1994-95

**MAY, 1994**

1 2 3 4 5 6 7  
8 9 10 11 12 13 14  
15 16 17 18 19 20 21  
22 23 24 25 26 27 28  
29 30 31

**JUNE**

1 2 3 4  
5 6 7 8 9 10 11  
12 13 14 15 16 17 18  
19 20 21 22 23 24 25  
26 27 28 29 30

**JULY**

1 2  
3 4 5 6 7 8 9  
10 11 12 13 14 15 16  
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31

**AUGUST**

1 2 3 4 5 6  
7 8 9 10 11 12 13  
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28 29 30 31

**SEPTEMBER**

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4 5 6 7 8 9 10  
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25 26 27 28 29 30

**OCTOBER**

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30 31

**NOVEMBER**

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20 21 22 23 24 25 26  
27 28 29 30

**DECEMBER**

1 2 3  
4 5 6 7 8 9 10  
11 12 13 14 15 16 17  
18 19 20 21 22 23 24  
25 26 27 28 29 30 31

**SUMMER SESSION, 1994**

Registration for All Students ..... May 16, Monday  
Classes Begin ..... May 16, Monday  
Classes End ..... August 5, Friday  
Final Grades Due ..... August 8, Monday

**FALL SEMESTER, 1994**

Orientation for New Students ..... August 19-23,  
Friday-Tuesday  
Enrollment Clearance/Registration ..... August 23, Tuesday  
Classes Begin ..... August 24, Wednesday  
Drop/Add Period Ends ..... August 30, Tuesday  
Extended Drop Period Begins ..... August 31, Wednesday  
Labor Day Recess ..... September 5, Monday  
Pass/Fail Option Ends ..... September 7, Wednesday  
Extended Drop Period Ends ..... September 14, Wednesday  
Withdraw Period Begins ..... September 15, Thursday  
\*Founders Day Convocation ..... September 16, Friday,  
10:00 A.M.  
  
Last Day to Remove  
Conditional Grades ..... September 21, Wednesday  
End of First Seven Weeks Classes ..... October 12, Wednesday  
Mid-Term Grades Due ..... October 14, Friday,  
5:00 P.M.  
Fall Recess Begins ..... October 14, Friday,  
5:00 P.M.  
Fall Recess Ends ..... October 19, Wednesday,  
8:00 A.M.  
Withdraw Period Ends ..... October 28, Friday  
Registration for Spring Semester ..... October 31-November 18,  
Monday-Friday  
Thanksgiving Recess Begins ..... November 22, Tuesday,  
10:00 P.M.  
Thanksgiving Recess Ends ..... November 28, Monday,  
8:00 A.M.  
Classes End ..... December 7, Wednesday,  
10:00 P.M.  
Reading Day ..... December 8, Thursday  
Final Examinations ..... December 9-14,  
Friday-Wednesday  
End of Fall Semester ..... December 14, Wednesday,  
5:00 P.M.  
Final Grades Due ..... December 16, Friday,  
12:00 Noon



**SPRING SEMESTER, 1995**

Enrollment Clearance/Registration .....	January 9, Monday
Classes Begin .....	January 9, Monday, 8:00 A.M.
Drop/Add Period Ends .....	January 13, Friday
Martin Luther King Day Observance ....	January 16, Monday
Extended Drop Period Begins .....	January 17, Tuesday
Pass/Fail Option Ends .....	January 23, Monday
Extended Drop Period Ends .....	January 30, Monday
Withdraw Period Begins .....	January 31, Tuesday
Last Day to Remove	
Conditional Grades .....	February 6, Monday
End of First Seven Weeks Classes .....	February 27, Monday
Mid-Term Grades Due .....	March 3, Friday, 5:00 P.M.
Spring Recess Begins .....	March 3, Friday, 5:00 P.M.
Spring Recess Ends .....	March 13, Monday, 8:00 A.M.
Withdraw Period Ends .....	March 20, Monday
Registration for Fall, 1995 .....	March 20-April 11, Monday-Tuesday
Easter Recess Begins .....	April 13, Thursday, 10:00 P.M.
Easter Recess Ends .....	April 18, Tuesday, 8:00 A.M.
* Awards Convocation .....	April 25, Tuesday, 9:10 A.M.
Classes End .....	April 28, Friday, 5:00 P.M.
Reading Days .....	April 29, Saturday, and May 4, Thursday
Final Examinations .....	May 1-May 6, Monday-Saturday
Final Grades Due .....	May 8, Monday, 9:00 A.M.
* Baccalaureate Service .....	May 12, Friday, 3:30 P.M.
* Commencement .....	May 13, Saturday, 10:00 A.M.

<b>JANUARY, 1995</b>						
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<b>MAY</b>						
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\* *Formal Academic Occasion*

# 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 to 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, 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.

*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 midtown 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 a 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 is 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, 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 dedicated to the pursuit of genuineness and excellence in all its endeavors. The College is predominately undergraduate and the emphasis of this historic mission is reflected in all programs of the College: teaching and scholarship that are focused on the learning and growth of the individual student. Rhodes encourages, supports, and rewards outstanding achievement and merit in all parts of the life of the College.

*Liberal Arts College.* Finally, and fundamentally, 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.

Rhodes continues 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 \$107 million and a physical plant valued at \$110 million, the College has one of the largest investments per student (\$162,000) in the nation.

Rhodes is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor of Arts and Bachelor of Science degrees and is a Candidate for Accreditation with the Commission on Colleges of the Southern Association of Colleges and Schools to award the Master of Science degree. It is also a member of the American Council on Education, the Association of American Colleges, College Entrance Examination Board, National Association of Independent Colleges and Universities, Tennessee Independent Colleges and Universities, Tennessee College Association, Association of Presbyterian Colleges and Universities, Southern University Conference, Southern Collegiate Athletic Conference, and the Memphis Consortium of Colleges.

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

Rhodes welcomes applications for admission from all persons and does not discriminate on the basis of sex, race, color, handicap, or national and ethnic origin in its admissions policies, scholarship and loan programs, or other college educational programs, policies and activities.

The information, policies, and procedures listed in this catalogue are current and up-to-date as of February 1, 1994. Policies stated in this catalogue are expected to be in effect through the academic year 1994-95 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 Executive Vice President of the College.

# ADMISSIONS

## ADMISSIONS PROCEDURE

A student who wishes to apply for admission to Rhodes should write or call the Admissions Office requesting an application form, which should be completed carefully and mailed to the Dean of Admissions and Financial Aid together with a non-refundable application fee of thirty-five dollars. Rhodes also welcomes the Common Application and CollegeLink. The College is a member of the National Association of College Admission Counselors (NACAC) and endorses the principles contained in the Association's *Statement of Principles of Good Practice*.

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 Faculty Admissions Committee by April 1.

Applicants must complete sixteen or more academic units in high school, including at least four years of 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 study mathematics, natural science, computer science, economics or business administration. Applicants are expected to have a high school diploma or G.E.D.

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

## STANDARDIZED TESTS

All applicants for admission to the entering class are required to take either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Test (ACT). 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 purposes. Any student applying for Regular Decision should take the test no later than December of the senior year so that their scores will be available for the Faculty Admissions Committee by February 1.

Test 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) ACT Registration Department, P.O. Box 414, Iowa City, Iowa 52243.

## CAMPUS VISIT AND INTERVIEW

A campus visit is the best way to experience life at Rhodes. 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. Overnight accommodations are available Sunday through Thursday. To arrange a campus visit, students may call toll free 1-800-844-5969 or, locally, 726-3700 at least one week in advance.

An interview with a member of the admissions staff is *strongly* recommended for all applicants for admission. Appointments may be scheduled between 9:00 a.m. and 4:00 p.m. (central time), Monday through Friday, and during the academic year on Saturdays

from 9:00 a.m.-until noon. Interviews are limited to Mondays, Fridays and Saturdays during the last two weeks in January and the entire months of February and March due to the admission staff's heavy involvement in reading applications. The Admissions Office is open year round, and appointments may be made by writing or calling the Admissions Office at least one week in advance.

### **EARLY DECISION PLAN**

Students who are *certain* that 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 for admission, high school transcript including grades for the first marking period of the senior year, recommendations, standardized test scores and the Early Decision Agreement form by November 15. The student may apply to other colleges, but not under any other Early Decision Plan. *If accepted, the applicant agrees to withdraw all applications submitted to other institutions, file no additional applications, and enroll at Rhodes.*

The Early Decision applicant must take the Scholastic Aptitude Test or the American College Test no later than the first week in November of the senior year. Students who are applying for financial aid are required to file the Early Version Financial Aid Form (EVFAF) with the Rhodes Financial Aid Office by *November 1*. The financial aid package offered under Early Decision must be verified by filing the Free Application for Federal Student Aid (FAFSA), the Financial Aid Form (FAF) and the Rhodes College Application for Need-Based Assistance by March 1 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 be contacted by 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 cannot be reached by December 15, the student will be notified that the application will be deferred and guaranteed unbiased consideration under the regular admissions procedure.

### **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 is not compatible with a Rhodes degree program may find it necessary to extend their college career in order to complete all requirements for a degree.

An applicant for admission as a transfer student should write or call the Office of Admissions for an application. The student should have transcripts from their secondary school and all postsecondary institutions attended sent directly to the Office of Admissions. If the secondary school record does not include the student's scores on the SAT or ACT, the student must have these sent to the Admissions Office from the testing agency. Transfer applicants applying for January entrance must also provide mid-semester grade estimates from their professors.

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 are not encouraged 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. 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. Transfer students coming from colleges not accredited by a regional accrediting agency may find the acceptance of transfer credit to be very limited.

For more information regarding the transfer of credit, see "Transfer Credit for Enrolled Students" in the Planning a Degree section of this catalogue.

### ADMISSION OF INTERNATIONAL STUDENTS

Rhodes encourages international students living both abroad and in the United States 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 \$35.00 (U.S. dollars) fee and a passport-size photograph of the applicant. In addition, 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 testing agency. International students who have studied at other colleges or universities must have *official* transcripts from those institutions sent to Rhodes. All transcripts must include English translation.

A limited amount of financial aid is available to international students with financial need. To qualify, students must submit the College Board's Foreign Student Financial Aid Form. All applicants, whether applying for financial aid or not, must submit the Foreign Student Certificate of Finance. International student applicants are eligible for the competitive scholarships offered by the College.

### ADMISSION OF SPECIAL STUDENTS (NON-DEGREE CANDIDATES)

Applicants who give evidence of sufficient ability may be admitted as special students 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/or which they particularly need. Special students may enroll in no more than two classes, or for no more than eight hours of credit per semester.

Special students are not eligible to live in the residence halls or to participate in intercollegiate athletics, fraternity or sorority membership, or other extra-curricular activities. Directed Inquiries are not ordinarily available to special students. Should the special student subsequently become a degree candidate, credits earned while a special student are applicable towards the degree sought.

The deadline for submission of a special student application and most recent transcript is two weeks prior to the beginning of a new semester. Special student admission material is submitted only once during any given academic year. A student seeking readmission as a special student will normally be held to the same academic standards as full-time, degree-seeking students at Rhodes. Special student status is *not* available to a student who has recently finished preparatory work with insufficient credits to be admitted as a regular candidate for a degree.

### READMISSION OF STUDENTS

Students who leave the College by voluntary withdrawal or by suspension, and who have taken two courses or less in any one term at another institution, must apply 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 Student Affairs will be necessary to complete the readmission process. Students seeking to be

readmitted must initiate their requests at least two months prior to the beginning of a new semester.

Students who have taken more than two courses in any one term at another institution are considered transfer students. These students must apply for readmission to Rhodes through the Office of Admissions. The Faculty Admissions Committee 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; have scored at least 1050 on the Scholastic Aptitude Test (SAT) or 24 on the American College Test (ACT); rank in the upper one-fourth of his or her class; have a positive high school recommendation; and have a personal interview no later than August 1.

Course fees are \$380.00 per credit hour. Financial Aid is normally not available for students participating in the program. Participation in the High School Scholars Program will require coordination of the student's college and high school course schedules. Rhodes' Office of Admissions will gladly assist the students, teachers, and counselors with these arrangements.

### **ADVANCED PLACEMENT**

Rhodes will normally grant advanced placement and course credit to entering students who score either 4 or 5 on a College Board Advanced Placement Examination. Students who score 3 on an Advanced Placement Examination may receive advanced placement if the department concerned recommends it. 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 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 normally granted for each Higher Level Examination area passed with a score of 5, 6 or 7. A score of 4 may qualify a student for advanced placement, subject to review by the appropriate academic department.

### **ENROLLMENT DEPOSIT**

In order to reserve a place in the class, all accepted students must make a \$200.00 enrollment deposit to the College. Those students who wish to reside on campus must deposit an additional \$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 other expenses. *All deposits are non-refundable.* The balance of the first tuition, room and board payment is due in mid-August. The College cannot guarantee that a residence hall 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 the necessary furniture, but

students must supply mattress pads and 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 hall will be closed during Thanksgiving, Christmas and mid-semester recesses. The residence halls will be closed during all semester recesses. Requests for exceptions to this policy must be made in writing to the Associate Dean of Student Affairs.

While housing is guaranteed for first-year students only, in recent years all students who desire campus housing and have met the required deadlines have been accommodated. By 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 April 6. The balance of the room rent must be paid in mid-August. The College cannot guarantee that a room will be available unless this balance is paid.

## **ORIENTATION AND REGISTRATION**

All new students are expected to be present for Orientation Week, which immediately precedes the opening of the College. The orientation period is designed to acquaint new students with the traditions, ideals and regulations of Rhodes and to give them an opportunity to plan their courses of study in consultation with members of the faculty. During orientation week the new students will also meet with the representatives of various student organizations, take 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 at the beginning of this catalogue.

A complete medical examination is required of all full-time new students. (Students who fail to comply with the examination prior to their arrival will be assessed a fee should they need this service from the student health center.) The results of the examination, recorded on a form provided by the College, must be on file in the College infirmary before registration. Failure to provide the form may 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 may be granted provisional registration.

## **ADDITIONAL INFORMATION**

Admissions Office hours are 8:30 a.m. to 5:00 p.m., Monday through Friday (central time). Additional information and application forms will be supplied upon request. Contact:

Office of Admissions  
Rhodes College  
2000 North Parkway  
Memphis, Tennessee 38112-1690  
Telephone 901-726-3700 or toll-free 1-800-844-5969  
FAX 901-726-3719

# EXPENSES

The cost of an education at Rhodes is of concern to students, their families, and to the College. Rhodes has been able to hold charges for tuition, room, and board to about 75% of the total cost of a student's education. The College's success in annual fundraising and the substantial income derived from the endowment have enabled Rhodes to hold costs below those at many comparable colleges. The tuition charge includes out-patient care in the College Infirmary, admission to athletic events, and a wide range of activities sponsored by academic departments or the College at large. The student activity fee supports student publications and student organizations, as well as many College-sponsored social activities which are held throughout the year.

A summary of costs for the 1994-95 academic year is listed below; students should bear in mind that charges for textbooks and supplies are not included.

<b>Tuition</b>	\$15,200.00
<b>Activity Fee</b>	\$158.00
<b>Room:</b>	
<b>Single</b>	\$3,025.00
<b>Standard Multiple</b>	\$2,696.00
<b>Board</b>	\$2,072.00

The regular college plan provides for payment of tuition, room and board in two installments. For students who are enrolled for less than a year, tuition is \$7,679.00 per semester. Resident students are billed less deposits already made. The schedule of payments is as follows:

	<b>Non-Resident</b>	<b>Resident Single</b>	<b>Resident Multiple</b>
August 9	\$9,278.00	\$12,336.20	\$12,138.80
November 22	<u>6,080.00</u>	<u>8,118.80</u>	<u>7,987.20</u>
	\$15,358.00	\$20,455.00	\$20,126.00

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 Tuition Management Systems, 42 Valley Rd., Newport RI 02840; Knight Tuition Payment Plans, Knight Insurance Agency, Inc., 855 Boylston Street, Boston, Massachusetts 02116; and Eduserve Technologies Inc., P.O. Box 3011, Winston-Salem, NC 27102. If one of these plans is chosen, arrangements should be made prior to the date the first payment is due. The College has made arrangements with A.W.G. Dewar, Inc. to offer a tuition refund plan to Rhodes parents which will provide a refund in case of illness or accident causing the student to withdraw before the semester is completed. If additional information is needed concerning the tuition refund plan, a brochure is available from the Cashier's office upon request which details the protection provided and cost of this coverage.

## REGULATIONS REGARDING PAYMENT

A bill for the tuition charge, together with applicable room and board charges, 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 academic transcripts, using College facilities, being certified for initiation into a fraternity or sorority, or being admitted to graduation.

Students may enroll in courses totaling sixteen credit hours in each semester and, if approved, a seventeenth credit hour may be added without additional charge. 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 must pay the extra hour fee even if the student eventually withdraws from the overload hour.

Students living in the residence halls are required to take their meals in the dining hall on the college board plan. There are no exceptions to this policy. Non-resident students may also obtain meals in the dining hall.

All students living in the residence hall must pay the full comprehensive tuition, regardless of number of credit hours taken in the semester.

If at some point it becomes necessary to turn the student account over for collection, the student will be required to pay all collection and attorney fees associated with the collection of the debt.

## WITHDRAWAL POLICY

All requests for withdrawal must be initiated by the student through the office of Dean of Student Affairs and must be subsequently approved by the Dean of Academic Affairs. The official date of withdrawal will be the date when approval was obtained from the Dean of Academic Affairs. When the completed withdrawal forms are submitted to the Cashier, the financial accounts of the student will be settled based upon the following policies:

## TUITION

If a student has attended classes, the full semester's tuition is due and payable to the College regardless of the date of withdrawal, unless the student withdraws due to protracted illness. Should this illness be certified by a physician that it prevents the completion of the semester's academic work, a pro-rata charge for tuition will be made on the following basis ("days" is defined as days when classes are scheduled, i.e. five days per week).

Withdrawal Date	Pro-rata Semester Tuition Due
First 10 days of semester	25%
11th through 25th day	50%
26th through 35th day	75%
After 35th day of semester	100%

Financial aid remains credited to the account on the same basis as the charge for tuition above.

## ROOM

Room charges for the full academic year are due and payable to the College regardless of when the room is vacated by the student. Refunds for room charges will be made based only on the following conditions:

1. With approved withdrawal prior to the start of the subsequent semester due to protracted illness.
2. To seniors who meet graduation requirements after completing first semester course work and who do not enroll for classes during second semester.
3. To students studying abroad or at another institution as part of an academic program sponsored by Rhodes College.

Students meeting any of the above criteria will be assessed only one semester's room charge. Any use of the dormitory room during any semester will result in the student being charged for the entire semester. The College reserves the right to use and reassign all vacated rooms.

**BOARD**

Charges for board will be computed on a pro-rata basis from the first meal of the semester's board plan until the last day meals are taken in the Refectory.

**ACTIVITY FEE**

There will be no refund of charges for the activity fee, regardless of the reason for withdrawal.

**SPECIAL FEES AND DEPOSITS**

**Application Fee.** \$35.00

**Tuition Deposit.** \$200.00. Applies to incoming students only. The deposit, due by May 1, is non-refundable.

**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 April 6.

**Adult Degree Tuition** (Applies only to students enrolled 1993-94 or before). \$390.00 per credit hour.

**Special Student Tuition** (Students not seeking a degree at Rhodes). \$390.00 per credit hour.

**Part-time Students, Non-resident** (Degree candidates taking 10 hours or less). \$610.00 per credit hour.

**Extra Course Fee.** \$250.00 per credit hour.

**Summer School 1994.** \$195.00 per credit hour (Due at registration).

**Directed Inquiry—Summer 1994.** \$195.00 per credit hour.

**Late Payment of Bill.** \$25.00

**Late Validation Fee.** \$50.00

**Graduation Fee.** \$105.00 Payment due by the beginning of a student's last semester in attendance.

**Removal of Conditional Grades** (Incomplete or reexamination). \$10.00 per grade with a maximum of \$20.00.

**Special Student Audit Fees.** \$195.00 per credit hour plus \$35.00 application fee.

**Special Student Tuition for Student Teaching** (Education 450). \$195.00

**Transcripts.** First copy, free; second copy, \$2.00; additional copies in each order \$.50 each.

**Student ID card replacement.** \$5.00

**Education Fees for Special Students.** Student-teaching courses require a participation fee of \$13.00 per credit hour.

**Music Fees.** Music majors 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. Non-majors who wish to add the study of applied music to their regular academic program will be charged an additional fee of \$155.00 per credit hour per semester. Music minors will have this fee waived for study in the principal instrument only. After the first applied music lesson, this additional fee is nonrefundable.

**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 touch-tone telephone. Local and on-campus calls are free. Long distance services are available and require a \$50.00 deposit. Bills will be sent monthly for long distance calls plus a \$5.00 access fee. Additional information will be sent to students during the summer concerning the campus telephone system.

# FINANCIAL AID

Rhodes invests substantial funds in need-based assistance to help make it possible for students who are admitted to the College to attend. Currently, seventy-three percent of Rhodes students receive some form of financial assistance with total assistance amounting to approximately \$12.4 million.

Most aid awarded by the College is offered as a combination of grant, loan and student employment. Rhodes takes full advantage of the available federal and state financial assistance programs to enable students to afford the high cost of attending college. Additionally, through the generosity of loyal alumni and other friends of the College, Rhodes students benefit from a generous merit-based scholarship program.

## APPLICATION PROCEDURES

All requests for Rhodes-funded competitive scholarships or need-based financial aid must be indicated on page two of the application for admission to Rhodes. Students who indicate they wish to be considered for a competitive scholarship will be notified of the specific scholarship awarded, if any, at the same time they are notified of their admission to Rhodes.

Students applying for need-based financial aid should so indicate on the application for admission and must submit the Free Application for Federal Student Aid (FAFSA) and the Financial Aid Form (FAF) to the College Scholarship Service (CSS) and designate Rhodes College (code number 1730) to receive the results. All applicants must also complete the Rhodes Application for Need-Based Assistance and return it directly to the Financial Aid Office along with photocopies of the parents' and student's U.S. Income Tax Return and W-2 forms. *New students expecting to enter Rhodes in the fall should file the FAFSA and the FAF by March 1.*

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

To assure access to all financial aid programs, returning students must file the FAFSA and the FAF by March 31.

## FINANCIAL AID TO MEET NEED

When the results of the FAFSA and the FAF reveals that a student has a financial need, Rhodes will normally offer the student a financial aid package which consists of gift-aid (grants and/or scholarships) and self-help (loans and student employment). Rhodes College funds, federal funds and funds provided to the student through outside organizations are all considered to be a part of the need-based financial aid package. Rhodes administers the federal need-based financial aid programs to adhere strictly to Title IV regulations. The need-based programs commonly available at Rhodes are described on the following pages.

## GRANTS

**Rhodes Grant.** Students with demonstrated financial need may be awarded a Rhodes grant-in-aid. Grants are usually offered along with other forms of assistance such as student loans and campus employment. Whether or not a grant is offered and the amount of the grant will depend upon the availability of institutional funds. Recipients of scholarships

may receive additional financial aid, including a grant, if their financial need exceeds the amount of the Rhodes scholarship and other grants or scholarships received from outside sources. Also, the amount of the grant can vary from year to year depending upon the financial need of the student.

**Federal Pell Grant.** The federal government provides direct assistance to eligible students through the Federal Pell Grant Program. A student's eligibility for the Federal Pell Grant is determined by the results of a formula referred to as Federal Methodology. Currently these grants range from \$200 to \$2,300. *All students who apply for need-based financial aid from Rhodes must also apply for the Federal Pell Grant.* Application is made via the FAFSA. Once the student receives the Student Aid Report (SAR), the student should send all copies of the SAR to the Financial Aid Office at Rhodes. If the student is eligible for a Federal Pell Grant, it will be included in the financial aid award.

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

**Tennessee Student Assistance Award.** Students who are residents of Tennessee are expected to apply to the Tennessee Student Assistance Corporation for a grant of up to \$1,890 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 FAFSA and the 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.

**Ministerial Grant.** As a church-related college, Rhodes will assist applicants for the ministry and children of church professionals. A pre-ministerial student who is certified by the responsible court or agency of the student's denomination, or a student who is a dependent of a Presbyterian Church professional in the supporting Synods, may receive, if needed and upon application, a ministerial grant of \$500 plus an institutional grant as explained above.

## LOANS

**Federal Perkins Loan.** Rhodes makes Federal Perkins Loans to students who demonstrate exceptional financial need. The maximum loan cannot exceed \$3,000 per year as an undergraduate. This is a 5% interest 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 eligible program at an approved institution. The minimum repayment may extend over a 10-year period.

**Federal Stafford Student Loan Program.** Loans up to \$2,625 for the first year of an undergraduate program, up to \$3,500 for the second year of an undergraduate program and up to \$5,500 per year for the remaining years of undergraduate study may be obtained by eligible students from their local banks or commercial lending agencies which participate in the program.

Federal Stafford Loans can be made on either a subsidized or an unsubsidized basis. In the case of a subsidized loan, the interest is paid by the federal government while the student is enrolled in an eligible institution on at least a half-time basis. In the case of an unsubsidized loan, the student is responsible for interest payment during periods of enrollment.



Repayment begins six 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 is variable with a cap of 9%.

**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:

Presbyterian Church (U. S. A.)  
Office of Financial Aid for Studies  
100 Witherspoon Street  
Louisville, KY 40202-1396  
Telephone: (502) 569-5745

## STUDENT EMPLOYMENT

The student employment programs at Rhodes include the Federal College Work-Study Program (CWSP) and the Campus Employment Program (for those not eligible for the CWSP). When an offer of student 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. To receive a check, a student employee must have an I-9 form on file in the Financial Aid Office and a current W-4 form on file in the Accounting Office.

**Federal College Work-Study Program (CWS).** Through the Federal College Work-Study Program, part-time employment is offered to students to help them meet their financial need. 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 for an average of ten (10) hours per week while enrolled as a regular student during the academic year.

**Campus Employment Program.** Employment on the campus may be offered through the Campus Employment Program to students who do not demonstrate financial need. In these cases, employment will be offered only after those commitments made to students eligible for the CWS Program (described above) are honored. Students in this category (no demonstrated need) who desire employment on campus should contact the Director of Financial Aid *after* the beginning of the academic year.

## 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. Rhodes' merit-based scholarships are awarded only to entering students. The scholarships may be renewed for a maximum of three renewals on the basis of continued academic achievement; however, the student must maintain full-time student status. The scholarships are described below.

### Scholarships by Nomination

**Walter D. Bellingrath Scholarships and J. R. Hyde Scholarships.** Normally, two (2) Bellingrath Scholarships and two (2) Hyde Scholarships, each with a stipend equal to the full cost of tuition, room (at double occupancy rate) and board at Rhodes, are awarded to the College's most outstanding first-year students. Consideration for these four highest awards is by nomination only. High school counselors, principals or headmasters, Presbyterian ministers, alumni, and friends of the College may nominate

students for these scholarships. The deadline for submission of a nomination is December 1. A student who is nominated for one of these scholarships must submit an application for admission and all necessary support documents by January 15. Further information will be sent to those students who are nominated.

### Scholarships by Application

The following competitive scholarships do not require nomination. Students who wish to compete for one of these scholarships should indicate their interest on page two of the Rhodes application for admission. The application for admission must be submitted by February 1 for preferential consideration.

**Morse Scholarships.** Normally, five (5) Morse Scholarships, with stipends equal to \$15,500 per year, are awarded to entering students each year.

**Cambridge Scholarships.** Normally, seventeen (17) Cambridge Scholarships valued at \$11,600 per year are awarded to entering students each year.

**University Scholarships.** Normally, thirty-six (36) University Scholarships valued at \$7,750 per year are awarded to entering students each year.

**Dean's Scholarships.** Normally, five (5) Dean's Scholarships are awarded to outstanding entering black students each year. The minimum value of this scholarship is \$7,750 per year. However, if the candidate has financial need, as demonstrated on the FAFSA and the FAF, the value of the award can range up to \$12,000 per year depending upon the amount of the student's need.

**Presidential Scholarships.** Normally, fifty (50) Presidential Scholarships, valued at \$5,000 per year, are awarded to entering students each year.

**Rhodes Awards.** Rhodes Awards, valued at \$1,000 to \$4,000 per year, are awarded to qualified entering students.

**Fine Arts Awards.** Normally, eight (8) Fine Arts Awards are made each year to entering students who have demonstrated outstanding achievement in the areas of art, music and theater. The minimum value of this award is \$3,900 per year. However, if the candidate has financial need, as demonstrated on the FAFSA and the FAF, the value of the award can range up to \$11,600 per year depending upon the amount of the student's need. Competition for the Awards takes place during the College's annual Rhodes Symposium program in early February. Auditions are required in music and theatre, and art requires the submission of a portfolio.

### OTHER SCHOLARSHIPS AND AWARDS

**Rhodes College Merit Awards.** Awards sponsored by Rhodes may be offered to first-year students who are designated as finalists in the National Merit Scholarship competition and who have designated Rhodes as their first choice. Recipients may not receive other National Merit Scholarships. The minimum value of the scholarship is \$500. However, if the candidate has financial need, as demonstrated on the FAFSA and the FAF, the value of the award can be a maximum of \$2,000. The awards are renewable for three years.

**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 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 that amount 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:

- The student must be nominated by the Session of a local Presbyterian Church (U.S.A.).
- Only first-year students and transfer students are eligible for an initial Partnership Scholarship.
- 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 their church is willing to enter into a Partnership agreement with Rhodes. For further information about the Presbyterian Partnership program, contact the Director of Financial Aid.

**National Presbyterian College Scholarships.** Rhodes participates in the National Presbyterian College Scholarship Program by co-sponsoring fifteen (15) awards each year to entering first-year students. These awards, based on financial need and ranging in value from \$500 to \$1,400, are renewable for three years.

The National Presbyterian College Scholarship Selection Committee will determine the winners from those applicants who indicate on the application that Rhodes College is their first choice among 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.)  
Financial Aid for Studies  
100 Witherspoon Street Mezzanine  
Louisville, KY 40202-1396

**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 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.

**Army ROTC Scholarships.** Competitive scholarships covering 80% of tuition and fees, a book allowance of \$450 per year, and a monthly stipend of \$100 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) 678-2933. (Note: The application deadline is usually 1 March for the following academic year.)

**Air Force ROTC Scholarships.** Through an agreement between Rhodes and the United States Air Force, Rhodes students may participate fully in the AFROTC program based at Memphis State University and can compete for an AFROTC Scholarship. Type I, Type II and Type III 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 and Type III scholarships have the same benefits except that the amount allowed for tuition costs is limited to \$8,000 and \$4,000 respectively.

For details contact the Rhodes College Coordinator for ROTC Studies or call Air Force ROTC at (901) 678-2681.

**HOBY Scholarships.** These scholarships are available to any participant in a HOBY seminar who is offered admission to the College. The scholarship is valued at \$500 per year and is renewable for three years. Students should indicate on the Rhodes application

for admission their desire to be considered for a HOBY Scholarship. A maximum of five (5) HOBY Scholarships will be awarded each year.

**H.W. Durham Senior Scholars Award.** A scholarship fund has been established by the H.W. Durham Foundation, Inc., for adults 50 years of age and over working toward a degree. Adult students interested in this award should contact the Director of Financial Aid.

**The May Thompson Patton Scholarship.** This scholarship goes to a female over the age of 24 in need of financial support as an adult student working towards her degree. Adult students interested in this award should contact the Director of Financial Aid.

**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, the student applies directly to a club or association. Interested students should work with their high school counselors to become aware of those scholarships available in their area.

## RENEWAL OF FINANCIAL AID AND SCHOLARSHIPS

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 Free Application for Federal Student Aid (FAFSA) and the Financial Aid Form (FAF) with the College Scholarship Service (CSS) by March 1 of each year. Also, students who intend to renew need-based financial aid are required to file the Rhodes Application for Need-Based Assistance each year. All students must be enrolled in a degree or certification program in order to receive assistance of any type.

Rhodes scholarships and financial aid can be used only for study at Rhodes or 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. Rhodes funds are not available to students enrolled on a less than full-time basis.

### Renewal of Rhodes financial assistance and campus-based Title IV programs (Federal Supplemental Educational Opportunity Grants, Federal Perkins Loans and Federal College Work-Study)

Requirements for renewal are as follows:

- A student who has completed one academic year will have financial aid renewed if the student attains a total cumulative grade point average of at least 2.000 in all course work attempted at Rhodes;

#### AND IF THE STUDENT

- has earned at least twenty-two semester hours of course work by the beginning of his/her second academic year of study at Rhodes;
- has earned at least fifty-two semester hours of course work by the beginning of his/her third academic year of study at Rhodes;
- has earned at least eighty semester hours of course work by the beginning of his/her fourth academic year of study at Rhodes.

In cases of mitigating circumstances an appeal for variance from these requirements may be submitted to the Director of Financial Aid.

### Renewal of other Title IV student financial assistance (Federal Pell Grant, Federal

## Stafford Student Loan, Federal PLUS/SLS Loan and Tennessee Student Assistance Award)

Requirements for renewal are as follows:

- Students must be enrolled on at least a half-time basis in order to be eligible for any Title IV assistance.
- The maximum time frame in which a student can complete a degree is six (6) years, and 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).
- All students must maintain a total cumulative grade point average of at least 2.000 on all work attempted at Rhodes.

In cases of mitigating circumstances an appeal for variance from these requirements may be submitted to the Director of Financial Aid.

Grades and cumulative hours are first reviewed at the completion of the student's first year at Rhodes. Grades and cumulative hours are then reviewed at the end of each academic year for all students unless a student is on probation or has been granted a variance from the aforementioned requirements. Students on probation and students who have been granted a variance will have their records checked at the end of each semester.

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

## RENEWAL OF COMPETITIVE SCHOLARSHIPS

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

University Scholarships may be renewed for three years as long as the recipient maintains a grade point average of 2.75 or better and meets the minimum standards for renewal described previously.

Dean's Scholarships, Presidential Scholarships and Rhodes Awards may be renewed for three years as long as the recipient maintains a grade point average of 2.50 or better and meets the minimum standards for renewal described previously.

Fine Arts Awards may be renewed if the student is making satisfactory academic progress (as described above) 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).

## REVISION OF AWARDS

Any need-based financial aid package is subject to revision for any of the following reasons:

- In the process of verifying the information reported on the need analysis form, an error is discovered which, when corrected, changes the student's eligibility.
- A change in regulations governing federal or state programs occurs and requires an adjustment to be made.
- Funding levels in federal or state programs are reduced.
- The student receives additional assistance from a source not listed on the most recent Notification of Financial Award.
- The student fails to meet satisfactory academic progress standards.

## FINANCIAL AID FOR STUDY ABROAD

Rhodes students enrolled in semester abroad programs administered by Rhodes are eligible for merit-based and need-based financial aid from Rhodes on the following basis:

- 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.
- The expected family contribution will be calculated using an approved need analysis service such as the FAFSA and the FAF.
- 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 awarded for the term of the program may not exceed the tuition charge at Rhodes for one semester. Work-study income will be replaced by additional loan, and need in excess of the cost of attending Rhodes will be met by loan.
- 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.
- Limited funds are available for financial aid for study abroad programs.

For students electing to participate in programs not included in the above definition and 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. However, no Rhodes funds will be available, and no campus-based Title IV assistance will be available.

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.

The above policies apply to study abroad programs that occur during the fall and spring semesters of the academic year. Summer study abroad programs are excluded.

## 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 FAFSA and a FAF by March 1 in order to determine financial need for the upcoming year.

A transfer student shall be eligible for all forms of financial aid except Bellingrath or Hyde Scholarships provided a) the student's previous college academic record is commensurate with the requirements for the award (a 3.50 minimum grade point average is required for a University Scholarship and a 3.75 minimum grade point average is required for any scholarships of greater value) and b) had the student entered Rhodes during the first year in college, such an award would have been received.

## ALTERNATIVE FINANCING

For families who prefer to pay college costs in monthly installments, Rhodes suggests three possibilities: First Wachovia Student Financial Services, Inc., P.O. Box 3011, Winston-Salem, NC; 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, MA 02108. Arrangements must be made with one of these agencies prior to the due date of the first tuition payment.

Through the Federal Parent Loan for Undergraduate Students (PLUS) program, the parent of an undergraduate student may be eligible to borrow the cost of education at Rhodes less any financial assistance the student receives each year for educational expenses. The interest rate is variable but has a ceiling of 10%. PLUS applicants are subject to credit approval.

There are a number of private loan programs available for interested students and their families. The Education Resources Institute (TERI) makes educational loans from \$2,000 to \$15,000 per year at a variable interest rate with a repayment period of up to fifteen years. Credit-worthiness of the borrower is a determining factor.

Several credit line options are also available. A check-activated Educational Line of Credit is available through The Tuition Plan, Inc. for those families who qualify. A credit check is a routine procedure in order to qualify. The Education Credit Corporation (ECC) also makes a revolving credit line of from \$5,000 to \$60,000 available to creditworthy borrowers.

### **ADDITIONAL POLICIES**

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.

Institutional funds will be awarded for each classification year (i.e. first-year, sophomore, etc.) only once. A maximum of two semesters of assistance will be awarded for any classification.

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 the multiple occupancy rate; the amount used for board is the current on-campus meal plan rate.

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.

# STUDENT LIFE

## THOMAS W. BRIGGS STUDENT CENTER

The Briggs Student Center serves all elements of the Rhodes community. The building contains the Lynx Lair, the Centers for Counseling and for Career Services, Multicultural Affairs, the Chaplain/Kinney Director's office, a student TV lounge, the campus bookstore, the faculty/staff/student mail room. The programs of the Centers are dedicated to the social, cultural, educational, and recreational enrichment of the Rhodes community.

## RESIDENCE LIFE PROGRAMS

All students, whether campus residents or not, are encouraged to participate in the Rhodes College Residence Life program. Resident Assistants provide programs to meet the needs of both first-year students and upperclass students. Residence Life Staff members plan a variety of social, educational, spiritual, and recreational programs throughout the year. Open forums, social gatherings, study breaks, field days, and intramural athletic teams are a few examples of Residence Life-sponsored programs.

Many Residence Life events are held in the various social rooms in the residence halls on campus, but larger, all-campus events are an important part of the program. In the recent past, the Trezevant/Townsend Hall or Bellingrath quadrangles, as well as the Amphitheater, have hosted larger outdoor events. In addition, programs in the Memphis community are planned which take advantage of the cultural resources in the area.

## 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 Student Assembly is the primary vehicle for student participation in the governance process of Rhodes. 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 the Student Activity Fund; nominates students for appointment to serve on Board of Trustees, Faculty, 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 First-Year Representative spots, which are elected in the Fall. Also elected in the Spring are commissioners for Athletics, Elections, Social Activities, Religion, and Publications.

## 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 is disciplined by the Council, 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 seventeen voting members: a president and sixteen elected class representatives of the student body. There are also three non-voting members: one appointed secretary and two advisors, one faculty member and one administrator.

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 policy legislation. The Council may impose penalties extending to expulsion from the college. The accused, the accuser, or two or more members of the Council may appeal to the SRC Appeals Committee of the College if they feel that a decision of the Council is unjust. The SRC Appeals Committee shall either sustain the decision of the Council or recommend that the Council reconsider its action.

## 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 course work 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.

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

Theta Nu chapter of the **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.

A chapter of **Phi Alpha Theta**, the international honor society in History, was established at Rhodes in April, 1990. Phi Alpha Theta promotes the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and thought among historians. It seeks to bring students, teachers, and writers of history together both intellectually and socially, and it encourages and assists historical research and publication by its members. Students who have completed the required number of history hours and are maintaining high standards in all of their academic studies are eligible for membership.

## THE SOCIAL FRATERNITIES AND SORORITIES

New directions for social fraternities and sororities include a greater emphasis on volunteer service, academic achievement, and leadership. Such opportunities are available through any of Rhodes' 13 nationally-affiliated Greek letter organizations. Six organizations for men currently hold charters at Rhodes. These groups include Alpha Tau Omega, Kappa Alpha Order, Kappa Sigma, Pi Kappa Alpha, Sigma Alpha Epsilon, and Sigma Nu. The seven sororities (or fraternities, as some are officially known) for women at Rhodes include Alpha Kappa Alpha, Alpha Omicron Pi, Chi Omega, Delta Delta Delta, Delta Sigma Theta, Gamma Phi Beta, and Kappa Delta.

Each men's fraternity chapter is represented on the Interfraternity Council (IFC). Women's fraternities or sororities are represented on the Panhellenic Association (PAN). Both PAN and IFC, in cooperation with the Director of Student Activities and the Dean of Student Affairs, work together to host educational programs, recruit new members, set system policy, and regulate group activity.

To join a Greek-letter organization, students participate in a membership recruitment program, complete a period of pledgship, and if eligible, are initiated into full membership. To be eligible for initiation, a student, during his or her pledgship, must have passed a minimum of nine hours with a minimum grade point average of 2.0 or higher in the preceding semester at Rhodes. Written certification by both the Registrar and the Cashier is required in order to verify that the student has met the academic requirements and has settled all college accounts prior to initiation.

## 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 the 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 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 such as the Rhodes Civic Orchestra and the Rhodes Chorale 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 houses practice rooms, studios, a music library, and a recital hall. Hassell Hall is available for individual practice and for ensemble rehearsals.

## THEATRE ACTIVITIES

The performance studies program at McCoy Theatre provides numerous opportunities for student 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*, and *Cowardly Custard*. Plays have included *The Children's Hour*, *Brecht On Brecht*, *Beyond Therapy*, *Love's Labour's Lost*, *The Tempest*, *Twelfth Night*, *Midsummer Night's Dream* and the landmark production of *Nicholas Nickleby* in 1985.

## SPECIAL INTEREST HOUSING

Special interest 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 special interest 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 Student Health Center, housing six students. The Voorhies-Townsend suite is also offered as a townhouse location. The units have been organized around language, international studies, multicultural issues, 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 seven elected representatives. 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. *Southwestern Review* is the college literary magazine. Rhodes traditionally provides students with many opportunities for independent study to work on these and other publications.

## BLACK STUDENTS ASSOCIATION

The Black Students Association was originally 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. It is open to all students at Rhodes College.

## OTHER ORGANIZATIONS

Rhodes is a corporate member of the American Association of University Women. It is on the approved list of this organization 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 American Marketing Association, Astronomy Club, Model United Nations, Philosophy Club, College Bowl and Health Professions Society.

## 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 seven varsity sports for women (golf, volleyball, basketball, tennis, soccer, track, 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 Director of Financial Aid and the Committee on Admissions and Financial Aid.

Varsity teams compete in the Southern Collegiate Athletic Conference (SCAC), whose members are Rhodes, University of the South (Sewanee), Southwestern University, Centre College, Millsaps College, Oglethorpe University, Hendrix College and Trinity University (Texas). In 1988, the football team posted an 8-1 record and participated in the NCAA Division III playoffs. The men's cross country team has won four consecutive conference championships (1990-93). The men's basketball team won the 1990-91 and 1992-93 SCAC Championships and in 1991-92 won twenty consecutive games to post a 20-5 season record and in 1992-93 won the SCAC and advanced to the second round of the NCAA tournament. The women's soccer team won the 1991 SCAC Championship, and the men's soccer team captured the 1992 and 1993 conference titles. The women's volleyball team won consecutive conference championships in 1990 and 1991.

*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, ultimate frisbee, and innertube water polo. There is racquetball and tennis 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 Football Field, Mallory Gymnasium (racquetball courts, basketball, table tennis, weight room, aerobic exercise room, training room, classrooms and dressing rooms), Hyde Gymnasium, Alburty Swimming Complex, Stauffer Baseball Field, an all-weather track, eight lighted all-weather tennis courts, a fitness trail, 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 SERVICES

Career Services assists students with their career plans and goals. Career counselors are available, by appointment or during walk-in hours, to discuss individual questions or to help develop a career strategy. Through a variety of resources, students can explore their values, interests, and abilities which will help them choose a major or select a career.

Workshops on resume writing, choosing a major, job search strategies, and other topics are offered by Career Services. Video-taped mock interviews allow students to see themselves through the eyes of a recruiter. The Alumni Match Program provides students with a list of Rhodes alumni who can help students with their career planning. Career Services also publishes the *Career Appeal*, a monthly newsletter which provides career information and job opportunities. An extensive internship program is coordinated by Career Services.

Career Services maintains the Rhodes Career Library, which contains information on majors, careers, graduate school, internships, employer directories, and job announcements for full-time, part-time, and summer employment. Two computerized career guidance systems, SIGI Plus and the Graduate School Selector, are housed in the Rhodes Career Library. SIGI Plus helps students identify values and interests and allows them to research information on job descriptions, potential income, and employment outlook. The Graduate School Selector permits students to search a database which contains detailed information on over 800 graduate schools.

Each year, Career Services invites representatives from business, non-profits, education, government, and graduate schools to recruit on campus. The Career Services staff also establishes contacts with other employer representatives to whom students can be referred. In February, Career Services hosts the Rhodes Career Fair, an exposition which enables students to meet informally with a variety of employer representatives.

All seniors are encouraged to register with Career Services to take advantage of the on-campus recruitment program and credentials service. The credentials service allows students to place a resume, recommendation letters and student teaching evaluations in a file that will be maintained throughout a student's lifetime. The file can be sent to prospective employers or graduate admissions personnel.

## CENTER FOR COUNSELING AND STUDENT DEVELOPMENT

Students with problems, students in crisis situations, and those who wish assistance in personal development may come to the Center for Counseling and Student Development for confidential and professional services. The Center offers limited 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.

Limited services are provided free of charge and confidentially except when disclosure of specific information is essential to protect the student or someone else from clear and imminent danger.

## ACADEMIC ADVISING

Each entering student is assigned to an academic advisor until the student selects a major. (This must be done by the end of the sophomore year.) At that time, the student requests and is assigned an advisor in the major department by the chairperson.

An academic advisor is available to assist in many ways but especially in course selections and schedule planning. The staff of the Offices of 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.

In addition to the programs and services offered by Career Services, students can seek career advisement from designated faculty career advisors.

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

**Architecture:** Professor Williamson

**Business:** Professors Church, Planchon

**Church Professions:** Professor Brown

**Finance:** Professor Pittman

**Foreign Service:** Professor Michta

**Health Professions:** Professors Barnhardt, Jeter, Smith, and Birnbaum

**International Business:** Professors Pittman, Planchon

**Law:** Professors Pohlmann, Lanier, and Bolch

**Museum Careers:** Professor Clifton

**Music:** Professor Clark

**Psychological Services:** Professor Smith

**Social Services:** Professor Ekstrom

**Teaching (Secondary):** Professor McClay

**Theatre:** Professor Garner

## MEDICAL SERVICES AND INSURANCE

Students may be treated for ordinary illnesses at the Moore Moore Student Health Center on campus. A nurse practitioner retained by the College visits the Health Center 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 in the family physician's office. Where unusual problems involving the eyes,

skin, bones, etc., or instances requiring special examinations 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, arrangements are made for hospitalization and emergency service in one of the several well-equipped local hospitals, and an appropriate specialist is asked to take charge. Minor emergencies occurring at night or when the College nurse 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, life threatening emotional disorders are brought to their attention, the College nurse or College counselor will refer the student to a psychiatrist for emergency care. The parents then will 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 a severely debilitating or life threatening chronic emotional disorder, the parents will be notified, and they will then assume responsibility for the student's treatment.

A complete medical examination is required of all full-time new students. The results of the examination, recorded on a form provided by the College, must be on file in the Student Health Center before registration. Failure to provide the form may 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 may be granted provisional registration.



# 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 on personal rights, suspension, or expulsion. 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, 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 the responsibility of the Honor Council, the Social Regulations Council, the 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 student organizations named below in the formation and administration of College regulations.

An official set of campus regulations can be found in the Student Handbook which is provided to each student enrolled at Rhodes. This section of the College Bulletin, 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 faculty and staff serving as advisors. Its responsibilities are to adjudicate social offenses and enforce regulations with penalties 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 primary vehicle for student participation in the governance process of Rhodes. The Student Assembly also has the responsibility for determining the allocation and administration of resources to registered student organizations. It works to ensure that the various groups on campus, continuing student interests, social, educational, religious, 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 following policy has been established in an effort to promote a balance between the interests of the individual and those of the

Rhodes community, and to encourage responsible decisions about alcohol. This 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. Within this community, the College will take all reasonable steps to insure that no illegal consumption of alcohol occurs on its property or at its institutionally-sponsored activities.

The College is subject to the laws of the State of Tennessee and the City of Memphis 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.

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

### ALCOHOL USE POLICY

The regulations contained within this policy apply to all students, faculty and staff, alumni and visitors or guests of the College. These regulations are to be observed:

1. At all times on the property of Rhodes College.
2. At all property leased for official purposes by Rhodes College.
3. At all institutionally-sponsored activities of the College that occur off-campus. (Note: An institutionally-sponsored activity refers to a specific activity of a College funded organization.)

### GENERAL REGULATIONS REGARDING ALCOHOL USE

1. The individual and legal possession and consumption of alcohol is limited to the residence hall rooms and to the following campus locations: the Stewart and Trezevant residence quads, fraternity houses, and the patios immediately behind fraternity houses. Other areas of the campus including the stairwells and hallways of residence halls, social rooms, roadways, parking lots, athletic areas, and walkways are common areas where alcohol consumption is prohibited.

The consumption of alcohol in the above designated areas outside of residence hall rooms will be limited to the following times:

Monday-Thursday	5:00 p.m. until 12 midnight.
Friday	5:00 p.m. until 1:00 a.m.
Saturday	Noon until 1:00 a.m.
Sunday	Noon until 12 midnight.

Alcohol may not be consumed anywhere on campus or at any college function by anyone who is under the legal drinking age.

2. Groups of twenty or more must obtain written approval of the Dean of Student Affairs (for student groups) or the Executive Vice President (for other groups) for the legal consumption of alcoholic beverages at a scheduled social event on campus other than in a residence hall. Approval is granted through the "Special Event Registration Form" available in the respective offices. Approval will be based on the extent to which the sponsor(s) have adequately addressed the responsibilities outlined in #7 of the General Regulation Section.

The Dean of Student Affairs or the Executive Vice President has the authority to decline activities which may pose unreasonable or excessive problems for the sponsor(s) or other members of our community.

3. No kegs or other common containers will be allowed. Events involving the legal

consumption of alcohol will be BYOB only. Exceptions to this policy for special occasions can be granted only by the Dean of Student Affairs for student groups and the Executive Vice President for other College functions.

4. The sale of alcoholic beverages on campus is prohibited unless approved by the Dean of Student Affairs for student groups and the Executive Vice President for other groups.
5. The possession or use of alcoholic beverages at College sports events or in athletic or recreation areas is prohibited.
6. Public intoxication is a violation of the alcohol policy and will not be tolerated. Furnishing alcohol (on campus or at any College function off-campus) to persons who appear to be intoxicated is prohibited.
7. Student social activities involving twenty or more people and the consumption of alcoholic beverages must have sponsors whose social event has been approved in writing by the Dean of Student Affairs, and the sponsors must assume the certain defined responsibilities.

### ALCOHOL AWARENESS

Rhodes 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 in efforts to make safe and responsible choices about alcohol. Educational programs are organized and conducted annually to promote continued awareness and encourage an attitude of genuine concern and care for others.

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

### STATEMENT ON ILLEGAL DRUG USE

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

1. Violates the law,
2. Violates one's physical and mental health, and
3. Violates the fabric of the community with serious security risks resulting in dealing with individuals operating outside the law.

The students, faculty and staff of Rhodes, as citizens, are responsible for knowing and complying with all applicable state and local laws that make it a crime to possess, sell, deliver or manufacture those drugs considered to be controlled substances by the state of Tennessee. Any member of the Rhodes community who violates the law is subject to both prosecution and punishment by civil authorities and to disciplinary proceedings by the College.

Students, faculty or staff at Rhodes College are subject to disciplinary action for the possession, manufacture, use, sale or distribution (by either sale or gift) of any quantity of any prescription drug or controlled substance or for being under the influence of any prescription drug or controlled substance, except for the use of an over-the-counter medication or for the prescribed use of medication in accordance with the instructions of a licensed physician. Controlled substances include, but are not limited to, marijuana, cocaine, cocaine derivatives, heroin, amphetamines, barbiturates, LSD, PCP, and substances typically known as designer drugs such as ecstasy or eve. Possession of paraphernalia associated with the use, possession or manufacture of a prescription drug or controlled substance is also prohibited.

The penalties to be imposed by the College may range from written warnings to

suspension or expulsion from one's place of residence, to expulsion from enrollment, or from employment.

## **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 and the Housing Agreement.

College furniture may not be removed from a room at any time. Any College items of furniture found missing from a residence hall will be charged to the residents of that room.

Quiet hours are to be observed by all students to protect the community environment for study and rest. Failure to comply with the Quiet Hours/Noise Policy will result in sanctions ranging from a warning to fines and/or residence hall suspension.

Pets are not permitted in the residence halls at any time. This includes dogs, cats, snakes, etc. The only exceptions are guide dogs for visually handicapped students. Violators are subject to an automatic \$100 fine and may be removed from the residence halls.

It is absolutely prohibited for any student to have weapons (including knives, 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/Campus Safety. Automatic \$50-\$100 fines are levied for the following health and safety violations: lofts, extension cords (only fused power strips are permitted), water beds, pets and stacked furniture.

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.

Current resident and non-resident students who wish to reside on campus for the following year must submit a \$200 housing deposit by February 1st of every year. Rooms are selected on a lottery basis in the middle of the spring semester. Housing is guaranteed to first-year students only. Historically, however, the College has been able to provide housing to all students who desire on-campus accommodations.

## **DAMAGES**

Students are responsible for all damages and furniture in their rooms. Cost of damage to common areas of residence halls will be prorated among the residents. It is an Honor Code violation to remove any furniture from a residence hall social room.

## **VOLUNTARY WITHDRAWAL OR REMOVAL FROM CAMPUS**

The College occasionally faces the problem of students who pose a threat to themselves or others, who are unable to cope, or who create a pattern of extreme disruption. If such behavior constitutes a violation of College rules and regulations, the case will be referred to the Social Regulations Council or the Dean of Student Affairs for action.

If the student's behavior occurs without such violation, if the student does not respond to the charges against him or her, or if the student did not know the nature or quality of the conduct in question at the time of occurrence, the Dean of Student Affairs will investigate the situation and the effect of the behavior on the student and the College

community. The Dean may require a personal interview with the student and/or an evaluation of the student by a qualified professional. The Dean may require an interim removal of the student from campus pending resolution of the investigation.

If, as a result of this investigation, the Dean of Student Affairs determines that the student's behavior indicates substantial risk of physical threat to self or others, or that the individual is otherwise unable to fulfill the expectations of a student at Rhodes, a withdrawal from the College may be recommended. If the student will not withdraw voluntarily, the Dean will consult with the Associate Dean of Student Affairs/Director of Housing and a representative from the Counseling and Student Development Center. Neither of these representatives should have had a direct professional contact with the student. They will recommend to the Dean of Student Affairs a course of action, which may include removal of the student from the College with conditions for readmission. If the student withdraws, he or she may be referred to an appropriate facility for additional assistance. The parents will be notified as soon as possible and must assume responsibility for the student's care at this point.

Students who leave campus under the above conditions, either voluntarily or involuntarily, may be readmitted to the College only after being cleared by the Dean of Admissions and Financial Aid with concurrence of the Dean of Student Affairs. Permission for readmission will typically be based on the student's demonstrating a period of stable behavior outside the College and may require a statement from a physician, psychologist, or other qualified professional that the student is ready to return and cope with college life. Follow-up services may be required as part of the readmission decision.

Removal of a student from the College will be undertaken only as a last resort. Every effort will be made to help students understand the consequences of their behavior, make responsible decisions, and develop skills that will allow them to remain and function in the Rhodes community.

### **OFFICIAL RECESSES**

Residence Halls, 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. After any vacation period, students may not re-enter any residence halls until the day preceeding the start of classes. Students are subject to fines for moving early. Also, students who do not vacate residence halls at the official closing of a vacation period are subject to fines and/or disciplinary action.

### **AUTOMOBILES**

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

### **USE OF CAMPUS FACILITIES**

All campus facilities are for the use of the academic community of Rhodes College. During the academic year, requests by on-campus groups for the use of all campus facilities except King Hall, Payne Recital Hall, and McCoy Theatre must be initiated by contacting the Facilities Coordinator in the Registrar's Office. Requests for the use of Payne Recital Hall should be directed to the Administrative Assistant in the Music Department. Use of McCoy Theatre is secured by contacting the Administrative Assistant in the McCoy

Theatre. Requests for the use of King Hall, for the use of all facilities during the summer, and all requests by off-campus groups should be sent to the Director of Conference Services in the Dean of Special Studies Office.

**THE EDUCATIONAL  
PROGRAM**

# PLANNING A DEGREE

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

Twenty-four different majors are offered by Rhodes' academic departments and interdisciplinary programs (see below). In addition students may choose one of eight established interdisciplinary majors or formulate, with the help of their advisors, a major that meets their special academic needs. (See the section entitled "Interdisciplinary Study" for more information.)

## BACHELOR OF ARTS

The Bachelor of Arts degree is granted students who have completed at least 112 credit hours, writing and language requirements, a basic humanities requirement, distribution requirements in four different areas, a major, and three non-credit course units in Physical Education.

### 112 Credit Hours

A student must earn at least 56 of these credit hours while in residence at Rhodes. The senior year, defined as the last 28 hours earned, must be spent in residence. No more than six (6) of these hours may be transfer hours. A student must have earned a cumulative grade point average of no less than 2.000 (C) to qualify for the degree. A student may apply toward a degree a maximum of six (6) credit hours in internships and a maximum of nine (9) credit hours in practica. Nine of the credit hours earned in any of the crosstown R.O.T.C. programs are counted as practica hours and three of the hours earned are counted as internship hours.

### Writing and Language Requirements

English 151, Writing, must be taken in the first year by all students unless the requirement is waived by the English department.

In addition, proficiency in a foreign language at the level of third semester (201) courses must be demonstrated by passing any appropriate language course at or above that level, by passing the Rhodes language placement test at a satisfactory level, or by scoring 3 or higher on that language's Advanced Placement Examination.

Students planning to meet the Rhodes requirement in a language they have previously studied must take the placement test in that language during the orientation period. If a student has completed two or more years of a language in high school, the student may not take the 101 course in that language for credit at Rhodes.

The foreign language requirement should be completed in the first two years. For more information about language study at Rhodes, see "Foreign Languages and Literatures."

### The Basic Humanities Requirement

Students must complete one of these two sequences:

A. *Humanities 101-102, 201-202, The Search for Values in the Light of Western History and Religion.* This is a four-course sequence taken in the Fall and Spring Semesters of the first two years.



B. *Life: Then and Now*. This sequence of four courses offered in the Religious Studies and Philosophy departments is normally completed in the first two years. The first two courses must be taken at the 100-level in the Fall and Spring semesters of the first year; the third and fourth courses (200-level or above) may be taken at any time but should be completed as early as possible. (Courses that meet this requirement are designated "L.")

Both of these alternatives are discussed in detail under the section "Interdisciplinary Study" in this catalogue. A student should plan to stay in the sequence first chosen, but if a change is desired, course equivalents between the two sequences may be obtained from the Registrar.

### Distribution Requirements

Three courses totaling at least nine hours must be completed in each of three areas: Humanities, Social Science and Natural Science. Two courses totaling at least six hours must be completed in the Fine Arts. (Courses that meet these requirements are designated H, S, N, and F.) The detailed requirements are as follows:

**Humanities (H).** Of the three courses, at least one must be in literature or film - English or foreign - and at least one in history or philosophy. However, students who have elected to follow the *Life: Then and Now* sequence in meeting the core requirement may not take a philosophy course in meeting this requirement.

**Natural Science (N).** The three courses must be selected from at least two of the six science areas listed below. One of the three must have a laboratory. Only one course from Computer Science may be applied to this requirement.

- |                       |                   |
|-----------------------|-------------------|
| Biology               | Physics/Astronomy |
| Chemistry             | Geology           |
| Math/Computer Science | Natural Science   |

**Social Science (S).** The three courses must be selected from at least two of these four social science areas:

- |                        |   |
|------------------------|---|
| Anthropology/Sociology | Political Science & International Studies |
| Economics              | Psychology (including Education 201)      |

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

### The Major

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

- |                         |                                 |
|-------------------------|---------------------------------|
| Anthropology/Sociology  |                                 |
| Art                     | Mathematics                     |
| Biology                 | Music                           |
| Chemistry               | Philosophy                      |
| Economics               | Physics                         |
| Business Administration | Political Science               |
| English                 | Psychology                      |
| French                  | Religious Studies               |
| German                  | Russian/Soviet Cultural Studies |
| Greek and Roman Studies | Spanish                         |
| History                 | Theatre                         |
| International Studies   | Urban Studies                   |

Detailed descriptions of these majors are given under the departmental descriptions in the section entitled "Courses of Instruction."

All majors include a required senior seminar which both reviews and integrates important areas within the discipline. The senior seminar also further develops skills of analysis and of clear expression in both written work and oral presentations. These seminars carry two to six hours of credit and may extend over the whole year or be offered only in the spring semester.

No major may require more than 56 credit hours. A 2.000 (C) average in the major field is required for graduation. A student pursuing a double major may use no more than four (4) of the same courses to satisfy requirements in both majors.

In the case of changes in the requirement for a major, students may follow the requirements stated in the catalogue that defines their general degree requirements or in any later catalogue.

**Declaration of a Major.** Students must declare an intended major no later than the middle of the spring semester of their sophomore year. Students in good standing will be accepted as majors by any department they may choose but must first discuss their suitability for work in the department with the department's chairperson. At the same time the prospective major should make a tentative plan of course work to be completed in the student's remaining semesters. A faculty advisor from the major department is assigned each new major to aid in this planning.

Students who have not declared a major may not register for classes in their junior year. While students may change majors, changes made after the sophomore year may be difficult to accommodate in the remaining semesters.

**Interdisciplinary Major.** 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. The department listing titled "Interdisciplinary Study" summarizes existing interdisciplinary major requirements for pre-approved curriculum structures.

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 declare an interdisciplinary major must have specific provisions approved in advance that determine what is required in terms of a senior seminar.

Students who wish to declare any of the established interdisciplinary majors may do so by filing the normal Declaration of Major form with the Office of the Registrar. Any deviation from the program of study outlined in the description must be approved by the chairpersons of the departments involved.

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. The "Declaration of Interdisciplinary Major" form is used to record the approvals and to advise the Registrar of the College.

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. The Declaration of Interdisciplinary Major, including a complete listing of courses, with numbers and titles and dates when the courses which comprise the interdisciplinary major are to be taken. Though it is customary that the number of courses in 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 the senior seminar will be structured.
  - 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 Declaration of Interdisciplinary Major 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 entire petition with the Declaration of Interdisciplinary Major is submitted to the Registrar 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, and consultation with the Registrar 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.

## BACHELOR OF SCIENCE

Rhodes grants the Bachelor of Science degree to students who complete the general degree requirements for the Bachelor of Arts with a major in Biology, Chemistry, Computer Science/Mathematics, Mathematics, or Physics and who have completed at least five courses in the Natural Science division outside the major department. The five courses must be approved by the student's major department and must include at least three courses, or nine hours, in Mathematics chosen from courses designated "N."

## ACADEMIC MINORS

Academic minors are available to students who wish to supplement their major field of study with another academic area, giving both more depth and breadth to their course work. Minors are available in some departments but not all. In addition to departmental

minors, interdisciplinary minors are available within the established interdisciplinary programs in the curriculum.

Normally, a student is required to complete at least six specified courses in the department in which the minor is selected. Students who pursue minors in interdisciplinary programs may count courses in their major toward that minor, but at least four of the courses in the minor must be taken in departments outside the major department. Forms for declaring a minor are available in the Office of the Registrar and should be completed no later than the fall semester of the senior year.

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

Academic minors are currently available in the following areas:

American Studies	Spanish
Anthropology/Sociology	International Studies
Art	Mathematics
Asian Studies	Computer Science
Business Administration	Music
Economics	Philosophy
English	Physics
French	Physics (Earth System Science)
History	Psychology
German	Theatre
Japanese	Women's Studies
Russian/Soviet Studies	
Religious Studies	

## SECOND DEGREE

A second Bachelor Degree may be awarded a student who completes all requirements for a second major including the senior seminar and who has earned at least 28 credit hours beyond the 112 required for the first degree.

## CHANGES IN DEGREE REQUIREMENTS

A student may satisfy the requirements for a Rhodes degree as described in any catalogue that has been in effect during the student's enrollment. Students readmitted to Rhodes may graduate under requirements in effect during the original period of enrollment or by following a program incorporating features of the current and the earlier degree requirements and approved by the Curriculum Committee.

## ACADEMIC ACHIEVEMENT

The candidate for the degree who attains a cumulative average of 3.9500 in all academic work at the College and a grade point average of 3.9500 in all Rhodes work and all attempted transfer credit combined will be recommended for the degree *summa cum laude*.

The candidate for the degree who attains a cumulative average of 3.8500 in all academic work at the College and a grade point average of 3.8500 in all Rhodes work and all attempted transfer credit combined will be recommended for the degree *magna cum laude*.

The candidate for the degree who attains a cumulative average of 3.5000 in all academic work at the College and a grade point average of 3.5000 in all Rhodes work and all attempted transfer credit combined will be recommended for the degree *cum laude*.

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 accepted transfer work and Rhodes work combined which meets the standard for academic achievement.

The major with honors requires special independent study work in the major field during the senior year. The Honors Program is described under Opportunities for Individualized Study.

## COMMENCEMENT

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.

## TRANSFER STUDENTS

Students who transfer to Rhodes have their previous college work evaluated for transfer credit upon their acceptance for admission. Credit will be awarded following the guidelines outlined below for the evaluation of academic work for transfer credit. 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.

As degree candidates, transfer students must satisfy all of the degree requirements outlined in this catalogue. Of the 112 credit hours required for a Rhodes degree, a minimum of 56 credit hours must be earned at Rhodes and a maximum of 56 hours may be accepted as transfer credit. The Basic Requirement in Humanities may be fulfilled using Alternative A or Alternative B, depending upon the acceptance of transfer credit for previously completed course work. Religious Studies, Philosophy, Bible, and certain other Humanities courses may be accepted for part or all of 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).

## TRANSFER CREDIT FOR ENROLLED STUDENTS

**Credit from Other Institutions.** 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 appropriate 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.

**Credit from Special Programs.** Students wishing to participate in special programs at other accredited institutions are required to obtain permission and approval in advance from the Curriculum Committee. For example, courses taken while enrolled in the Washington Semester program which are not in the associated department must be approved for transfer credit. In the case of an educational leave of absence 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.

No more than four credit hours of course work may be transferred to satisfy the degree requirements in each of the four divisions of the curriculum—Humanities, Natural Sciences and Mathematics, Social Sciences, and the Fine Arts.

**Transfer Credit Guidelines.** The following guidelines are used in evaluating academic work from other institutions for transfer credit:

1. The institution at which the course work is taken must be an accredited college or university.
2. To be accepted for credit, each course must be judged comparable in terms of content and quality to a course in the 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. All course work taken at other institutions for which Rhodes receives a transcript will be evaluated for transfer credit, and if acceptable, will be posted to the student's record.
4. A maximum of 56 credit hours (1 credit hour = 1 semester hour) may be accepted towards a Rhodes degree. A maximum of fourteen credit hours may be transferred for each summer session attended. Transfer hours based on a quarter system are converted to the Rhodes credit hour basis using the formula that one quarter-hour equals two-thirds credit hour. Fractional transfer credit hours will be credited.
5. Of the twenty-eight hours earned to qualify for the senior year in residence, a maximum of six credit hours may be transfer credit.
6. 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.
7. Transfer credit hours may be used to satisfy degree and major requirements subject to the following condition: Currently enrolled students may use no more than 4 credit hours of transfer credit to satisfy distribution requirements in each of the four divisions. 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.

## 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 advisor during the student's first year if possible, and certainly before entering the junior year. The student's undergraduate program should be planned in such a way as to include a maximum of study in the chosen major field and in related fields without lessening general knowledge of other fields. 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 consider applying for the Honors Program. The Honors Program provides an opportunity to do more independent, intensive, and individual work than can be done in the regular degree programs. The honors work offers an excellent introduction to graduate study as it employs the full resources of library and laboratory, and encourages independent research and study. The Honors Program is more fully described in the section on Opportunities for Individualized Study.

# OPPORTUNITIES FOR INDIVIDUALIZED STUDY

## THE HONORS PROGRAM

The Honors program is a senior level, culminating experience in the major field. It is 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 on display in the library.

Students considering Honors normally 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 3.5000 at the time of application for honors, and a student must graduate with a cumulative grade point average of 3.5000 in order to receive the honors designation at commencement.

Application to be an Honors student is made to the Individualized Study Committee. A typed proposal is submitted consisting of no more than five pages exclusive of bibliography. This proposal must outline the project, its significance, and the methodology chosen for the study. A selective bibliography of no more than two pages should be attached.

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 course work may be counted, resulting in a maximum of twelve hours of Honors credit in the senior year.

To receive Honors, 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. Honors projects require two readers, the sponsor and a second person who may be chosen from faculty members outside the department.

At the discretion of the instructors, Honors students may be exempted from final examinations in courses in their major in the semester 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, a special timetable for submission, reviews, and approvals of Honors projects is announced by the Individualized Study Committee at the beginning of each academic year. Failure to meet announced 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 and the provision of a means whereby students may go beyond the scope of a class course, both in the amount of work done and the kinds of interests pursued. The method is often that of extensive reading under guidance, and conferences with the tutor on the material read, either individually or in a small group.

The tutorial course may be a broad survey of a field or may involve intense specialization

in some of its aspects. Most 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 tutorial 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 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 first-year student 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 special topics course may be taught subject to review and approval by the Curriculum Committee. Such courses must conform to the standard forty-six hours of study per credit hour.

### **INTERDISCIPLINARY PROGRAMS**

Interdisciplinary programs exist to provide an appropriate structure within which to offer study opportunities that do not fit within the bounds of existing departments, to bring together faculty and students from several disciplines to study areas of interest that cross traditional departmental lines and require an interdisciplinary approach, and to inform the campus community at large of the nature and importance of these areas.

Current programs are available in Urban Studies, Women's Studies, American Studies, Asian Studies and Film Studies. Although not officially classified as a program, cross-discipline study is also available in Russian/Soviet Studies which offers a major. Urban Studies also offers a major, while minors are available in Women's Studies, American Studies, Asian Studies, and Russian/Soviet Studies.

Descriptions of Interdisciplinary Programs currently approved may be found under the listing for "Interdisciplinary Study" in the Courses of Instruction section of this catalogue.

### **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, Biology, Economics and Business Administration, Education, History, International Studies, Political Science, Psychology, Religious Studies, Theatre, and through the Health Professions committee. 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 may be earned in one department per semester. A student may apply toward a degree a maximum of six (6) credit hours in internships and a maximum of nine (9) credit hours in practica. Nine of the credit hours earned in any of the crosstown R.O.T.C. programs are counted as practica hours and three of the hours earned are counted as internship 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 chaplains' assistants, develop counseling skills, and sharpen their abilities to listen and respond to patient needs.

### **SCIENCE SEMESTER AT OAK RIDGE NATIONAL LABORATORY**

Through a cooperative arrangement between Oak Ridge National Laboratory, Oak Ridge, Tennessee, and Rhodes, 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.

# OPPORTUNITIES FOR STUDY ABROAD

Rhodes offers three broad categories of programs of study abroad: exchange programs, Rhodes College programs, and programs sponsored by other institutions in the United States or abroad. Because there are some very important differences among these three categories, and because study abroad requires substantial prior planning, students interested in such a course of study should clarify their plans well in advance of their intended trip abroad.

What follows is a brief description of some of the options for study abroad. Interested students should obtain a copy of the "Off-Campus Study" brochure and application form from the Director of Off-Campus Study, closely examine the information contained in the brochure, and then discuss the various options with the Director. Students intending to study abroad during the regular academic year should also prepare with their major departments a full plan for both their junior and senior years, making certain that they can meet all major and college degree requirements.

## RHODES COLLEGE PROGRAMS

Rhodes College's commitment to overseas study is most powerfully expressed in the programs which it has created and developed. The College offers four summer programs: a four-week, intensive foreign language program in late May and early June, a two-week field course in Coral Reef Ecology in the Bahamas, an archeological study trip involving the Lahav Research project in Palestine, and British Studies at Oxford, a six-week program in July and August. A fifth program, European Studies, takes place over seventeen weeks from July to November each year. Credit earned in all these programs is Rhodes credit. Rhodes does not provide financial aid for summer study; however, a limited amount of financial aid is available for a few students directly through British Studies and Intensive Language Study for those programs.

**Intensive Language Study (late May-early June).** The intensive language programs have been conducted in Paris, Madrid, and Québec, and other options are likely to be available in the future. Accompanied by a Rhodes faculty member, students travel to a location in another country for four weeks of total immersion in the language and culture of that country.

**Coral Reef Ecology (May).** Students enroll in the first of the two courses of this program during the Spring Semester on campus, taught by two Rhodes faculty members. The second half of the program is taught at the Marine Station in San Salvador, The Bahamas, or Roatan Island, Honduras. The intensive two-week field study gives students the opportunity to be exposed to the organisms of the reef and the modern sedimentation processes in this unique environment. An option for anthropological study is sometimes also available as students study the relationship between islanders and their natural environment through the use of ethnographic methods.

**The Lahav Research Project (June-July).** The Lahav research project is a practical experience in biblical archeology, including field work and lectures on methods and techniques of Syro-palestinian archeology and its importance for the study of the Bible and the history of ancient Israel. The work is done on-site in Palestine with visits to Jerusalem and other areas.

**British Studies at Oxford (July-August).** British Studies at Oxford attracts many students, not only from Rhodes but from other colleges of equivalent standing. The

program is held at St. John's College, Oxford, where participants live and study. Students are taught by British and American tutors in courses on the history, literature, art history, and philosophy of one of the great periods of British cultural development, and all gather to hear lectures from distinguished British authorities. The period studied varies each year: *Early and Medieval Britain*; *Britain in the Renaissance*; *Enlightenment and Romantic Britain*; and *Victorian and Modern Britain*. Integral to the program are visits and excursions to some of the most notable sites being studied, and time is left for the student to explore Britain and continental Europe independently. A total of 8 credit hours is possible for completion of this program.

**European Studies (July-November).** European Studies is a seventeen-week program offered jointly by Rhodes and the University of the South (Sewanee) that takes place in late summer and early fall. It is a whole semester of study abroad, and offers the unique experience of studying in a variety of locations in Europe, and in a special and quite different learning environment. The program entails four weeks of study at The University of the South with Rhodes and Sewanee faculty, a two-week practicum conducted by British tutors at The Centre for Medieval Studies of The University of York, six weeks with British instructors at St. John's College, Oxford, and five weeks of travel in Western Europe, accompanied by the Dean of the Program and British tutors in Art History. The program provides an integrated and comprehensive cultural portrait of Western Europe in the Middle Ages and the Renaissance; it also provides a highly enjoyable experience of other cultures and other academic methods that enriches study back on the Rhodes campus. The program has been very popular since its creation, and, in response, European Studies will be offering new curriculum alternatives in 1995. Students in the European Studies program pay their tuition and fees to Rhodes and receive need-based financial aid as granted by Rhodes. Aid is limited to the amount that would be granted in support of a semester's study at Rhodes. A total of 18 credit hours is possible for the completion of this program.

## EXCHANGE PROGRAMS

Rhodes College has formal exchange programs with The University of Tübingen in Germany, Kansai Gaidai (International University) in Osaka, Japan, and with universities in the former Soviet Union (through the American Collegiate Consortium for East/West Cultural and Academic Exchange). Students participating in one of these exchanges pay tuition and, in some programs, room and board to Rhodes, receiving financial aid as if they were at Rhodes. The payments to Rhodes meet the expenses of the exchange students from abroad during their stay at Rhodes, while Rhodes students receive free tuition or tuition, room and board overseas. Credit earned at the institution abroad is treated as Rhodes credit.

The number of students who can participate in these exchanges with other institutions is limited, so students need to be especially concerned with a timely application.

## OTHER PROGRAMS

In addition to exchange programs and Rhodes programs, there are numerous programs offered by other colleges and universities and international agencies. Information on these programs can be found in the Office of British and European Studies. Credit earned in these other programs is treated as transfer credit. Normally a student cannot earn more credit while on a full-year study abroad program than could have been earned in a regular academic year at Rhodes. Rhodes College financial aid is not available for these other programs; however, certain types of federal financial aid may be applied to these programs.

### **APPLYING FOR OFF-CAMPUS STUDY**

All students interested in off-campus study must first meet with the Director of Off-Campus Study. The Director will assist the student in researching study abroad and other off-campus study opportunities, assure that plans of study complement major and degree requirements, and facilitate completion of the program's application process.

Each student who intends to pursue off-campus study must complete the Rhodes College Off-Campus Study Approval Form, available from the Director of Off-Campus Study. This form, when signed by all appropriate officials, grants approval for the program of study and, subject to general college policies regarding transfer credit, assigns appropriate credit for the academic work successfully completed. It is the student's responsibility to ensure that a final transcript of the completed work is sent to the Registrar's Office at Rhodes following completion of a non-Rhodes program.

# COLLEGE SPONSORED LECTURE SERIES

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 features world-renown authorities on management and related fields in a half-day seminar. Attendees representing the Memphis-area business community have opportunities to exchange views with the seminar leaders and become updated on the newest developments in management techniques. Revenues from the seminars help fund scholarships to Rhodes College for qualified former members of the Memphis Boys' Club.

## **THE FRANK M. GILLILAND SYMPOSIUM**

The Frank M. Gilliland Symposium was established in 1984 by Tandy Gilliland and by Jim and Lucia Gilliland. The Symposium is presented in memory of Frank M. Gilliland, a prominent Memphis lawyer and active community citizen committed to the understanding of social and ethical issues confronting America. It brings to Rhodes well-known speakers in the fields of history, international studies, and English to address social and moral issues of importance to American society.

## **THE HARRY B. MCCOY, JR. VISITING ARTISTS PROGRAM**

The Harry B. McCoy, Jr. Visiting Artists Program was established in 1978 in honor of the late Harry McCoy, a Memphis real estate developer who died in 1966. The purpose of the program is to introduce Rhodes students to various art forms and to the performing artists themselves. 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.

## **THE LILLIAN AND MORRIE MOSS ENDOWMENT FOR THE VISUAL ARTS**

Established in 1984, the Moss Endowment brings to the College each year guest lecturers and visiting scholars in the fields of art, art history, and criticism for the benefit of Rhodes students and the Memphis community. This series has attracted national attention for its roster of speakers selected from the world's leading experts in the fields of art and art history.

## **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.

### **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 \$15,000 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, considered to be an internationally prominent 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. The recipient spends time on campus with students, faculty, and staff.

### **THE SPRINGFIELD MUSIC LECTURES**

The Springfield Music Lectures were established in 1991 as a result of a bequest from the late John Murry Springfield, '51. Each year an outstanding musicologist, researcher, music historian or music theorist presents both formal and informal lectures that foster an increased appreciation of music as an academic discipline. These lectures are open to townspeople as well as to the Rhodes community.

# 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, directed inquiries, 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 eleven (11) 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. It should be noted that students living in the residence hall must pay the full comprehensive tuition, regardless of the number of credit hours taken in the semester. Part-time students are not eligible to live in the residence halls; however, pending the availability of rooms and approval by the Dean of Student Affairs, part-time students may be allowed residence in College dormitories. Part-time status also affects eligibility for financial aid and intercollegiate athletics. 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 declaring a major are available from the Registrar. Students who are delinquent in filing the declaration of major will not be allowed to register for classes until the appropriate form is received by the Registrar.

### **CLASS PREPARATION AND ATTENDANCE**

At the beginning of every course, the instructors will state class attendance guidelines that are to be enforced. A student who is absent from class due to illness or other excusable reason must 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. Absences for which an excuse is not given or not accepted is an unexcused absence. It is the responsibility of the student to determine what make-up work is to be submitted whether the absence is excused or unexcused.

When excessive absences from class (including laboratories) jeopardize the student's work in that course, the instructor informs the Assistant Dean of Academic Affairs. Notice is sent to the student as a warning that further absences may lead to failure in or suspension from the course. This notice is also sent to the student's faculty advisor.

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 semester, the student will 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 active preparation for a three-credit-hour course.

### **SCHEDULE CHANGES**

During the first week of classes in each semester, courses may be added and/or dropped from a student's schedule if approved by the instructors of each course. Students may drop classes until the end of the third week of the semester. Approval of a course underload must be obtained if the resulting course load is less than 13 hours. No credit will be awarded retroactively for courses for which a student failed to register properly, including physical education.

### **WITHDRAWAL FROM CLASS**

Students withdrawing from a course between the beginning of the fourth week and the end of the ninth week of a semester will receive either a grade of WP (withdrew passing) or WF (withdrew failing). Neither grade is computed in the student's grade point average. Unauthorized withdrawal from any class constitutes a failure in the course.

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. Students are expected to continue to attend classes until there is official notice that the request for withdrawal from class has been approved.



Courses dropped after the ninth week will carry the grade of F except in cases of medical emergencies. The request to withdraw from a class after the ninth week requires the approval of the Dean of Academic Affairs in addition to the approvals of the instructor and the student's academic advisor.

## **WITHDRAWAL FROM THE COLLEGE**

It is not uncommon for some students faced with family circumstances, health problems, academic difficulty, or with other problems to consider withdrawing from the College for a semester or longer. Students who find themselves in such situations are encouraged to confer with their academic advisors, the College counselor, the deans of Student Affairs, the Assistant Dean of Academic Affairs, or the Registrar to discuss the advantages and disadvantages of a voluntary withdrawal or leave of absence.

Students who decide 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. If a student withdraws from the College during or at the end of a semester, it is expected that readmission, if approved, will not take place until one full academic semester has lapsed. Applications for readmission are available from the Registrar. (See also "Voluntary Withdrawal and Removal From Campus" in the Student Regulations section of this catalogue.)

For some students, a Leave of Absence is another option to take after deciding to interrupt studies for a specific length of time. Students must make the request for a leave of absence in writing to the Assistant Dean of Academic Affairs. 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. Students who are granted a leave of absence must also contact the Dean of Student Affairs in order to initiate the normal withdrawal process.

A leave of absence is not given for the purpose of study at another institution nor can it be given to students who are not in good academic standing. 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 Assistant Dean of Academic Affairs. 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 postpone approval until course syllabi papers and tests are examined.

Students who plan to attend approved foreign study programs should apply for an educational leave of absence. Such students should consult with the Director of Off-Campus Studies or the Registrar for appropriate procedures and applications.

## **EXAMINATIONS AND CONDITIONAL GRADES**

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 but fails the final examination, and as a result has a failing average for the course, may be permitted to take a re-examination at the discretion of the instructor. An E grade is given in this case. The highest grade in the course that can be given upon re-examination is D+. The reexamination must be taken no later than the end of the second week of classes of the following semester.

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.

The Honor Code represents what the students, the faculty, and the administration believe to be the best environment for the pursuit of the College's 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.

## GRADES AND GRADE POINTS

In official recording of academic work, the following symbols are employed: A, excellent; B, good; C, satisfactory; D, passing; P, pass; E, re-examination; X, incomplete; IP, honors work in progress; F, failure; WP, withdrew passing; WF, withdrew failing; NG, grade not submitted by professor. E and X grades are conditional and may be removed. (See page 68.) A, B, C, D are employed with plus and minus notations as follows:

Grade	Grade Pts	Grade	Grade 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

Grade points are used to determine a student's grade point average. The grade points earned are divided by the number of credit hours attempted in order to calculate 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. The grades of WP and WF are not computed in the grade point average. Conditional grades (see below) earn no quality points and no credit hours until they are removed. Credit and grade points earned by students who return for additional course work after receiving a degree are not computed with the final degree grade point average. Instead, a new grade point average is computed for all work attempted after receiving a degree.

### **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 or minor requirements including cognate courses.

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

### **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 may be eligible for reexamination without delay if they fail a final examination and are given an 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 final grades must be submitted by the professor to the Registrar's office no later than the end of the fourth week of classes of the following semester. A student on an approved leave of absence or off-campus study program will have until the fourth week of the student's next semester in attendance to have the grade submitted to the Registrar. 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 student's grades will be sent to the students at their home addresses at the end of each semester. Students are responsible for keeping other family members correctly and currently informed of their academic standing and progress.

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

**ACADEMIC GOOD STANDING**

Students who are not on Academic Probation or Suspension are considered to be in Academic Good Standing. The Registrar’s Office will send statements to that effect to other institutions in order for current Rhodes students to attend summer sessions or other programs.

**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. Notification of academic probation will be printed on the student grade report. A student on academic probation is not considered to be in good academic standing. Such students are ineligible to participate in some extracurricular activities, including intercollegiate athletics. A student is removed from academic probation upon attainment of the minimum standard gpa based on the number of credit hours earned. 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

After being placed on academic probation, a student may be continued on academic probation for no more than two semesters. At the end of the third consecutive semester on academic probation, the student must be removed from probation or placed on academic suspension.

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 placed on academic suspension. Academic suspension may be imposed at the end of the fall semester as well as at the end of the academic year.

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

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 may not be readmitted. 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. The first copy of the academic record ordered by the student is free. Subsequent orders are charged at the rate of \$2.00 for the first copy and \$0.50 for additional copies. Requests for transcripts must be in writing. Requests received via the College's FAX machine will be accepted although transcripts will not be transmitted via the FAX. No transcript will be issued to students, current or past, whose financial accounts are delinquent.

## FAMILY EDUCATION RIGHTS AND PRIVACY ACT

Rhodes complies with the Family Educational Rights and Privacy Act of 1974, as amended, commonly referred to as FERPA or the Buckley Amendment. This Act was enacted to protect the privacy of educational records. Under FERPA, students have the following rights regarding education records:

1. the right to inspect and review the student's education records;
2. the right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and the regulations authorize disclosure without consent;
4. the right to file with the U.S. Department of Education a complaint concerning alleged failures by the institution to comply with the requirements of the Act and the regulations;
5. the right to obtain a copy of the institution's student records policy. The procedures to be used by Rhodes for compliance with the provisions of FERPA are contained in The College Handbook. Copies of the policy can be found in the Registrar's Office. Questions concerning the Family Educational Rights and Privacy Act may be referred to this office.

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

**Lemuel Russell.** Head of Media Services. B.S., Memphis State 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.

**Amanda Ford.** Circulation Assistant. B.A., Mississippi State University.

**Vincent Butler.** Circulation Assistant. B.A., Arkansas College.

**Rose Ann Hicks.** Catalogue Assistant. B.A., M.Ed., Southeastern Oklahoma State University.

**Diane Dice.** Periodicals and Acquisitions Assistant. A.A., William Woods College; B.S. of Ed., 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, five departmental collections (Biology, Chemistry, Mathematics, Music, and Physics), and the Human Relations Area File located in the Anthropology/Sociology Department office. The Burrow Library contains approximately 228,500 volumes, 1,182 periodical subscriptions, and 35,000 microforms which provide a basis for its service. Information about the library's holdings is accessible at any computer terminal with access to the College's central computer. The collection is supplemented by computer access to information and library resources on the Internet; the DIALOG Information Retrieval system, an accumulation of over 350 online databases covering all the major disciplines; FirstSearch, a bibliographic and informational database; UMI ProQuest, the MLA Bibliography, and Newsbank, compact disk based journal and newspaper indexes. The library staff of thirteen is not only concerned with the acquisition, organization, and circulation of the collection, but provides reference and reader assistance to users, as well as instruction to classes and individuals in the effective utilization of library resources.

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 P. Armstrong, Jr.

The 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 Head of Media Services is also responsible for the management of the audio-visual resources in Buckman Hall.

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 students, faculty, and staff of the Greater Memphis Consortium, the Burrow Library joins the following libraries in making their collections available to each other's students and faculty: The Christian Brothers College Library, Hollis F. Price Library of LeMoyné-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.*

**Judith Rutschman.** Associate Director for User Services. B.A. and M.S., Memphis State University.

**Sue D. Hall.** Programmer/Analyst. B.A., Rhodes College.

**Michael D. Garrett.** Assistant for User Services. B.S., University of Illinois.

**Janet Kirby.** Programmer/Analyst. BA., Wisconsin State University.

**Kenneth Miller.** Computer Engineer. A.E.T., State Technical Institute, Memphis.

The main computer resource at Rhodes College is a Digital VAX 6330, located in the Computer Center on the second floor of Buckman Hall. The VAX serves as the hub of a local area network linking computer facilities in all major buildings on campus. Three microcomputer labs are also located in Buckman Hall. These labs contain approximately 85 Apple Macintosh computers which are connected to the computer network. Two of the three labs are equipped with state-of-the-art large screen projection facilities, making them ideal for instructional use.

Other computer facilities for academic purposes are located in various academic buildings on campus, notably in the science and mathematics buildings. Because electronic mail is a commonly used method of communication between students and faculty, all students should maintain an active computer account. The college's local area network is connected to Internet, and students are encouraged to make use of this information resource.

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 of the Department of Mathematics and Computer Science.

Special computer hardware and software support computer science instruction in mathematics and physics. Other departments, notably biology, economics and business administration, political science, and psychology make extensive use of the computing facilities in courses.

In general, the fundamental focus of the curriculum in the area of computer use and computer science is to develop in each student an understanding of the use of the computer in his or her chosen academic field. Rhodes' objective is to provide resources 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. Student-owned personal computers facilitate their success in this endeavor. Substantial discounts on the Apple Computer, Inc. Macintosh personal computer are available through the MicroCenter.

Interdisciplinary majors are defined in Computer Science/Mathematics and Computer Science/Business Administration. The details for these programs may be found in the Courses of Instruction section under the Department of Mathematics and Computer Science and Interdisciplinary Studies. Although a specific major in computer science is not offered, a student can acquire a background in computer work sufficient for graduate work or entry-level jobs in computer science by using the computer courses that are offered together with participating in directed inquiries and internships.



## 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 educational discount prices are available to faculty and students. Personnel assigned to the MicroCenter assist in determining equipment configuration and provide instruction on both hardware and software.

The College promotes the Apple Macintosh computer as an easy-to-use, yet reasonably sophisticated machine; suitable for student needs in higher education. Reasonable access to the VAX and personal computers is available on campus; however, students are encouraged to purchase their own microcomputers for ease of access and availability.

# MEEMAN CENTER FOR SPECIAL STUDIES

**Sally Palmer Thomason.** Dean of Special Studies. B.A., Occidental College; Graduate, International Graduate School, University of Stockholm.

**Charlie Nelson.** Director of Conference Services.

**Polly F. Hubbell.** Director of Marketing. B.A., University of Mississippi.

**Mel G. Grinspan.** Distinguished Service Professor Emeritus, Adjunct to Special Studies Division. B.J., University of Missouri.

**Deborah L. Parris.** Program Coordinator/Assistant to the Dean.

**Rosa Roy.** Administrative Assistant/Special Studies and Seidman.

**Susan J. Baker.** Receptionist.

The Meeman Center for Special Studies is Rhodes' active expression of its belief that learning is a lifelong process. Since its inception in 1944, the Center has been an integral part of the College, successfully engaging adults of the Mid-South in the liberal arts and sciences. This Division of the College actively promotes personal and professional development by extending Rhodes' tradition of excellence in liberal education to individuals and businesses. 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 INSTITUTE FOR EXECUTIVE LEADERSHIP

The Institute is a program for business executives to explore the liberal arts and sciences in a disciplined and thoughtful fashion providing opportunities for broadening perspectives. 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.

## CORPORATE AND PROFESSIONAL LEADERSHIP DEVELOPMENT PROGRAMS

Special Studies, utilizing the College's faculty and selected professionals, works with individual businesses to assess developmental needs and design educational and training programs to meet their specific needs and objectives.

## INTERNATIONAL/INTERCULTURAL UNDERSTANDING SEMINARS

Special programs are individually designed for corporations involved in international business to help broaden their understanding of other countries—the history, art, language, and social patterns as well as the political and economic environment. Rhodes faculty from the various disciplines combine their expertise to present a comprehensive program for a particular geographical area.

## NON-CREDIT COURSES

Traditional continuing education courses are offered in areas of literature, art, science, current events, history, religion, philosophy, and other areas of interest. Courses varying in length are offered in the Fall (October through December) and Spring (February through May). The instructors are selected from Rhodes faculty, qualified individuals from the Memphis area, and experts of national and international repute.

In addition to the courses offered in the two Meeman Center terms, special seminars

and lectures featuring visiting scholars and experts are scheduled periodically during the year.

## CONTINUING EDUCATION UNITS

Generally, Continuing Education Units may be earned through any Meeman Center not-for-credit course. Contact the Office of Special Studies for further information.

## THE M.L. SEIDMAN TOWN HALL LECTURE SERIES

The M.L. Seidman Memorial Town Hall Lecture Series was established in 1966 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?; Dateline: The World and The Journalists; Ethics: Another Endangered Species?; Revolutions in World Economies: Their Impact on America; Focus on the 90's: Economics at Home, Turmoil Abroad; and The Great Society Revisited. Speakers have included noted public officials such as Donald Petersen, former Chairman and Chief Executive Officer for Ford Motor Company; Paula Stern, an international trade expert; Robert Solow, Nobel Laureate in Economics; L. William Seidman, former head of Federal Deposit Insurance Corporation; and Paul Craig Roberts, widely recognized economist and writer.

The Town Hall Lecture series has also featured speakers from the staff of the National Public Radio, including Bob Edwards, Scott Simon, and Cokie Roberts, and the participants of Washington Week in Review, Paul Duke, Charles McDowell, Jack Nelson, and Georgie Anne Geyer.

The 1993 series featured James Lanier, Professor of History, Rhodes College; Eleanor Clift, PBS commentator and correspondent for *Newsweek Magazine*; Paul Craig Roberts, *Business Week* columnist and chairman of the Institute for Political Economy; and Steven Roberts, participant on PBS Washington Week in Review and senior writer for *U.S. News & World Report*.

## 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 \$15,000 award is given to an economist or social scientist 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, recognized as international in scope, seeks to honor those who have advanced general understanding of the roles of democratic values, public institutions, government policies, private enterprises, and free markets in promoting economic well-being and social welfare.

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

William Julius Wilson	1994
Anne O. Krueger	1993
William S. Vickrey	1992
Jeffrey Sachs	1991
Tibor Scitovsky	1990
Herbert Stein	1989
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

### C. WHITNEY BROWN MANAGEMENT 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 Rhodes College Institute for Executive Leadership 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 subsequent years the Seminar has been conducted by John Naisbitt and Patricia Aburdene; the management team of Federal Express, chaired by Fred Smith, the chief executive officer; Harvey Mackay, author of the book *Swim with the Sharks (Without Being Eaten Alive)*; and Dr. Michael J. Kami, a world-famous consultant on management strategy. The 1994 seminar leader will be Mr. Herb Cohen, internationally recognized authority on negotiating and crisis management.

### THE INSTITUTE ON THE PROFESSION OF LAW

The Meeman Center for Special Studies offers seminars for attorneys in the three state region to earn Continuing Legal Education units. These seminars are led by a combination of Rhodes faculty and nationally eminent members of the legal community and are certified by the Tennessee, Arkansas and Mississippi state continuing legal education commissions.

### INSTITUTE FOR PUBLISHING AND WRITING CHILDREN'S BOOKS

This residential/non-residential, intensive conference is for adults interested in writing and/or illustrating children's books. Conference faculty consists of well-known authors,

editors, and illustrators and includes lecture and hands-on workshops for the novice to the experienced writer.

### **GUEST CONFERENCES**

The Meeman Center's facilities in Dorothy C. King Hall, along with conference rooms in other campus buildings, are often utilized by campus, community, and business groups for meetings, seminars, and educational conferences.

During the summer months, the Center utilizes the entire campus, hosting regional, national and international residential conferences and workshops in addition to programs sponsored by the Center itself.

# 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 and Interdisciplinary Study.

## 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-three 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.

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 humankind 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 humankind.

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 persons discovered meaning for their lives 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.

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 are taken in the first 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 four courses which are introductions to the Bible. Religious Studies 100, Introduction to the Bible, introduces the Old and New Testaments, emphasizing the basic facts about the formation of the Bible, the history of its transmission, and the tools of interpretation used by scholars. Religious Studies 101, Introduction to Biblical Tradition, introduces the "Life" sequence of courses through the academic study of the Bible and biblical themes. 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 first year. A second course is taken in the second semester of the first 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 catalogue entitled Interdisciplinary Study.



**COURSES OF  
INSTRUCTION**

# 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. Beginning in 1993-94, courses numbered above 500 are graduate-level courses and are open only to students admitted to the graduate program.

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.

From time to time experimental, special topics courses are offered by faculty members. These courses are numbered "099" and are not listed in the catalogue. 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 so specified at the time the course was approved.

Because the course topics and content vary from year to year, the courses offered through the British Studies at Oxford and the European Studies programs are not described in this catalogue. Course descriptions of offerings of these programs are available from the Office of British Studies and European Studies or from the Registrar at Rhodes.

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

Not all courses may 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 unless specified by the department. 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

### F: FINE ARTS

Art  
Music  
Theatre

**S: SOCIAL SCIENCE**

Anthropology/Sociology  
Economics  
Education  
International Studies  
Political Science  
Psychology

**N: NATURAL SCIENCE**

Astronomy  
Biology  
Chemistry  
Computer Science  
Geology  
Mathematics  
Natural Science  
Physics

**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 catalogue. 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 hours of credit which meet at least four times per week on other daily schedules.

# ANTHROPOLOGY AND SOCIOLOGY

## ASSOCIATE PROFESSORS

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

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

## ASSISTANT PROFESSOR

**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, urban 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 disciplines differ in origin, boundaries, and methodology, they share a common mission: to interpret and explain the structural forces that constitute and influence human action and to facilitate an ongoing encounter with the other, in order to provide the basis for undertaking a critique of our own culture, society, history, and self. Skills of both a methodological and theoretical nature are developed in order to undertake these tasks. The objectives of the department are to prepare students for professional careers in anthropology and sociology and to enrich general education by exposing students to the perspective gained by learning to conceptualize and understand human cultural and social diversity and to account for change and persistence across both time and space.

Career opportunities include social service, teaching, research in governmental or private organizations, foreign service, and programs in the international arena. In conjunction with a faculty advisor, a departmental major 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.

**Special opportunities.** The department strives to assure that the cultural and social diversity represented by Memphis' urban environment be so utilized in our curriculum to allow our majors to conceptualize and gain an understanding of human cultural and social diversity in an active and participatory context. To this end the department supervises internships at a variety of social service agencies in Memphis. These internships provide valuable experience to majors who wish to supplement their academic study with actual work experience in their chosen field. The two semester Methods course also requires majors to utilize their developing methodological skills to conceive, propose, and carry out a directed research project in the Memphis community.

The department also encourages students to pursue other off-campus projects available in archeology, ethnology, and urban studies, either during the school year or the summer. Students may 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.

**Interdisciplinary Programs.** The College offers a number of interdisciplinary programs which draw on faculty from several departments and offer both majors and minors. Students interested in Anthropology/Sociology also may want to investigate possible minors in American Studies or Women's Studies, or pursue majors in Latin American Cultural Studies or Urban Studies. For further information on interdisciplinary programs at Rhodes, see the section on Interdisciplinary Study in this catalogue.

**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 File, 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.

#### **REQUIREMENTS FOR A MAJOR IN ANTHROPOLOGY/SOCIOLOGY:**

1. Anthropology/Sociology 103: General Anthropology or 105: General Sociology
2. Anthropology/Sociology 261 and 262: Research Methods
3. Anthropology/Sociology 275: Explorations in Social Theory
4. Anthropology/Sociology 300: Cultural Motifs
5. Anthropology/Sociology 486: Senior Seminar
6. Seven additional courses (21 hours) in Anthropology/Sociology

The seven elective courses are chosen in conference with departmental faculty members and should reflect the student's specific interests and needs. Students may count up to two cognate courses toward this requirement.

#### **REQUIREMENTS FOR A MINOR IN ANTHROPOLOGY/SOCIOLOGY:**

1. Anthropology/Sociology 103: General Anthropology or 105: General Sociology
2. Anthropology/Sociology 275: Explorations in Social Theory
3. Four non-introductory courses

#### **HONORS IN ANTHROPOLOGY/SOCIOLOGY:**

1. Courses required: fulfillment of the requirements for a major in the department.
2. Honors tutorial: Anthropology/Sociology 495-496, and a substantial research paper in an area of special interest to the candidate.
3. Superior grades in senior seminars.
4. Meet the criteria for eligibility for honors research and receive approval from the Individualized Studies Committee.

#### **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 symbol systems. 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. Becoming Human: Archaeology and the Origins of Culture. (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 Complex Societies. (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.

**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. (Course offered in alternate years; scheduled for 1995-96.)

**205. Victims of Progress. (Sp) [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. (Course offered in alternate years; scheduled for 1994-95.)

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

An analysis of a variety of social problems such as racism and poverty. An attempt will be made to understand how situations are defined as problems and what efforts are made to solve them. Emphasis will be placed on the complexity of such problems in a contemporary urban setting. (Course offered in alternate years; scheduled for 1994-95.)

**209. Family in Social Context. (Sp) [3] S**

This major institution is considered from sociological, anthropological, and historical perspectives. With emphasis on diversity and change, the course will examine issues of family organization, sexuality, marriage, and child rearing. Prerequisite: Anthropology/Sociology 103 or 105. (Course offered in alternate years; scheduled for 1995-96.)

**215. Field Anthropology. (Fa,Sp) [1, 2 or 3]**

This course allows students to gain credit for participation in off-campus field projects under professional supervision in the fields of archaeological, social anthropological, and physical anthropological research. Students will be required to integrate academic and field work experiences in an oral and/or written report at the end of the field work experience. Maximum of 3 hours credit is possible. Prerequisite: consent of instructor.

**261. Research Methods I. (Fa) [3] S**

Basic concepts and methods of anthropological and sociological research. Both quantitative and qualitative (ethnographic) skills are stressed. Course work culminates in the writing of a research proposal. Prerequisite: Anthropology/Sociology 103 or 105.

**262. Research Methods II. (Sp) [3] S**

A continuation of Methods I involving the revision and implementation of the research proposal developed in 261. Prerequisite: Anthropology/Sociology 261.

**264. Life Histories: The Aging Self in Context. (Sp) [3] S**

This is an applied course in ethnographic and phenomenological fieldwork and is

part of an intervention program designed to improve the quality of life of socially isolated homebound Memphis seniors. Lectures and discussions will focus on gerontological issues, the theory and practice of dialogic interviewing, and representational writing. Each student will be paired with a senior-companion with whom they will co-author a paper documenting the senior's life-history. (Course offered in alternate years; scheduled for 1995-96.)

**275. Explorations in Social Theory. (Sp) [3] S**

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

**300. Cultural Motifs. (Fa or 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: Anthropology/Sociology 103 or 105 or consent of the instructor. Students may enroll and receive credit for this course more than once as the course theme changes.

**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: Anthropology/Sociology 103 or 105. (Course offered in alternate years; scheduled for 1995-96.)

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

This course examines issues raised by gender differentiation from an anthropological and sociological perspective. While biological and psychological differences might exist between the sexes, it is perhaps more important to realize that societies are capable not only of recognizing, ignoring, elaborating or creating gender differences, but of attaching value to them as well. Prerequisite: Anthropology/Sociology 103 or 105. (Course offered in alternate years; scheduled for 1995-96.)

**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: Anthropology/Sociology and permission of instructor. (Course offered in alternate years; scheduled for 1995-96.)

**321. Ecological Anthropology. (Fa) [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: Anthropology/Sociology 103. (Course offered in alternate years; scheduled for 1995-96.)

**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. (Course offered in alternate years; scheduled for 1995-96.)

**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: Anthropology/Sociology 105. (Course offered in alternate years; scheduled for 1994-95.)

**331. Prejudice and the Human Condition. (Sp) [3] S**

Focusing on classic contributions to the sociology of knowledge, social-psychology, and philosophical hermeneutics, this course examines the prejudiced nature of the human condition. Readings and discussions will aim to establish the importance of prejudgments of meaning for 1) the social-construction of reality, 2) conflict and dispute resolution, and 3) the practice of social science. Prerequisite: Consent of instructor. (Course offered in alternate years; scheduled for 1994-95.)

**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: Anthropology/Sociology 103 or 105. (Course offered in alternate years; scheduled for 1995-96.)

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

This course provides an ethno-graphic 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: Anthropology/Sociology 103 or 105. (Course offered in alternate years; scheduled for 1994-95.)

**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: Anthropology/Sociology 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: Anthropology/Sociology 103 or 105. (Course offered in alternate years; scheduled for 1994-95.)

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

This course provides an ethnographic introduction to the cultures and culture history 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: Anthropology/Sociology 103 or 105. (Course offered in alternate years; scheduled for 1995-96.)

**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.

**486. Senior Seminar. (Fa) [3]**

Students will engage in an ongoing critical analysis of contemporary contributions to the theory and research in anthropology and sociology. Prerequisite: Anthropology/Sociology 103 or 105 and 275.

**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.** *Artist in Residence.* B.A., Washington and Lee University; M.F.A., University of Georgia. (Sculpture and drawing.)

## ASSISTANT PROFESSORS

**James D. Clifton.** *Chair.* B.A., University of Kentucky; Ph.D., Princeton University. (Art history.)

**David P. McCarthy.** B.A., Gettysburg College; Ph.D., University of Delaware. (Art history.)

Studio position to be announced.

## ADJUNCT ASSOCIATE PROFESSOR

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

## PART-TIME INSTRUCTOR

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

## SLIDE LIBRARIAN

**Laurie L. Brown.** B.A., M.S.L.S., University of Wisconsin; M.A., Tulane University.

The Department of Art offers to the student, regardless of experience or major, the opportunity to develop a sensitivity to visual language through studio work and the study of the history of art. For those majoring in art, the department offers a balanced program in studio and art history together with more specific professional options from which a degree program suited to the student's interests and needs can be planned. In 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 a thorough introduction to the major periods of the discipline. Students become attuned to the historic interplay of societal values and artistic endeavors as well as how the concept of the artist has changed over the centuries. Specialized topics in the history of art 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 offer more specialized courses in their areas of expertise.

Graduates in art often pursue careers in teaching and research, gallery management, museum curatorship, architecture, advertising, and as studio artists. By choosing the appropriate area of concentration, art majors may gain the skills and background necessary for entry into graduate or professional school, or into an art-related field immediately upon graduation.

**Opportunities for special study.** Through a consortium arrangement, full-time students may take courses at the Memphis College of Art for full credit without payment of

additional tuition. Internships in museum methods are possible through an arrangement with the Memphis Brooks Museum of Art and the Dixon Gallery and Gardens. Students earn credit for their work there in museum methods or gallery management by working alongside professionals in the field. Students interested in pursuing architecture as a career are strongly encouraged to take Art 485-486 as an architectural internship. Students in this course, which carries three to six credits, undertake a creative project or intensive research in their particular area of interest. The College of Art and the Brooks Museum, both near the 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.

**Interdisciplinary Programs.** The College offers a number of interdisciplinary programs which draw on faculty from several departments and offer both majors and minors. Students interested in Art may want to investigate a possible minor in American Studies or pursue a major in Urban Studies. For further information on interdisciplinary programs at Rhodes, see the section on Interdisciplinary Study in this catalogue.

**The Jessie L. Clough Art Memorial for Teaching.** In 1953, Miss Etta Hanson gave to the College the important collection of Asian 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 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.

## REQUIREMENTS FOR A MAJOR IN ART

A student may choose one of four tracks. Majors may petition to pursue their own course of study to meet particular goals.

### I. Concentration 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, 107 or 207, 111, 300 (4 credits), 485, 486.
2. Art 440.
3. Art History: 231, 232, and either 342 or 345.
4. Six additional hours, at least three of which must be in studio art.

### II. Concentration 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 or 207, 300 (1 credit).
  2. Art 203, 440.
  3. Art History: 231, 232, plus 18 additional hours.
- German and a romance language are also recommended.

### III. Concentration 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 or 207, 111.
2. Art History: 231, 232, and 15 additional hours.
3. Gallery management: 360, 361.
4. Art 440.
5. Museum Methods: 450.

#### **IV. Concentration in Architecture Studies:**

Although a major in art is not prerequisite to graduate schools of architecture, the art major who intends to pursue a graduate level professional degree should take certain required courses to satisfy the prerequisites for admission. In addition to the required courses, others are recommended for a more complete grounding in architecture. The following courses are required:

1. Studio Art: 101, 102, 107 or 207, 108, 111, 122, 300 (1 credit).
2. Art 225, 440.
3. Art History: 231, 232, 227, 342.
4. Architectural Internship: 485-486 (3-6 credits).

#### **The following courses are recommended:**

1. Art History: 321, 334.
2. Mathematics: 121, 122.
3. Physics: 107, 108, 111L, 112L.

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

#### **COMPREHENSIVE EXAMINATIONS**

All art majors are required to complete a six-part comprehensive examination. 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.

#### **REQUIREMENTS FOR A MINOR IN ART**

1. Studio Art: 101, 102.
2. History of Art: 231, 232.
3. Two 3-hour courses at 300 level or above.
4. Art 440.

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**COURSE OFFERINGS****STUDIO ART****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.

**103. Printmaking. (Fa) [3] F**

An introduction to the fundamentals of printmaking with emphasis on relief and intaglio.

**105. Painting. (Fa, Sp) [3] F**

An introduction to materials and techniques of painting. Exploration of structural properties of color and tone.

**107. Beginning Sculpture. (Fa) [3] F**

An introduction to the making of sculpture. Emphasis will be upon carving, constructing, and casting by the lost wax process.

**108. Three-Dimensional Design. (Sp) [3] F**

Studio problems exploring the relationship between solid and void, materials, and the organization of space with particular emphasis on architectural space.

**111. Photography. (Fa, Sp) [3] F**

An introduction to basic camera and darkroom techniques. (The student will provide camera, film, and supplies.)

**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.

**207. Sculpture. (Fa) [3] F**

Studio problems in clay modeling, molding, casting in metals and plastics, and carving and welding.

**300. Life Study. (Fa, Sp) [1]**

Drawing, clay modeling from life. Prerequisite: Art 101-102.

**Intermediate Studio Art. (Fa, Sp) [1-3]**

Further work in a given area of studio art or gallery management may be taken for one to three hours credit with the permission of the instructor. (The last two digits of course number corresponds to those of the 100-level prerequisite course.) Minimum of four hours weekly per credit hour required.

301. Drawing

305. Painting

307. Sculpture

311. Photography

**Advanced Studio Art. (Fa, Sp) [3]**

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

- 401. Drawing
- 405. Painting
- 407. Sculpture
- 411. Photography

**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.

**HISTORY OF ART****150. Introduction to the Visual Arts. (Fa) [3] F**

A comprehensive, theoretical introduction to the visual arts. Special attention is given to visual analysis, media, interpretation, and writing about the visual arts.

**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.

**225. 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.

**227. Survey of Western Architecture. (Sp) [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. (Course offered in alternate years; scheduled for 1995-96.)

**231. Survey of the History of Western Art I. (Fa) [3] F**

A survey of Western art from its earliest beginnings in the pre-historic period to the 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.

**232. Survey of the History of Western Art II. (Sp) [3] F**

A survey of Western art from 1400 to the present. Special emphasis will be placed on the development and expansion of the Renaissance ideals of art, and then the abandonment of these ideals in the Twentieth Century.

**321. Classical Art. (Sp) [3] F**

An examination of the visual arts from the Geometric Period in Greece to the decline of the Roman Empire. (Course offered in alternate years; scheduled for 1994-95.)

**323. Italian Renaissance Art. (Sp) [3] F**

A survey of Italian art and architecture, 1260-1580, with emphasis on the historical and social context. Such themes as patronage, functions, theory, materials and techniques, style, and the profession of the artist will be discussed. Artists treated include Giotto, Brunelleschi, Masaccio, Donatello, Botticelli, Leonardo, Bramante, Raphael,

Michelangelo, Titian, and Palladio. (Course offered in alternate years; scheduled for 1995-96.)

### **334. American Art. (Sp) [3] F**

A survey of art produced in the United States from the colonial period until 1940, with special emphasis on the place of art and artists within a democracy. Artists discussed include Charles Wilson Peale, Thomas Cole, Hiram Powers, Thomas Eakins, Frank Lloyd Wright, and Stuart Davis. (Course offered in alternate years; scheduled for Spring, 1994-95.)

### **341. Modern Art I. (Fa) [3] F**

A survey of the major European art movements from about 1780 to 1870. Special emphasis will be given to the interplay between politics and the emergence of new styles and subject matter in painting. Artists covered will include David, Goya, Constable, Delacroix, Friedrich, Courbet, Manet, and Monet. (Course scheduled for Fall, 1995-96.)

### **342. Modern Art II. (Fa) [3] F**

A survey of European art from 1870 to 1940. Themes examined include "primitivism," the tension between modern art and mass culture, the attempt to combine radical politics with formal innovation, and the development of non-objective styles of painting. Movements discussed include Symbolism, Fauvism, Cubism, Futurism, Dada, and Surrealism. (Course scheduled for Fall, 1994-95.)

### **345. Contemporary Art. (Sp) [3] F**

A comprehensive introduction to European and American art and art criticism from 1940 to the present. Themes examined include the rejection of modernism, the impact of mass culture on visual art, the dematerialization of the art object, and the interaction between art/artists and society. Artists examined include Pollack, De Kooning, Rauschenberg, Warhol, Hesse, Kreuger, and Beuys. (Course scheduled for Spring, 1994-95.)

### **360-361. 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 semester. Enrollment by permission of instructor.

### **365. Topics in Art History. (Fa or Sp) [3] F**

A seminar, open to both majors and non-majors, on varying subjects. May be repeated for credit. Topics courses include Northern Renaissance Art, Northern Baroque Art, Southern Baroque Art, Modernism and the Body in Modern Art.

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

A seminar devoted to the analysis of selected writings of major artists, critics, and historians such as Plato, Alberti, Winckelmann, Gauguin, Kandinsky, and Mondrian. Prerequisite: Senior standing or permission of the instructor.

### **450. Museum Methods. (Fa, Sp) [3]**

An introductory training program in administration, organization, acquisition, preservation, conservation, cataloging, exhibition techniques, and the various operations

# BIOLOGY

## PROFESSOR

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

## ASSOCIATE PROFESSORS

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

**David H. 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

**Jay A. Blundon.** B.S., Duke University; M.S., Ph.D., University of Maryland. (Animal Physiology, Neuroscience.)

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

**Carolyn R. Jaslow.** B.A., Mount Holyoke College; M.S., Ohio University; Ph.D., University of Chicago. (Biomechanics, histology and embryology, mammology.)

**Gary J. Lindquenter.** B.S., Furman University; M.S., Ph.D., Emory University. (Molecular biology, eukaryotic gene expression, virology.)

**Charles L. Stinemetz.** B.A., Ohio Wesleyan University; M.S., Ph.D., Ohio State University. (Developmental biology, plant physiology, space biology.)

## STAFF

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

**Mary Jo Alexander.** *Biology Technician.* B.S., Memphis State University.

**The Department of Biology** seeks to provide students with an understanding of a modern scientific discipline with practice in its methods of investigation as well as an understanding of its organizing principles, 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 *General Biology*, which provides a broad background in the entire field; *Cell and Molecular Biology*, which allows a student to focus on cellular and molecular phenomena; and *Organismal Biology*, which allows the student to focus on multicellular organisms and their interactions.

A major in Biology provides a solid foundation for a career in any biologically related field and for acceptance into the 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 and advisor.

**Special opportunities.** 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.

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, and the Memphis City Zoo. Biology students may also participate in the Oak Ridge Science Semester, a spring program for juniors and seniors which is fully described in the catalogue section 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.

**Non-Science majors.** Students not majoring in the sciences have the option of enrolling in the regular Introductory Biology sequence (Biology 120, 121) 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, Biology 200, Evolution, is open to non-majors, with permission of the instructor.

## REQUIREMENTS FOR A MAJOR IN BIOLOGY LEADING TO B.S. DEGREE:

### A. General Biology Track:

1. Biology 120-120L, 121-121L.
2. At least 7 upper level courses; at least 5 of these must have lab components. Either 4 hours of research in Biology (Bio 451-452) or Chemistry 414 (but not both) may be counted as an upper level course.
3. Cognates: Chemistry 111-111L, 112-112L or 122-122L, 211-211L, 212-212L; Math 111 and either 115 or 121.
4. Biology 485-486 (Senior Seminar).

### B. Cell and Molecular Biology Track:

1. Biology 120-120L, 121-121L.
2. Biology 304, 307, 308, 325 and Chemistry 414.
3. Three additional upper level courses.
4. Biology 485-486 (Senior Seminar).
5. Cognates as in the general track.

### C. Organismal Biology Track:

1. Biology 120-120L, 121-121L.
2. At least five courses from: Biology 200, 206, 207, 240, 250, 315, 350, 360.
3. Two additional upper level courses.
4. Biology 485-486 (Senior Seminar).
5. Cognates as in the general track.

## REQUIREMENTS FOR A MAJOR IN BIOLOGY LEADING TO THE B.A. DEGREE:

1. Biology 120-120L, 121-121L.
2. At least six upper level courses; at least four of these must have lab components.
3. Cognates: Chemistry 111-111L, 112-112L or 122-122L; Math 111 and either 115 or 121.
4. Biology 485-486 (Senior Seminar).

## 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. Approval of Honors work is granted by the Individualized Studies Committee.

## 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; Economic Botany; Environmental Issues; Disease and Immunity; Human Biology; Human Heredity; Microbes and Human Affairs; Art and Science of Wine; Exercise Physiology.

### 120-120L. Botany. (Fa) [3-1] N

A study of the basic principles of plant biology. Plant anatomy, reproduction and development, physiology and genetics will be examined to describe the basis of plant function. Laboratory work will combine observation with investigative procedures. Prerequisites: none. Three hours of lecture and four hours of laboratory per week.

### 121-121L. Zoology. (Sp) [3-1] N

A study of animal diversity covering the following subdisciplines of zoology: anatomy, physiology, ecology, development, genetics, molecular biology, histology and behavior. Mechanisms and principles of evolution will be emphasized throughout the course. The laboratory stresses the importance of hypothesis testing. Prerequisites: none. Three hours of lecture and four hours of laboratory per week.

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

A study of evolution from the historical development of the Darwinian concepts of change and natural selection to a modern synthetic analysis of the mechanisms of population change, speciation, the origins of life and extinction. Prerequisite: Biology 120 or 121 or consent of the instructor. Three hours of lecture per week.

### 201. Mycology. (Sp) [4]

The study of life's "fifth kingdom": the fungi and fungus-like protists. Even though they share an equal evolutionary standing with plants and animals, to most persons fungi remain amongst the most mysterious and ill-defined of nature's inhabitants. Just what is a fungus anyway? Are all of them the same? Where do they live, and what are they doing out there? And, would life be better for us or worse if they should ever stop

doing it? This course will provide answers to questions like these, as well as provide examples of the practical uses of fungi in industry and research and of the roles that some of them play as agents of disease. The laboratory emphasizes the development of skills in the isolation and identification of fungi from nature. Prerequisite: Biology 120 or consent of the instructor. Three hours of lecture and not less than three hours of laboratory per week. (Course offered in alternate years; scheduled for 1994-95.)

**203. Invertebrate Biology. (Fa) [4]**

A survey of the invertebrate phyla, Protozoa through Protochordates, emphasizing evolutionary and ecological relationships, and structure and function of representative examples. While parasitic forms and insects are included they are not given extensive treatment. Prerequisites: Biology 121, 121L, 200. Two hours of lecture and not less than six hours of laboratory per week.

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

An overview of developmental processes directed at exploring the cellular and subcellular mechanisms which control development. Modern experimental approaches and current models will be emphasized. Prerequisites: Biology 120, 120L, 121, 121L. 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 120, 120L. Three hours of lecture and not less than three hours of laboratory per week. (Course offered in alternate years; scheduled for 1995-96.)

**207. Animal Behavior. (Sp) [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 121, 121L, 200. Three hours of lecture and not less than three hours of laboratory per week. (Course offered in alternate years; scheduled for 1994-95.)

**240. Plant Physiology. (Fa) [4] N**

An examination of physiological processes which operate in vascular plants. The course will emphasize water relations, photosynthesis and gas exchange, hormonal control of tropistic responses, plant development, and mineral recycling. Laboratory work will be conducted on both the molecular and whole plant levels. Prerequisite: Biology 120, 120L. Three hours of lecture and not less than three hours of laboratory per week. (Course offered in alternate years; scheduled for 1994-95.)

**250. Systematics. (Sp) [4]**

A study of the theory and methods of systematics and evolutionary biology. Evolutionary processes and phylogenetic analysis of animal and plant systems are examined. Prerequisite: Biology 200. Three hours of lecture and not less than three hours of laboratory per week.

**253. Coral Reef Ecology. (Sp) [1]**

Emphasis will be placed on biological and geological field techniques, biological

classification, primary literature dealing with coral reef ecology and geology, developing snorkeling proficiency, and instruction on expectations in Biology/Geology 254. Between one and two hours of class meetings per week.

#### **254. Coral Reef Ecology. (May) [2]**

This intensive two-week field course will expose students to the organisms of coral reefs and to the modern geological processes of carbonate sedimentation. This course will be conducted at the Bahamian Field Station, San Salvador, Bahamas during May. Prerequisites: Biology 203, 253.

#### **301. Microbiology. (Fa) [4]**

The study of bacteria from every major organizational perspective of Biology (physiology, ecology, phylogeny, genetics, etc.). Principal emphasis will be placed upon the importance of basic metabolic patterns in defining the many important roles that bacteria play in nature (including causing disease) and in understanding the roles that many bacteria play in human economic activities. The laboratory emphasizes the development of skills in the isolation and identification of bacteria from nature. Prerequisites: Biology 120, 120L, 121, 121L. 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 120, 120L, 121, 121L, 200 or permission. Three hours of lecture and not less than three hours of laboratory per week.

#### **307. Cell Physiology. (Sp) [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 120, 120L, 121, 121L and Chemistry 111 and either 112 or 122. No laboratory is required, although Bio 308 is recommended for those students desiring an appropriate laboratory accompaniment.

#### **308. Monoclonal Antibodies: Theory and Practice. (Sp) [2]**

A laboratory/lecture study of the use of monoclonal antibodies in biological and biochemical research. The course will provide instruction in the theory and application of the following research techniques: laboratory culture and the manipulation of animal cells; induction of immunity in laboratory animals; production, selection and cloning of mouse-mouse hybridoma cells; enzyme linked immunosorbant assays; polyacrylamide gel electrophoresis; immunoblotting assays (Western blots); and immunofluorescence microscopy. Prerequisites: Biology 120, 120L, 121, 121L. One hour of lecture and three hours of laboratory per week, plus independent projects. This course is recommended for students desiring an appropriate accompaniment to Bio 307 or Bio 330. Students enrolled in the Cell and Molecular Biology track are encouraged to complete this course early in the degree program. Credit in this course may be combined with credit in Bio 451-452 to satisfy an upper level course requirement in Biology.

**315. Ecology. (Fa) [4]**

A broad study of concepts in the science of ecology. This course stresses the biotic and abiotic interactions which determine the distribution and abundance of organisms. The laboratory component consists of both on-campus laboratory work and intensive aquatic field experiences including at least three overnight outings. Students with organismal and environmental interests desiring a field component are encouraged to participate. Prerequisites: Biology 120, 120L, 121, 121L, 200; Math 111 or equivalent recommended. Three hours of lecture and not less than an average of three hours of laboratory per week. Several weekend field trips are required.

**325. Molecular Biology. (Fa) [4]**

A study of the structure and function of genes at the molecular level. Topics include the synthesis of nucleic acids and proteins and the mechanisms of gene expression and control in prokaryotes and eukaryotes. An emphasis will be placed on the design, analysis, and interpretation of classic and contemporary experiments. The laboratory component will teach the student how to conduct and interpret experiments in molecular biology including growth and isolation of bacteria, phage, and plasmids, gel electrophoresis of DNA and RNA, recombinant DNA cloning, and DNA sequencing. Prerequisites: Biology 120, 120L, 121, 121L; Co-requisite: Chemistry 112 or 122 or permission of instructor. Three hours of lecture and not less than three hours of laboratory per week.

**330. Virology/Immunology. (Sp) [3]**

Approximately one quarter of the course is devoted to Virology, including the structural basis for classification of viruses and both viral and host aspects of virus infection and replication. The remainder of the course provides an overview of the vertebrate immune system, focusing mainly on specific mechanisms of cellular and humoral immunity. Prerequisites: Biology 121, 121L. Three hours of lecture. (Course offered in alternate years; scheduled for 1994-95.) No laboratory is required, although Biology 308 is recommended for those students desiring an appropriate laboratory accompaniment.

**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 121, 121L. Two hours of lecture per week and not less than 4 hours of laboratory per week.

**360. Histology/Embryology. (Fa) [4]**

A study of animal cells, tissues, and organs in terms of their origins, structure and function. This course will include a section on the early development of tissue and organ systems in vertebrates. Prerequisites: Biology 120, 120L, 121, 121L. Three hours of lecture and not less than three 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 animal's internal environment. Although primary emphasis will be placed on the vertebrates, the diversity of physiological adaptations of invertebrates will also be examined. Laboratory investigations will include studies of the nervous system responses to external stimuli, functional diversity of vertebrate muscles, regulation of

vertebrate cardiac activity, and hormonal control of physiological processes. Prerequisite: Biology 121, 121L. Three hours of lecture and three hours of laboratory per week.

#### **410. Neuroscience. (Sp) [4]**

A study of the structural and functional aspects of the central and peripheral nervous systems. Topics covered may range from the processes involved in communication within individual cells of the nervous system to higher order human brain functions such as learning, memory, states of sleep and consciousness, and the physiological regulation of emotions and behavior. Pathologies of the brain (mania, schizophrenia, Alzheimer's disease) may also be included. Laboratory investigations will give students hands-on experience in electrophysiology and biophysics, and will include studies of intracellular signals (resting potentials, synaptic potentials and action potentials) of excitable cells, and an examination of the complexity of neural networks. Prerequisite: Biology 121, 121L. Three hours of lecture and three hours of laboratory per week.

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

Qualified students may apply to do original laboratory or field research in biology. A student may use four hours of research or, with the permission of the department, a combination of one hour of credit from Bio 220, 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 the appropriate Biology faculty member. Prerequisite: permission of sponsoring faculty member. At least three hours per week per credit hour, weekly conferences with faculty sponsor, written report at the end of the semester.

#### **455. Electron Microscopy. (Fa) [2]**

A laboratory/lecture course covering the theoretical and practical aspects of the use of the transmission and scanning electron microscopy in biological research. Principal emphasis will be placed on the operation of the transmission electron microscope, specimen preparation in thin section, and photographic techniques. Prerequisites: Biology 120, 120L, 121, 121L. One hour of lecture and not less than three hours of laboratory per week. Credit in this course can be combined with credit in Bio 451 or 452 to satisfy an upper level course requirement in Biology. (Will not be offered in 1994-95.)

#### **460. Internship in Biology. (Fa, Sp) [1-3]**

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

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

All Biology majors are required to enroll in Senior Seminar during 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.

**MARINE SCIENCES**

Rhodes College is an affiliate of the Gulf Coast Research Laboratory, Ocean Springs, Mississippi. Courses in the marine sciences offered by that institution in the summer are available to students with the grades being processed by the College as though the courses were taken on the home campus. Students interested in these offerings should check with the Biology Department for details.

**COURSE OFFERINGS****Marine Science I: Oceanography. [5]**

Introductory course in oceanography integrating physical, chemical, biological and geological oceanography to provide a multidisciplinary approach to the fundamentals of oceanography. Prerequisites: college algebra, general chemistry, general biology.

**Marine Science II: Marine Biology. [5]**

General introduction to marine biology emphasizing local fauna and flora. Prerequisites: 8 hours of biology.

**Marine Invertebrate Zoology. [6]**

A concentrated study of the important free-living, marine and estuarine invertebrates of the Mississippi Sound and adjacent continental shelf of the northeastern Gulf of Mexico with emphasis on the structure, classification, phylogenetic relationships, larval development and functional processes. Prerequisites: 16 hours of biology, including an introduction to invertebrate zoology.

**Marine Ecology. [5]**

A consideration of the relationship of marine organisms to their environment, effects of temperature, salinity, light, nutrient concentration, currents, food, predation, and competition on the abundance and distribution of marine organisms. Prerequisites: 16 hours of biology.

**Comparative Histology of Marine Organisms. [6]**

Detailed study of histological organization of representative marine organisms. Fixation, processing and study of tissues using light microscopy, TEM and SEM. Prerequisites: consent of instructors.

**Marine Phycology. [4]**

A survey based upon local examples of the principal groups of marine algae, treating structure, reproduction, distribution, identification and ecology. Prerequisites: general botany.

**Salt Marsh Plant Ecology. [4]**

A study emphasizing the botanical aspects of local marshes. Plant identification, composition, structure, distribution and development of coastal marshes; biological and physical interrelationships; primary productivity and relation of marshes to estuaries and associated fauna. Prerequisites: general botany, plant taxonomy, plant physiology and general ecology, or consent of instructor.

**Marine Ichthyology. [6]**

This course provides the student with a strong general background in the biology of marine fishes. Emphasis placed on the principles involved in the classification and taxonomy of marine and estuarine fishes. Prerequisites: 16 hours of biology, including comparative anatomy, or consent of instructor.

**Marine Microbiology. [5]**

Microbiology and advanced biology students are introduced to the role of microorganisms in the overall ecology of the oceans and estuaries. Prerequisites: general and environmental microbiology.

**Early Life History of Marine Fishes. [4]**

Reproduction and egg and larval development of marine fishes with emphasis on identification of eggs and larvae in the laboratory. Prerequisites: ichthyology, fisheries biology or consent of instructor.

**Fauna and Faunistic Ecology of Tidal Marshes. [4]**

Survey and discussion of the taxonomy, distribution, trophic relationships, reproductive strategies and adaptation of tidal marsh animals with emphasis on those occurring in northern Gulf of Mexico marshes. Prerequisites: 16 hours of biology or consent of instructor.

**Coastal Marine Geology. [3]**

A study of inshore and nearshore geological processes, sedimentation patterns and landform development. Prerequisites: undergraduate-6 hours geology, graduate-12 hours geology.



# CHEMISTRY

## PROFESSORS

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

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

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

## ASSISTANT PROFESSORS

**Darlene M. Loprete.** B.A., Clark University; Ph.D., University of Rhode Island. (Biochemistry.)

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

**Bradford D. Pendley.** B.S., Eckerd College; Ph.D., Cornell University. (Analytical.)

## LABORATORY SUPERVISOR

**Jeff R. Goode.** Laboratory Supervisor and Chemistry Storeroom Manager. B.S., Memphis State University.

The Department of Chemistry at Rhodes views modern chemistry as a broadly diverse science, with roots in physics and mathematics, and applications in biology, geology, medicine, and industry. The study of chemistry provides the student with both knowledge and understanding of the composition, properties, and transformations of natural and manmade substances. Work in the department consists of lectures, problem-solving exercises, laboratory work, and other research opportunities. It is through this combination of empirical learning, experimentation, and creative thought that the study of chemistry contributes to a good liberal education.

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: employment in the chemical industry, research laboratories, or secondary-level teaching at the bachelors level; entry into such chemistry-related fields as medicine, dentistry, environmental science, toxicology, and patent law after further professional education; or entry into chemistry-related teaching and research at advanced levels after further graduate study.

**Special opportunities.** Students majoring in chemistry are encouraged to consider becoming involved in the department's research program either during the academic year or in the summer. Through cooperative arrangements, off-campus research opportunities are also available to selected students. Interested students should contact the departmental chair for additional information.

**Entry into work of the department.** Students may enter the chemistry program at several levels. Non-science majors may use Chemistry 100 or Chemistry 105 as entryways to the basics of chemistry and an introduction to the relationships 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.

**Facilities.** Departmental offices, classrooms, and a full range of laboratories are located in the Berthold S. Kennedy Hall. The Atkinson 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.

**Planning a major.** As a chemistry major's interests develop, a personalized program suitable 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 the 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.

**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 111-112, 111L-112L.
3. Mathematics 121-122.
4. Chemistry 385-386.
5. Chemistry 485-486.

## 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 111-112, 111L-112L.
3. Mathematics 121-122.
4. Chemistry 385-386.
5. Chemistry 485-486.

**B. Biochemistry Track**

1. Chemistry 111-111L, 122-122L, 211-212, 211L-212L, 311-312, 311L-312L, 414-415.
2. Biology 120-121, 120L-121L, 301, 307.
3. Physics 111-112, 111L-112L.
4. Mathematics 121-122.
5. Chemistry 385-386.
6. Chemistry 485-486.

**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 111-112, 111L-112L.
3. Mathematics 121-122.
4. Chemistry 385-386.
5. Chemistry 485-486.

**HONORS IN CHEMISTRY:**

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

**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.

**105. Topics in Chemistry. (Fa-Sp) [3] N**

Chemical principles and information will be studied through the examination of thematic topics in the chemical sciences. Topics will vary.

**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, descriptive chemistry, and coordination chemistry. 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. Corequisite: Chemistry 111.

**112. General Chemistry II. (Sp) [3] N**

A continuation of Chemistry 111. Topics to be covered include states of matter, solutions, elementary kinetics and equilibria, acids and bases, oxidation-reduction and electrochemistry, and thermochemistry. 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. Corequisite: Chemistry 112.

**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 detailed study of chemical equilibria with special attention given to ionic systems and acid-base reactions. An introduction to the basic principles and practice of absorption spectrophotometry and electrochemistry. 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 which provide the foundation for the material covered in Chemistry 122. Two four-hour laboratory periods per week. Corequisite: Chemistry 122.

**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. Prerequisite: Chemistry 112 or 122. Corequisite: Chemistry 211L-212L.

**211L-212L. Organic Chemistry Laboratory. (Fa-Sp) [1-1]**

Emphasis is placed upon synthesis and the common laboratory techniques encountered in organic chemistry. One laboratory period a week. Corequisite: Chemistry 211-212.

**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: Chemistry 112 or 122, Physics 111-112 and Mathematics 122. Recommended: Mathematics 223.

**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.

**385-386. Chemistry Junior Seminar. (Fa-Sp) [0-1]**

A seminar course required of all junior chemistry and biochemistry 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]**

A study of the principles and practice of absorption and emission spectroscopy, mass spectrometry, electroanalytical chemistry, chromatography, radiochemical methods, infrared and nuclear magnetic resonance spectroscopies. Emphasis is placed on understanding the major instrumental tools a chemist may use to study chemical phenomena. Two lectures and two laboratory periods a week. Prerequisites: Chemistry 122, 211-212, and 311-312.

**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 and proteins, and their metabolism in living organisms. The kinetics and bioenergetics of enzymatic reactions in metabolic pathways will also be studied. Three lectures and one laboratory period a week. Prerequisites: Chemistry 211-212.

**415. Advanced Biochemistry. (Sp) [3]**

A study of the flow of genetic information from DNA to proteins, including transcription, mRNA processing, and translation. Aspects of molecular physiology will also be investigated. Prerequisite: Chemistry 414.

**422. Advanced Organic Chemistry. (Sp) [3]**

Modern theories of organic chemistry with emphasis on advanced synthetic methods, reaction mechanisms, and spectroscopy. 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 122.

**451,452. Introduction to Research. (Fa,Sp) [3-6,3-6]**

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.

**485-486. Chemistry Senior Seminar. (Fa-Sp) [0-2]**

A seminar course required of all senior chemistry and biochemistry 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.** *Robert D. McCallum Professor of Economics and Business Administration.* B.B.A., M.A., Emory University; Ph.D., University of North Carolina. (Macroeconomics, econometrics.)

**Wasfy B. Iskander.** B.A., M.A., and Ph.D., Indiana University. (International economics, economic development, managerial economics.)

**Marshall E. McMahon.** B.A., University of the South; Ph.D., Vanderbilt University. (Statistics, history of economic thought.)

## ASSOCIATE PROFESSORS

**Dee Birnbaum.** B.A., State University of New York at Stony Brook; M.B.A., Baruch College; M.Phil., City University of New York; Ph.D., City University of New York. (General management, human resources management.)

**Pamela H. Church.** B.S., M.S., Memphis State University; Ph.D., University of Houston. C.P.A. (Accountancy.)

**Rebecca Sue Legge.** *Ernst & Young 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.** B.A., State University at Northridge, California; Ph.D., University of Minnesota. (Public finance, industrial organization, government regulation.)

**John M. Planchon.** *Chair, Director of M.S. in Accounting program.* A.B., M.A., University of Missouri, Columbia; Ph.D., University of Alabama. (Marketing management, marketing research, business policy.)

## ASSISTANT PROFESSORS

**Deborah Pittman.** B.A., Rhodes College; M.S. and Ph.D.; Memphis State University. C.P.A., C.F.A. (Finance.)

## INSTRUCTOR

**Michael Rollosso.** B.A., Rhodes College; Ph.D. candidate University of Pennsylvania.

## PART-TIME INSTRUCTORS

**Richard A. Blount.** B.B.A., University of Mississippi; J.D., Memphis State University; LL.M., Emory University. (Business law, taxation.)

**The Department of Economics and Business Administration** offers several majors to meet students' particular interests and career goals. 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. 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. Similarly, a liberal education in business administration provides students with both technical knowledge of the functional areas of the business firms operations, and with the broader social and historical perspective required for successful leadership roles in business and

society at large. 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, the government's role in the economy, economic development of the developing countries, and international trade and finance, will find courses in the department that address these concerns. For non-majors, courses which have a minimum of prerequisites are offered in both economics and business administration.

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. In addition to these fields, graduates often pursue careers in accounting, sales and marketing, advertising, banking, teaching, and industrial engineering.

**Special opportunities.** Majors may be eligible to participate in an internship program (see the course description below for Business Administration 460) which offers a wide range of experiential opportunities with banks, stock brokerages, manufacturers, hotels, and other businesses.

**Planning a major.** The department offers a number of interdisciplinary majors designed to meet the special academic interests and needs of students. These include, but are not limited to, Economics/Mathematics, Business Administration/Mathematics, Business Administration/Computer Science, Economics/International Studies, and Business Administration/International Studies. Other interdisciplinary programs can be arranged according to student interest. See the section titled Planning a Degree for more information on Interdisciplinary Majors.

In planning a major in the department, students should pay special attention to the prerequisites for upper-level courses. 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, and Mathematics 115. *In addition* to these courses, students majoring in Business Administration *should have completed* Business 241-242 *by the end of the sophomore year*. Though not required, it is strongly recommended that prospective majors begin Economics 101-102 and Math 115 in the first or second semester of the first year.

Specific requirements for the CPA exam are being changed and vary from state to state. Interested students must determine for themselves what the requirements are in their own state. In general, students interested in emphasizing accounting in their major, with the goal of sitting for the CPA exam or going on for an advanced degree in accounting, should complete Business 241-242 *by the end of the sophomore year*. Regardless of the state of residency, adequate preparation for the CPA exam generally requires, *at a minimum*, Business 241-242, 343, 345, 341-342, and 448 as well as Business 246.

**Master of Science in Accounting.** A more concentrated study of accounting may be undertaken in the M.S. in Accounting Program offered by the Department of Economics and Business Administration. Students who have completed an undergraduate degree in the Department of Economics and Business Administration and who have taken those accounting courses listed above, can finish the requirements of the M.S. in Accounting degree in two additional semesters of study. For a complete listing of courses and degree requirements in the M.S. in Accounting program, see the section on Master of Science in Accounting.

**Interdisciplinary programs and majors.** For a description of interdisciplinary programs and majors offered by the Department of Economics and Business Administration, refer to the section on Interdisciplinary Study.

**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 Economics 101 is a *prerequisite for all courses in the department except Business 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.

**Mathematics requirement.** Students who contemplate graduate work in economics or business administration are urged to substitute Mathematics 121 and 122 for Mathematics 115. Mathematics 115 is a terminal course in mathematics which is not suitable to support additional work in mathematics needed for graduate study. In addition, it is recommended that Mathematics 223 and 261 be taken.

#### 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, 209.
  - b. International/Historical: Economics 210, 212, 222.
3. Mathematics 115. (For graduate study, see note above concerning mathematics requirement).
4. Recommended: Mathematics 107, Philosophy 304, and Psychology 151.

#### 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 341, 343.
  - b. Finance: Business 452, 454.
  - c. Management: Business 362, 366.
  - d. Marketing: Business 372.
  - e. Quantitative methods: Business 375, Economics 320.
3. Mathematics 115. (For graduate study, see note above concerning mathematics requirement).
4. Recommended: Mathematics 107, Philosophy 304, and Psychology 151.

#### 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, 209.
  - b. International/Historical: Economics 210, 212, 222.
3. One course from each of two of the following areas:
  - a. Accounting: Business 341, 343.
  - b. Finance: Business 452, 454.
  - c. Management: Business 362, 366.
  - d. Marketing: Business 372.
  - e. Quantitative methods: Business 375, Economics 320.
4. Mathematics 115 (for graduate study, see note above concerning mathematics requirement).
5. Recommended: Mathematics 107, Philosophy 304, and Psychology 151.



**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.

Honors students must meet eligibility criteria established for the Honors Program and receive approval from the Individualized Studies Committee.

**REQUIREMENTS FOR A MINOR IN ECONOMICS:**

1. Economics 101, 102, 301 (Math. prerequisite: 115), 302, 290;
2. One additional course from the following: Economics 201, 205, 206, 208, 209, 210, 212, 222, 307, 320.

**REQUIREMENTS FOR A MINOR IN BUSINESS ADMINISTRATION:**

1. Option I: Economics 101, 102; Business 241, 290, 351, 361, 371.
2. Option II: Economics 101, 102; Business 241, 242, 290 and two additional courses from the following: Business 341, 342, 343, 351.

**COURSE OFFERINGS**

Generally, courses with numbers ending in 00 through 39 are economics courses, those ending in 40 through 79 are business courses, and those ending in 80 through 99 are both. Within business, the course numbers indicate the particular area: 40s-accounting and related areas, 50s-finance, 60s-management, and 70s-marketing. Courses with numbers beginning with a 1 are first-year level courses, those beginning with a 2 are sophomore level courses, and so on.

**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 semester (microeconomics): Study of the behavior of consumers and firms in competitive and noncompetitive markets, and the consequences of this behavior for resource allocation and income distribution. Consideration of government's role in competitive and noncompetitive markets. Second semester (macroeconomics): Study of the determination of the domestic levels of income, output, employment and prices; study of international trade and finance. Consideration of economic growth and international trade. *Must be taken in sequence, but one can take Economics 101 without taking 102.*

**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: Economics 101-102.

**205. Public Economics. (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 microeconomic tools to determine their allocative and distributive effects. Additional topics include an introduction to public choice theory and an examination of market failures and public policy responses to them. Prerequisites: Economics 101-102 or may be taken concurrently with Economics 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: Economics 101-102 or may be taken concurrently with Economics 102.

**210. 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 210.) Prerequisites: Economics 101-102.

**212. Economic Development. (Sp) [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 development and growth. (Same as International Studies 212.) Prerequisites: Economics 101-102.

**222. Classical and Marxian Political Economy. (Fa) [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: Economics 101-102 or may be taken concurrently with Economics 102.

**265. Topics in Economics. (Fa, Sp) [1-4]**

Content of the course varies with instructor. The course may be repeated for credit as long as topics covered are different. Prerequisites: Economics 101-102 and permission of the instructor.

**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, regression and the use of index numbers. Prerequisite or corequisite: Economics 101 or permission of the instructor.

### **301. Intermediate Microeconomics. (Fa) [3]**

The development and application of intermediate microeconomic theory. The theory of consumer behavior and theory of the firm will be developed to examine equilibrium for both output and input markets in perfect and imperfect competition. The application of theory to actual output and input decisions using cases. Calculus will be utilized to find solutions to consumption, output, pricing and strategic questions. Prerequisites: Economics 101-102 and Math 115.

### **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: Economics 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: Economics 290 and 301. (Will not be offered 1994-95).

### **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 general linear model, qualitative variables and time series analysis. Prerequisites: Economics 101-102, 290, and Math 115.

### **322. Twentieth Century Economic Thought. (Sp) [3]**

A survey of major developments in economic theory beginning with Marshall. The maturity of the marginal revolution, general equilibrium, the Austrian School, the proliferation of macroeconomic schools and major currents in modern microeconomics. Prerequisite: Economics 222.

### **450. Washington Semester: Economic Policy. (Fa, Sp) [12 or 16]**

A sixteen-week study of the making of economic policy in Washington, D.C. in conjunction with American University. Consists of an 8-credit seminar, a 4-hour internship and an optional 4-hour research project. Those not choosing a research project may enroll in another course for transfer. Prerequisite: Consent of department. Special financial arrangements with the College are required.

### **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: Economics 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**

**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.*

**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 how legal concepts are applied to specific factual situations.

**265. Topics in Business Administration. (Fa, Sp) [1-4]**

Content of the course varies with instructor. The course may be repeated for credit as long as topics covered are different. Prerequisites: Economics 101-102 and permission of the instructor.

**290. Statistical Analysis for Economics and Business. (Fa) [3]**

Same as Economics 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: Economics 101-102 and Business 241-242.

**343. Cost Accounting. (Fa) [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: Economics 101-102 and Business 241-242.

**345. Federal Income Tax. (Sp) [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: Economics 101-102 and Business 241-242.

**351. Financial Management. (Fa-Sp) [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 introduces theory relevant to the three major financial decisions of the firm: the investment decision, the financing decision, and the dividend decision. Major topics covered include decision-making under uncertainty, cost of capital and valuation, and financial analysis. Prerequisites: Economics 101-102, Business 241, and Business 290.

### **361. Management of Organizations. (Fa) [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. Prerequisite: Economics 101 or permission of instructor.

### **366. Personnel and Human Resource Management. (Sp) [3]**

An introduction to the functions of personnel/human resource management. Topics covered include human resource planning, training and development, wage and salary administration, selection testing, employee performance evaluation, and employee relations. Special attention is given to the use of information systems for managing personnel functions. A computer/library project which focuses on the relationship between work attitudes and work behavior is required. Prerequisite: Business 361 and 290.

### **371. Marketing Management I. (Fa) [3]**

An introduction to the study of marketing as an exchange process: how transactions in the marketplace are initiated, motivated, facilitated, and consummated. Topics include the basic role marketing plays in the economy; 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. Prerequisite: Economics 101.

### **372. Marketing Management II. (Sp) [3]**

Focus is on the management of the marketing process in order to develop effective marketing strategies and the components of market and environmental analysis: customer and competitor, industry, government, and the business itself. Through the use of case studies and computer application of marketing models, attention is given to the development of an analytical structure for determining acceptable marketing strategies. Prerequisites: Business 371 and 242.

### **375. Business Research. (Fa) [3]**

An examination of the strengths and limitations of business research, including the impact of research on managerial decision making. Topics covered will include research design, sampling, psychological measurement, survey and experimental methodology, and statistical analysis of business market data. Prerequisites: Economics 290 and one of the following: Business 351, 361, or 371.

### **448. Auditing. (Fa) [3]**

Conceptual approach to auditing process, procedures, communications and professional environment which includes auditing standards, legal responsibilities and professional ethics. Prerequisites: Business 341-342.

**452. Cases in Managerial Finance. (Fa) [3]**

Application of financial theories introduced in Financial Management (Business 351) to actual business problems using quantitative and qualitative techniques. Presented with debatable alternatives, students analyze, choose, and defend their ideas and a course of action. Corporate finance theories are reexamined in conjunction with their related cases. Case topics include financing current operations, long-term financing, investment decisions, and mergers and acquisitions. Prerequisite: Business 351.

**454. International Finance. (Sp) [3]**

Introduction to the environment of international financial management, including the determination of exchange rates, the international monetary system, balance of payments, and parity conditions in the foreign exchange market. Presentation of foreign exchange risk management, foreign investment analysis, and multinational working capital management, international banking, and country risk analysis. Prerequisite: Business 351 or permission of instructor.

**460. Internship. (Fa,Sp) [3-6]**

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 nonprofit 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 which focuses on long-term career planning and job search skills, completion of career planning and written self-assessment assignments made by the faculty director, and the writing of a comprehensive paper. Internships are available to second-semester junior and 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.

**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 student's 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: Business 290, 351, 361 and 371; senior status.

**495-496. Honors Tutorial. (Fa-Sp) [3-3]**

Same as Economics 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.)

## PART-TIME INSTRUCTOR

**Johnnie B. Watson.** B.A., LeMoyné College; M.S., Indiana University. (Educational administration and supervision, counseling.)

**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. 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.

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 or taxpayers.

**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 students 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.

**Certification.** The Department of Education offers all courses necessary for secondary certification in the state of Tennessee and some other states. Because of the emphasis on majors in academic areas, Rhodes' students are certified for special academic areas at the secondary level. *Although Rhodes does not currently certify students for elementary, special education, kindergarten, or pre-school, the Department of Education is in the process of establishing a program for certification in elementary education through the Tennessee State Department of Education. We hope that this program will be in place by Fall, 1994.*

Rhodes offers the courses necessary for certification in the state of Tennessee in the following areas:

Art	Mathematics
Business Education	Music
Accounting	Instrumental Music
English	Vocal/General
Foreign Languages	Social Studies
General Science	Economics
Biology	Government
Chemistry	History
Physics	

For students seeking certification upon graduation, careful advising from chair of the Department of Education is essential. Course scheduling must begin early in the college work of a student.

**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 varying exceptionalities are brought in as speakers. The course includes visits to Shrine School, Treadwell, White Station, Colonial Hearing 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.

**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. Taught in alternate years; will not be taught 1993-1994.

**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) [9]**

This course requires the students to complete 15 weeks of student teaching under the direction of two (2) supervising teachers in the Memphis area schools. The student teaching experience includes testing, management, grading, and assuming full responsibility for all assigned classes.

**460. Education Seminar. (Fa) [4]**

This seminar is taken concurrently with student teaching. It allows students to discuss the applications of the philosophical, psychological, and social theories in the classroom. Principals and other speakers will participate in the seminar on a regular basis. Topics will include computer applications in the educational setting, classroom management techniques, tests and measurement, and instructional management.



## ENGLISH

## PROFESSORS

**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.)

**Michael Leslie.** B.A., University of Leicester; Ph.D., University of Edinburgh. (Renaissance literature, Literature and the Visual Arts.) *Dean, British Studies at Oxford.*

## ASSOCIATE PROFESSORS

**Jennifer Brady.** *The Charles R. Glover Chair of English Studies.* B.A., University of Toronto; M.A. and Ph.D., Princeton University. (Jonson, Renaissance and Restoration literature.)

**Cynthia Marshall.** B.A., Roanoke College; M.A. and Ph.D., University of Virginia. (Shakespeare, Romantic literature.)

## ASSISTANT PROFESSORS

**Vanessa Dickerson.** B.A., University of Virginia; Ph.D., Princeton University. (Victorian literature, African-American literature.)

**Cary Holladay.** B.A., College of William and Mary; M.A., Pennsylvania State University. (Creative Writing, Southern Literature.)

**Elizabeth Kamhi.** B.A., Emory University; M.A. and Ph.D., Indiana University. (Comparative literature, Composition.)

**Richard Lyons.** *Writer in Residence.* B.A., University of Massachusetts; M.F.A.; University of Arizona; Ph.D., University of Houston. (Creative Writing, Contemporary Poetry.)

**Sandra McEntire.** B.A., Trinity College (Washington); M.A., University of Maryland; M.A. and Ph.D., Cornell University. (Medieval literature, Chaucer.)

**Brian W. Shaffer.** B.A., Washington University; Ph.D., University of Iowa. (Twentieth-century British literature.)

**Mark Winokur.** B.A., Brandeis University; M.A. and Ph.D., University of California, Berkeley. (Film Studies.)

## PART-TIME INSTRUCTORS

**Lisa Hickman.** B.A., Drury College; M.A., Drake University. (Composition, Contemporary literature.)

**Charles C. Wilkinson.** B.A., Memphis State University; M.A., Vanderbilt University. (Composition.)

**The Department of English** offers courses in expository and creative writing, in film, 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 and film 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'. Students majoring in English choose between a concentration in the study of literature and a concentration in writing, though students in one track are required to complete some course work in the other.

Whether pursuing the literature track or the writing track, English majors acquire an attentiveness to verbal subtlety and the abilities to analyze difficult texts and express complex ideas effectively. The study of English is therefore valuable preparation for a broad range of careers that demand a proficiency in clear written expression and the ability to think critically. Recent graduates in English have pursued careers in teaching, journalism and the mass media, law, advertising, public relations, publishing, the ministry, business, public service, medicine, and a number of other fields.

**Interdisciplinary Programs.** The College offers a number of interdisciplinary programs which draw on faculty from several departments and offer both majors and minors. Students interested in English may want to investigate possible minors in American Studies, Film Studies, or Women's Studies. For further information on interdisciplinary programs at Rhodes, see the section on Interdisciplinary Study in this catalogue.

**Opportunities for special study.** Throughout the year, the department brings to campus a number of visiting lecturers, noted critics and scholars, and poets and authors who share their work and lead workshops and discussion sessions.

Though interdisciplinary, the curriculum of the British Studies at Oxford summer study program offers more courses in English literature than in any other discipline. Both majors and non-majors often take advantage of these offerings to supplement work in English at Rhodes; credit earned in the program is directly credited as Rhodes College work. Professor Michael Leslie, a member of the English department, serves as Dean of the program, which is more fully described in the section concerning Foreign Study.

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

## REQUIREMENTS FOR A MAJOR IN ENGLISH:

A student may choose one of two tracks.

### **Track I: Concentration in Literature:**

1. Any 200-level literature course
2. 4 courses in literature written before 1800
3. 1 Topics Seminar (332 or 385), to be taken by the end of the junior year (may also satisfy #2 or #6)
4. Senior Seminar, English 485
5. Senior Paper, English 486
6. 8 additional courses in English, 200 or above, at least 6 of which must be in literature.

### **Track II: Concentration in Writing:**

1. Any 200-level literature course
2. Literature: 7 courses, including 1 course (3 hours) in pre-19th century literature at the 300 level or higher, and either 332 or 385
3. Writing, 5 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 5 courses (15 hours) must include at least two 300-level workshops in the student's major genre (fiction, poetry) as well as 3 hours of course work outside that genre.
4. Senior project (2 hours), English 482
5. Senior seminar, English 485

Note: Those considering the concentration in writing should contact one of the creative writing professors for early advising, preferably by the end of the first year.

### REQUIREMENTS FOR A MINOR IN ENGLISH:

1. Any 200-level course
2. 3 courses in English numbered 300 or higher
3. 2 additional courses in English numbered 200 or higher

### 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, Faulkner, etc.
3. A substantial, in-depth thesis in one or more of the areas studied.
4. Approval by the Individualized Studies Committee.

### COURSE OFFERINGS

Unless otherwise noted, these courses are taught every year and in the semesters indicated.

#### 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.

#### 155. Writing: Daily Themes. (Fa, Sp) [3]

An alternative to English 151 offered to outstanding first-year 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.

#### 200. Introduction to Poetry Writing: Form, Theory, Workshop. (Sp) [3]

A study of poetic form and theory, leading to a workshop in which students present their own poems for discussion. Prerequisite: English 151 or the permission of the instructor.

#### 201. Introduction to Fiction Writing: Form, Theory, Workshop. (Fa,Sp) [3]

A study of narrative form and theory, leading to a workshop in which students present their own fiction for discussion. Prerequisite: English 151 or the permission of the instructor.

#### 210. 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.

#### 213. Religion and Literature. (Fa or Sp) [3] H or L

An examination of the expression and treatment in literature of religion and religious experience, focusing on a variety of texts. Prerequisite: English 151. (Same as Religious Studies 213.)

**220. Women and Literature. (Fa or Sp) [3] H**

A study of works written by or about women, this course is an opportunity to explore the distinct issues that women, their representations, and their writing raise. Possible topics: Women's Autobiography, Contemporary Black Women Authors, The Novel of Manners, and others. Prerequisite: English 151.

**230. Shakespeare's Major Plays. (Fa, Sp) [3] H**

Selected plays from Shakespeare's major works. Prerequisite: English 151.

**240. Literature and Film. (Fa or Sp) [3] H**

An examination of cinematic treatments of literary texts. Prerequisite: English 151.

**241. History and Criticism of American Cinema. (Fa) [3] H**

A chronological survey of American film, focusing on technological and stylistic developments such as the introduction of sound and color, on the evolution of various film genres (screwball comedy, the western, *film noir*), and how to "read" films. Prerequisite: English 151.

**242. World Film. (Sp) [3] H**

A chronological survey of world film, focusing on the theoretical implications of developing technologies and changing social mores, and introducing the major critical approaches to a filmic text. Prerequisite: English 151.

**251. Advanced Essay Writing. (Fa,Sp) [3]**

Extensive practice in the various types of expository prose.

**260. Introduction to Literature in English I. (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 II. (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, Sp) [3] H**

Topics may come from areas such as Masterworks of World Literature or Literature of the South or from other areas as special opportunities arise. Content may vary from year to year with the instructor. Course may be repeated as long as topics are different. Prerequisite: English 151.

**300. Advanced Poetry Workshop. (Fa) [3]**

Practice in the craft of writing poems. Includes study of contemporary poetry. May be repeated once for credit. Prerequisite: English 200 and permission of the instructor.

**301. Advanced Fiction Workshop. (Fa, Sp) [3]**

Practice in the craft of writing fiction. Includes study of contemporary fiction. May be repeated once for credit. Prerequisite: English 201 and permission of the instructor.

**315. The English Language. (Sp) [3]**

A survey of the historical development of English from the Anglo-Saxon period to the present, including a consideration of the concept of language, the Indo-European

system, lexicography, and issues of American English. (Course offered in alternate years; scheduled for 1994-95.)

**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: Any 200-level literature course.

**322. Renaissance Poetry and Prose. (Fa or Sp) [3] H**

A study of 16th and 17th century poetry and prose. Possible authors: Wyatt, Surrey, Sidney, Marlowe, Spenser, Shakespeare, Jonson, Raleigh, Donne, Marvell, Herbert, Herrick, More, Bacon, Browne. Prerequisite: Any 200-level literature course. (Course offered in alternate years; scheduled for 1994-95.)

**323. Renaissance Drama. (Fa or 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: Any 200-level literature course. (Course offered in alternate years; scheduled for 1995-96.)

**325. Chaucer. (Sp) [3] H**

Chaucer's major works. Prerequisite: Any 200-level literature course. (Course offered in alternate years; scheduled for 1995-96.)

**332. Topics in Shakespeare Studies. (Sp) [3] H**

Focused exploration of a special topic or critical problem in Shakespeare studies. Topics will vary from semester to semester, but will include the study of six to eight Shakespearean plays and both critical and historical texts considering issues that are central to interpreting Shakespeare's work. Possible topics: Spectacles of Power; Gender and its Representation; Shakespeare and Psychology. Repeatable for credit with different topic. Prerequisite: Any 200-level literature course. Majors only.

**335. Milton. (Fa or Sp) [3] H**

Milton's major poetry and prose. Prerequisite: Any 200-level literature course. (Course offered in alternate years; scheduled for 1995-96.)

**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, Otway, Finch, Phillips, Farquhar, Behn, Bunyan, Milton (selections), Defoe, Halifax. Prerequisite: Any 200-level literature course.

**341. Eighteenth-Century Literature. (Sp) [3] H**

Poetry, prose, and fiction of the eighteenth century. Authors include Swift, Pope, Defoe, Richardson, Fielding, Goldsmith, Gray, Collins, Sterne, Burney, Edgeworth, Johnson. Prerequisite: Any 200-level literature course.

**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: Any 200-level literature course.

**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: Any 200-level literature course.

**355. Nineteenth-Century British Fiction. (Sp) [3] H**

A study of such authors as Austen, Scott, Shelley, the Brontës, Thackeray, Dickens, Eliot, Meredith, Trollope, Stevenson, Hardy, and "minor classics." Prerequisite: Any 200-level literature course.

**360. American Literature to 1860. (Fa) [3] H**

A study of the development and major achievements of American literature to 1860, focused on a period of cultural nationalism, Romanticism, and democratic social upheaval. Works of prose, poetry, and fiction by Franklin, Irving, Poe, Emerson, Hawthorne, Melville, Thoreau, and Stowe will be read. Prerequisite: Any 200-level literature course.

**361. American Literature 1860-1914. (Sp) [3] H**

Study of the major achievements of American literature from 1860 to 1914, focusing on realism and naturalism in fiction and on the origins of modernism in poetry. Particular attention will be paid to the relationships between literary developments and social and cultural change brought about by industrialization. Prerequisite: Any 200-level literature course.

**362. Twentieth-Century American Literature. (Sp) [3] H**

A study of the major developments and writers of twentieth-century America. Prerequisite: Any 200-level literature course.

**363. Twentieth-Century British Literature. (Fa) [3] H**

Major British authors of the 20th century. Possible authors: Yeats, Hardy, Eliot, Joyce, Conrad, Forster, Woolf, Lawrence, Shaw, Beckett, Wilde, Auden, Thomas. Prerequisite: Any 200-level literature course.

**364. Black Writers in America. (Fa or Sp) [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: Any 200-level literature course.

**371. Modern Fiction. (Sp) [3] H**

A study of major twentieth-century works of prose fiction in English or read in translation. Possible authors: Kafka, Mann, Grass, Camus, Sartre, Proust, Nabokov, Calvino, Bulgakov, Garcia Marquez, Fuentes, Faulkner, Woolf, and others. Prerequisite: Any 200-level literature course.

**373. Developments in Contemporary Literature. (Fa or Sp) [3] H**

A study of the emergence of new writers after 1950, with close analysis of poems, works of fiction and plays. Prerequisite: Any 200-level literature course.

**381. Topics in Film. (Sp) [3] H**

The focused exploration of a topic or genre that ties a body of films together in order to pursue issues of film criticism and theory in depth. Such topics as the following may be considered: gender and film, race and film, film adaptation, American genre films, the film auteur, screenplay writing. Includes the study of critical texts. Repeatable for credit with different topic. Prerequisite: 241 or 242.

**382. Film Theory. (Fa) [3] H**

The study of appropriate films in connection with a selection of theoretical texts that elaborate the problem of meaning in film. Films and readings will be roughly chronological. Requirements include mandatory attendance at film screenings, to occur outside of scheduled class hours. Prerequisite: 240, 241, or 242.

**385. Topics in Advanced Literary Study. (Fa, Sp) [3] H**

The focused exploration of special topics or critical problems in literary study. Topics will vary from semester to semester, and may include the intensive study of major authors, literary genres or movements, historical contexts of imaginative expression, significant themes, or critical methodologies. Courses include the study of critical texts and issues that are central to defining and interpreting their literary topic. Seminar format. Repeatable for credit with different topic. Prerequisite: Any 200-level literature course. Majors only.

**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. Although required for honors, enrollment in this course does not guarantee acceptance into the Honors Program.

**450. Washington Semester. (Fa, Sp) [12-16]**

An intensive study of journalism offered by the School of Communications at the American University in Washington, D.C., including seminars in contemporary journalism and a semester internship.

**455. Linguistics. (Fa or Sp) [3]**

The basic principles of structural, historical, and comparative linguistics, with primary emphasis on the Indo-European family of languages. (Same as FL 455.)

**460. Internship. (Fa, Sp) [3]**

A directed internship in which students will apply analytical and writing skills learned in the classroom to situations in business, journalism, not for profit organizations, and the professions. Pass/Fail only.

**482. Senior Writing Project. (Fa-Sp) [0-2]**

For majors in the writing concentration. A two-semester course in which students create and assemble a portfolio of their writing in their major genre.

**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. Prerequisite: 332 or 385. For Senior English majors only.

**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

**Horst R. Dinkelacker.** Staatsexamen, Eberhard-Karls-Universität Tübingen; Ph.D., Vanderbilt University. (German language, literature, and culture; eighteenth and nineteenth centuries.)

**Donald W. Tucker.** B. S., Davidson College; M. A. and Ph.D., University of North Carolina. (Spanish language and literature-nineteenth and twentieth centuries.)

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

## ASSOCIATE PROFESSORS

**Valerie Z. Nollan.** *Chair.* B.A., University of Delaware; M.A. and Ph.D., University of Pittsburgh. (Russian language and literature-nineteenth and twentieth centuries.)

**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.)

## ASSISTANT PROFESSORS

**Shira Malkin Baker.** Doctorat de Troisième Cycle, Université de Paris VII; Ph.D. candidate, State University of New York at Buffalo. (French language and literature, drama, cultural studies.)

**Christine Barber.** A.B., University of California, Berkeley; M.A., Harvard; Ph.D., University of California, Berkeley. (Spanish language and literature; 20th Century Latin American literature.)

**Rahel Lidda C. Hahn.** B.A., University of Toronto; M.A. and Ph.D., Cornell University. (Medieval, early modern, and 20th century German literature and culture.)

**Kenneth S. Morrell.** B.A., Stanford University; M.A. and Ph.D., Harvard University. (Greek and Roman Studies.)

## INSTRUCTOR

**Esperanza Barriza Ralston.** B.A., Universidad de Sevilla; M.A., Universidad Complutense; M.A.T., Memphis State University. (Spanish language.)

Two additional appointments, one in Greek and Roman Studies, one in Japanese, to be announced.

## PART-TIME INSTRUCTORS

**Angela Balducci Mutzi.** Doctor of Letters, University of Palermo. (Italian language and literature.)

**Mary Stuart Quinlan.** B.A., Queens College. (Russian language.)

## CONVERSATION ASSISTANTS

**Louissette D. Palazzolo.** B.A., Memphis State University. (Conversational French.)

**Tatiana McKeen.** (Conversational Spanish)

Conversation assistant in Russian to be announced.

The Department of Foreign Languages and Literatures regularly offers instruction in French, German, ancient Greek, Italian, Japanese, Latin, Russian, and Spanish. Details

about the study of each of these languages at Rhodes are found under the subject heading for that specific language. In addition to literature and culture courses in the foreign languages, the department also offers a program in foreign literature in English translation (see Topics in World Literature).

A major in a foreign language provides the fundamental linguistic requirements for a career in teaching, diplomacy, international business, and translation, and for graduate study. It is useful in travel and important in understanding a foreign culture. Of particular interest to students are the Summer Intensive Study (Maymester) programs in French and Spanish and the exchange programs with the University of Tübingen in Germany, Kansai Gaidai in Osaka, Japan, and with the former Soviet Union under the auspices of the American Collegiate Consortium for East-West Cultural and Academic Exchange.

The Summer Intensive Study program, currently offered for French and Spanish, is designed to give students an opportunity to finish the sequence of courses leading to the fulfillment of the foreign language proficiency requirement in one academic year and thus to avoid the summer hiatus between language courses 102 and 201. In each program, students receive intensive language instructions five days a week for approximately four weeks at language institutes in Paris and Madrid, which also provide room and board. A Rhodes faculty member accompanies each group to provide special tutoring beyond the institutes' instruction and to organize additional events or excursions.

The exchange programs in Germany, and Japan and with the former Soviet Union are for more advanced students, generally juniors, who plan to spend a year or a semester there. Two years of German, Japanese, or Russian are required to be eligible for these exchanges. For more information on any of these programs, please consult a faculty member in the appropriate language.

**Foreign Language Degree Requirement.** The degree requirement in foreign languages may be met by the successful completion of any appropriate three or four hour course numbered 201 or higher or by an appropriate score on the placement test.

All students who plan to fulfill Rhodes' foreign language degree requirement in a language they have previously studied for two years or more in high school **must** take a placement test in that language during orientation. For French, German, and Spanish, scores on that test will be used to place students in the course most appropriate for them at Rhodes. **However, a student may not take for academic credit a course numbered 101 in any language if two or more years of that language were completed in high school.** For **Latin**, the test serves only as a proficiency, not as a placement test. Students who have had two years of Latin in high school must enroll in Latin 201 unless the instructor recommends entry at a lower level. Students with fewer than two years in a language may enter that language at the 101 level. Any student who scores at the 201 level or higher 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.

In the modern languages, placement tests cover reading, writing, and listening comprehension; in Latin, reading and writing. They are given twice a year: during orientation week in August and at the end of the spring semester. **Literature or culture courses given in translation do not satisfy the foreign language degree requirement.**

**Departmental Majors.** Three types of majors are offered by the department:

- A. The major in French, German, Greek and Roman Studies, and Spanish. This major is designed to provide depth in one language, including its literature and civilization. Requirements are listed under the appropriate language heading.
- B. The interdisciplinary major in International Studies/French or German. This major is fully described in the Interdisciplinary Study section of this catalogue.

C. The Cultural Area Studies major in Russian/Soviet Studies. This major is also described fully in the Interdisciplinary Study section of this catalogue.

Minors are offered in French, German, Greek and Roman Studies, Japanese, Russian/Soviet Cultural Studies, and Spanish. Requirements are listed under the appropriate language headings.

Students interested in Japanese may also want to investigate a possible minor in Asian Studies (see section on Interdisciplinary Study).

## THE LANGUAGE CENTER

Professor Donald W. Tucker. Director.

Marjorie M. Stoner. Associate Director.

The Language Center, housed in Buckman Hall, consists of an office, a seminar room, a classroom, a faculty workroom, and the language laboratory. In the state-of-the-art Language Center, there are ten study carrels with VCRs and monitors, and ten carrels with Macintosh IIsi computers, laserdisc players, and monitors. One of the laser carrels is also equipped with a CD-Rom player. Four booths are equipped with the traditional audio tape player/recorder with additional players and tape duplication service being available. Both the seminar room and the classroom are equipped with a large-screen TV, a multi-standard VCR (for PAL and SECAM as well as NTSC), and a laserdisc player. All TV monitors are connected to the SCOLA satellite dish which brings in broadcasts from around the world, and tape recordings are made of some of the foreign language news broadcasts for later use by students. Regular classes, conversation classes, and tutoring sessions are held in either the seminar room or the classroom.

## 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, Arabic, Portuguese, 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.

### FL 455. Introduction to Linguistics. (Sp) [3]

The basic principles of structural, historical, and comparative linguistics, with primary emphasis on the Indo-European family of languages.

### FL 482. Symposium. (Sp) [3] H

This course is designed to provide an integrative experience for all foreign language majors. It is offered every year and will alternate between literary theory and selected topics in comparative literature. Since topics alternate, students may take this course more than once for credit.

## ARABIC

Not offered in 1994-95.

Courses include elementary and intermediate 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.

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.

## CHINESE

Not offered in 1994-95.

### COURSE OFFERINGS

#### 101-102. Elementary Chinese. (Fa, Sp) [4-4]

A thorough background in all the language skills: listening, speaking, reading, and writing. Students are expected to master approximately 600 Chinese characters and their basic combinations.

#### 103-104. Elementary Chinese Conversation. [0-0]

To be taken concurrently with Chinese 101-102.

#### 201-202. Intermediate Chinese. (Fa, Sp) [4-4]

A continuation of Elementary Chinese using the same series of materials and methodology (communicative approach). New sentence patterns, another 600 new characters, and more than 1000 new compounds will be added. Supplementary materials, such as videos, will also be used to further develop students' communicative skills in Chinese. Prerequisite: 102 or the equivalent.

#### 203-204. Intermediate Chinese Conversation. [0-0]

To be taken concurrently with Chinese 201-202.

# 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 313 or 314; thereafter, the student is prepared for other upper-level courses. Prospective majors and minors should consult the staff before entering a 300-level course.

## REQUIREMENTS FOR A MAJOR IN FRENCH:

Nine courses of 3 or 4 credit hours each, numbered 301 or above. Specifically:

1. All majors are required to take three of the following four courses: French 301, 302, 313, 314.
2. French 301 or 302 and French 313 or 314 are prerequisites for French courses beyond 314.
3. Either FL 455 or FL 482 may be substituted for one course numbered above French 314.

Recommended: A second modern language; 2 years of Latin; related courses in English, history, philosophy, and art.

Majors are strongly encouraged to spend their junior year in a French or Francophone university. Departmentally pre-approved courses taken there will be accepted as courses in the major.

## 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 FL 455 or 482; a research paper on a specific literary topic; demonstrated proficiency in spoken and written French; and study abroad (at least one semester). Approval by the Individualized Studies Committee is required.

## REQUIREMENTS FOR A MINOR IN FRENCH:

Five courses of 3 or 4 credit hours each numbered 301 or above, to include three of the following four core courses: French 301, 302, 313, 314; plus two other elective 3 or 4 credit hour French courses numbered 301 or above. French 301 or 302 and French 313 or 314 must be taken before elective courses above 314 are attempted.

Minors are strongly encouraged to spend at least one term of their junior year in a French or Francophone university. Approved courses taken there, beyond French 314, will count as elective courses in the minor. French 305 counts as one elective course in the French minor.

## 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.

**205. Intensive French. (Summer) [4 or 6]**

Immersion-style French language study at the intermediate level, in a Francophone country. May be used to satisfy the college's proficiency requirement in foreign languages. Prerequisite: French 102 or equivalent.

**206. Intermediate Conversation Practicum. (Fa) [1]**

Intermediate grammar review, along with continuing development of oral expression and aural comprehension. Prerequisite: French 201 or 205. Students who have already taken French 202 or above will not receive credit for 215.

**301. Composition and Conversation. (Fa) [3]**

Emphasis on development of oral expression through grammar review and acquisition of active vocabulary to be practiced in writing and class discussions. Prerequisite: French 202 or permission of instructor.

**302. Survey of French Civilization. (Sp) [3]**

French civilization from the Middle Ages to the twentieth century. Continuing grammar review. Prerequisite: French 301 or permission of instructor.

**305. Intensive French. (Summer) [4 or 6]**

Immersion-style French language study beyond the intermediate level, in a Francophone country. Counts as one elective course beyond the three core courses in the French minor, but does not count toward the major in French. Prerequisite: French 202, or the equivalent.

**306. Conversation Practicum. (Sp) [1]**

Emphasis on oral expression and listening comprehension. Small group format. Prerequisite: French 301 or permission of instructor. May be repeated once for credit.

**308. French Cultural Heritage. (Fa or Sp) [3 or 4] H**

Intensive French language study at the advanced level in a Francophone culture, supplemented by an in-depth investigation of a major aspect of that culture's civilization. Research paper and formal oral presentation. Counts as one course towards the major in French. Prerequisite: French 301 or 302 or permission of the instructor.

**311. Advanced Conversation. (Sp) [3] H**

Phonetics, listening comprehension, vocabulary building, expression in French, appreciation of socio-linguistic differences. Prerequisite: French 301 or 302 or the

equivalent field experience in a Francophone setting (e.g., French 305 or 308). (Course scheduled for Spring 1995-96.)

**313. Survey of Pre-Revolutionary Literature. (Sp) [3] H**

Major French authors of the Middle Ages, Renaissance, classical period and enlightenment. Prerequisite: French 202 or equivalent. Students are strongly advised to take French 301 or 302 prior to French 313. (Course scheduled for Spring 1994-95.)

**314. Survey of Literature Since the Revolution. (Fa) [3] H**

Major French authors of the nineteenth and twentieth centuries. Prerequisite: French 202 or equivalent. Students are strongly advised to take French 301 or 302 prior to French 314.

**317. 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; substantial unit on commercial French. Research project. Prerequisite: French 301 or 302 and 313 or 314 or permission of instructor. (Course scheduled for Spring 1994-95.)

**330. The Early French Novel. (Fa) [3] H**

Readings in French fiction from the Middle Ages through Flaubert. Prerequisite: French 301 or 302 and 313 or 314, or permission of instructor. (Course scheduled for Fall 1997-98.)

**331. The French Novel. (Sp) [3] H**

A study of the concept and practice of the *roman* from Zola to Existentialism. Prerequisite: French 301 or 302 and 313 or 314 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 313 or 314 or permission of instructor. (Course scheduled for Fall 1996-97.)

**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 313 or 314 or permission of instructor. (Course scheduled for Fall 1995-96.)

**334. French Cinema. (Sp) [3] H**

A study of major French-language films. Prerequisite: French 301 or 302 and 313 or 314, or permission of the instructor. (Course scheduled for Spring 1996-97.)

**336. Contemporary French Literature. (Sp)[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 313 or 314 or permission of instructor. (Course scheduled for Spring 1995-96.)

**337. French Language Studies. (Fa or Sp) [1, 2, or 3]**

Special studies in contemporary French usage. Focus on practical analysis of the French language. Prerequisites: French 301 or 302 and 313 or 314 or permission of instructor.

**340. Introduction to Translation. (Fa, Sp) [3] H**

Emphasis on problems and strategies of translation. Students will be trained in a variety of techniques to translate accurately and idiomatically from French into English and from English into French. Prerequisite: French 301 or 302 and 313 or 314, or permission of instructor. (Course scheduled for Fall 1994-95.)

**350. 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.

**441-442. Special Topics in French. (Fa, Sp) [3-3]**

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

**486. Senior Seminar. (Fa) [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, literature, and culture 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 faculty member for details.

### REQUIREMENTS FOR A MAJOR IN GERMAN:

Requirements for a major in German: nine courses numbered 300 or above; one of these may be either FL 455 or FL 482; combinations of one or variable credit hour courses, such as 300 and 310, if they total at least 3 credit hours, may also count as one of the nine courses.

Specifically required are the following:

1. German 301-302; at least one of these must be taken before any more advanced courses are attempted.
2. At least two of the following: German 303, 304, 307.
3. Zentrale Mittelstufe-Prüfung. This test was developed by the Goethe-Institute as a language proficiency examination for their students who have completed Mittelstufe II or four eight-week intensive language courses with a total of 560 hours of instruction. Widely recognized in the Federal Republic of Germany, a passing score on this test is accepted by most German universities and American graduate schools in German as a measure of qualification for more advanced studies. It is offered every spring and may be repeated; the examination fee is approximately \$40.

Majors are strongly encouraged to participate in our exchange program with the University of Tübingen during their junior year; equivalent courses from there will be accepted as substitutes.



Recommended: A second foreign language; related courses in English, philosophy, and history.

### **REQUIREMENTS FOR A MINOR IN GERMAN:**

Five courses numbered 300 or above. Combinations of one and variable credit hour courses, such as 300 and 310, if they total at least 3 credit hours, may count as one of these five courses.

Specifically required are the following:

1. German 301-302; at least one of these must be taken before any more advanced courses are attempted.
2. Three additional courses, at least two from the following: German 303-304, 307.
3. Zertifikat Deutsch als Fremdsprache. This test was developed by the Goethe-Institute as a language proficiency examination for their students who have completed Grundstufe II or two eight-week intensive language courses with a total of 280 hours of instruction. Like the Zentrale Mittelstufe-Prüfung, although on a lower level of proficiency, it is widely recognized by business and educational institutions in the Federal Republic of Germany. A satisfactory score demonstrates that students have attained a level of proficiency that permits them to deal with all communicative situations during a stay abroad. It is offered every spring and may be repeated; the examination fee is approximately \$30.

Minors are also strongly encouraged to spend at least a semester at the University of Tübingen; equivalent courses from there will be accepted as substitutes.

### **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 or 482; a research paper on a specific literary, linguistic, or cultural topic; demonstrated proficiency in spoken and written German. Approval by the Individualized Studies Committee is required.

### **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.

#### **155. German Cultural Studies. (Fa, Sp) [1]**

This course introduces students to contemporary German culture and society. Students who have already chosen German or are thinking about doing so are particularly encouraged to explore what "German" might mean aside from fulfilling a language requirement. Some of the topics we will explore are Germany and its Past; Women and Men; German Images of America and vice versa; the Concept of National Identity and

Germany's Foreigners; Current Political Issues; Youth; Popular and High Culture (Literature, Film, Theatre, Music, Comics, etc.); Religion and Religiosity; Public and Private Spaces; Everyday Life: Customs, Foods, and Feasts. Taught in English. May be repeated once.

**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.

**300. Current Issues/Deutsch Aktuell. (Fa, Sp) [1]**

Discussions of current political, cultural, and social issues and developments in Germany/Europe centering around media reports via SCOLA and *Deutsche Welle*. May be repeated for credit. Prerequisite: German 201 or permission of instructor.

**301. Composition and Conversation. (Fa) [3]**

Training in written and oral German expression; intensive work with tapes; discussion of topical subjects, based on readings from newspapers and magazines and German news programs; individual reports. Prerequisite: German 202 or permission of instructor.

**302. Advanced Grammar. (Sp) [3]**

A study of the more difficult aspects of the German language. Further training in written and oral communication, translation exercises. Prerequisite: German 301 or permission of instructor.

**303-304. German Culture and Civilization. (Fa, Sp) [3-3] H**

A two-semester survey of the cultural and intellectual 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.); films, lectures, reports, and discussions. The second half of the course will focus on the major developments of the 20th century. Prerequisite: German 301 or 302 or permission of instructor.

**307. German Cinema. (Sp) [3] H**

This course, examining important German films since the days of the Weimar Republic, places special emphasis on the historical and social background of each film as well as the aesthetic qualities of the works. It thereby seeks to contribute to a better understanding of recent German history and of films as an artistic medium. Filmmakers to be studied include Friedrich Murnau, Georg Pabst, Fritz Lang, Leni Riefenstahl, Werner Herzog, Wim Wenders, Rainer Werner Fassbinder, and Margarethe von Trotta. Prerequisite: German 301 or 302 or permission of instructor.

**310. Readings. (Fa, Sp) [1-3]**

Readings designed to meet individual interests and needs. May be taken more than once for credit. Prerequisite: German 202 or permission of instructor.

**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. Prerequisite: at least three 300-level courses or permission of instructor.

**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). Prerequisite: at least three 300-level courses or permission of instructor.

**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. Prerequisite: at least three 300-level courses or permission of instructor.

**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: Hölderlin, Eichendorff, Heine, George, Morgenstern, Benn. Prerequisite: at least three 300-level courses or permission of instructor.

**409. Special Topics. (Fa or Sp) [3] H**

Content may vary from year to year. For 1993-94: 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. (Course scheduled for 1995-96.)

**486. Senior Seminar. (Sp) [3]**

Designed to provide an integrative experience of German studies by focusing on a particular period, genre, theme. Students will be assigned individual research topics and present their results orally and in writing at the end of the course.

**495-496. Honors Tutorial. (Fa-Sp) [3-6, 3-6]**

## GREEK AND ROMAN STUDIES

Greek and Roman Studies (GRS) aims to familiarize students with the civilizations of ancient Greece and Rome as transmitted to us through both written documents and archaeological artifacts and the intellectual and political conventions, which emerged and evolved among the ancient Greeks and Romans and continue to shape our existence in Western societies. The primary components of a student's training in GRS will be, first, the study of ancient Greece and Rome through courses that pose questions and present information reflecting the current directions of scholarly inquiry and illustrate the relationship between institutions of the past and present, and, secondly, the acquisition of one or both ancient languages. The program in Greek and Roman Studies offers three types of courses as described below designated at GRS, Greek, and Latin.

**REQUIREMENTS FOR A MAJOR IN GREEK AND ROMAN STUDIES:**

A minimum of thirty-four credit hours in Greek and Roman Studies.

1. Sixteen hours in Greek or Latin. This generally includes three four-hour courses in the elementary language sequence and four hours of credit in advanced reading

courses, which are usually offered for one credit hour but may be taken for as many as three. Students with training in Greek or Latin from high school who place into Greek or Latin 201 or directly into the advanced reading courses (Greek or Latin 211 and higher) will usually take the advanced reading courses for more than one credit.

2. For students who concentrate in Greek.
  - a. Six hours (two courses) from GRS 211, 221, 231, 305; Theater 280; or Philosophy 401
  - b. Nine hours (three courses) from Latin 101, 102, 201; GRS 212, 222, 232, 305; Art 231, 321; or Philosophy 201
  - c. GRS 475: Senior Tutorial
3. For students who concentrate in Latin.
  - a. Six hours (two courses) from GRS 212, 222, 232, 305
  - b. Nine hours (three courses) from Greek 101, 102, 201; GRS 211, 221, 231, 305; Theater 280; Philosophy 401; Art 231, 321; or Philosophy 201
  - c. GRS 475: Senior Tutorial (three hours)

### REQUIREMENTS FOR A MINOR IN GREEK AND ROMAN STUDIES:

A minimum of twenty credit hours in Greek and Roman Studies.

1. Fourteen hours in Greek or Latin. This generally includes three four-hour courses in the elementary language sequence and two hours of credit in advanced reading courses. As noted above under the requirements for the major, students with training in Greek or Latin from high school who place into Greek or Latin 201 or directly into the advanced reading courses (Greek or Latin 211 and higher) will usually take the advanced reading courses for more than one unit.
2. For students who concentrate in Greek.
  - a. Three hours (one course) from GRS 211, 221, 231, 305; Theater 280; or Philosophy 401
  - b. Three hours (one course) from Latin 101, 102, 201; GRS 212, 222, 232, 305; Art 231, 321; or Philosophy 201
3. For students who concentrate in Latin.
  - a. Three hours (one course) from GRS 212, 222, 232, 305
  - b. Three hours (one course) from Greek 101, 102, 201; GRS 211, 221, 231, 305; Theater 280; Philosophy 401; Art 231, 321; or Philosophy 201

### HONORS IN GREEK AND ROMAN STUDIES

Honors is awarded to those who distinguish themselves as exceptional students of ancient Greece and Rome. The honors project described below must be approved by the Individualized Studies Committee. Preparation for the project should begin no later than the spring semester of a candidate's junior year. In addition to fulfilling the requirements for the major with a concentration in either Greek or Latin, students seeking honors will be expected to complete the following:

1. GRS 495-496: Honors Tutorial.
2. An honors thesis or project that demonstrates an exceptional understanding of one or more aspects of the ancient world. Such a project might take the form, for example, of a written thesis, an analysis of archaeological fieldwork, or the production of a tragedy or comedy.

### PROGRAMS ABROAD

In addition to offering opportunities for travel and study in Greece and Italy through

the GRS program, Rhodes College also maintains ties with centers of study in Athens and Rome. Rhodes is a cooperating institution of the American School of Classical Studies at Athens and a member institution of the Intercollegiate Center for Classical Studies in Rome. Advanced students who anticipate pursuing graduate training in Greek and Roman Studies are strongly encouraged to participate in the programs of the ASCSA and ICCS.

### COURSE OFFERINGS: GREEK AND ROMAN STUDIES

Courses in Greek and Roman Studies are taught in English and have no prerequisites. Students of Greek and Latin may take a reading component in conjunction with each course for one or more hours of credit. A description of these reading components appears below in the section of advanced reading courses. Each series will be offered once every three years as designated.

The two-course series on ancient artistic expression (GRS 211-212) is designed in collaboration with the departments of English, Art, and Foreign Languages and Literatures to introduce the ideas, figures, events, and texts from the ancient world to which later literary and artistic traditions respond. The readings are organized around a topic that may change from one year to the next. The courses in ancient history (GRS 221-222) are designed to provide a chronological framework for the broader study of Greek and Roman culture and society. The series in ancient society (GRS 231-232) will provide students, especially majors in political science, international studies, and religion, with an introduction to the religious and political conventions of ancient Greece and Rome which continue to influence the beliefs and institutions of modern societies.

The advanced reading components listed in Greek and Latin (courses numbered 211 and above) are designed to accompany courses listed under the Greek and Roman Studies section. The number of the reading component will correspond to the number of the GRS course. For these courses, the students and instructor will develop collaboratively a schedule of readings depending on the direction and focus of the course. Under the designation Greek 315 and Latin 315 will appear reading components that will be offered in conjunction with courses in other disciplines, starting in the 1995-1996 academic year.

#### 211. *Myth and Community in Ancient Greece and Rome.* (Fa) [3] H

A study of *mythoi* from ancient Greece and Rome as transmitted in a variety of multiforms through works of literature, art, and architecture. This course aims to familiarize students with a set of Greek and Roman myths, discuss how myths shape human lives and perceptions, and present three interpretive traditions: the myth and ritual school (Fraser, Harrison, Murray), the psychoanalysts (Freud, Jung, Campbell), and the structuralists (Lévi-Strauss, Burkert). Sources for the study range from the *Iliad* and the iconography of Greek vase painting to Ovid's *Fasti* and Augustus' *Ara Pacis*. (Course offered every third year; scheduled for 1994-95.)

#### 212. *The Greek and Latin Backgrounds of Western Literature.* (Sp) [3] H

A study of literary genres as they evolved in Roman society with retrospective attention to Greek and Hellenistic models. The course will unify the exploration of genres by observing and tracing the image of the Roman *pater* ("father") as articulated by poets, political writers, and historians. Included among the readings will be the comedies of Plautus and Terence; the epic works of Virgil and Ovid; and selections from oratory, satire, lyric poetry, and historiography. (Course offered every third year; scheduled for 1994-95.)

**221. History of Greece. (Fa) [3] H**

A survey of Greek history in three parts: the prehistorical Minoan and Mycenaean societies of the Bronze Age, the rise and evolution of the Greek city-states from the Archaic Period to the rise of Macedonia, and the Hellenistic Period from the conquests of Alexander the Great to the collapse and annexation of Macedonia by the Roman Empire in 146 B.C.E. (Course offered every third year; scheduled for 1995-96.)

**222. History of Rome. (Sp) [3] H**

A survey of Roman history from Bronze Age Italy to the reign of Constantine. Students will encounter leading historical figures from Rome through their own writings and the perspectives of artists, contemporary historians, and later biographers. Readings will include the *Commentaries on the Civil War* by Caesar, the political speeches of Cicero, the political poetry of Catullus, Horace, Virgil, Ovid, and Lucan, the historical writings of Polybius, Sallust, Livy, and Tacitus, and the biographical treatises of Plutarch and Suetonius. (Course offered every third year; scheduled for 1995-96.)

**231. Athenian Society during the Peloponnesian War. (Fa) [3] H**

A study of the religious and political nature of ancient Greek society. Students will study the range of Greek religious expression and the role of cults in the life of individual families, city-states, and the Panhellenic community. A second focus will be the social and political dynamics that emerged from the polarities of citizen and non-citizen, male and female, the free and enslaved, the landed and landless, and the young and aged during periods of both relative stability and severe social dysfunction. A third emphasis will be a comparison of the two major political ideologies of the time, Athenian democracy and Spartan oligarchy. (Course offered every third year; scheduled for 1996-97.)

**232. Roman Society in the Late Republic and Early Empire. (Sp) [3]**

A course similar in design to GRS 231 adapted to the unique features of Roman society. (Course offered every third year; scheduled for 1996-97.)

**305. Travel-Study in Greece. (Summer) [3] F**

An intensive introduction to the material culture of ancient Greece. Through visits to archaeological sites and museums, the course will cover the evolution of art and architecture from the Bronze Age (Minoan and Mycenaean) through the Archaic, Classical, and Hellenistic periods. The four-week tour will feature extended stays in Athens and Heraklion (on Crete) and a trip to the islands of Santorini and Rhodes. Although the emphasis of the course is on ancient civilizations, students are also encouraged to take advantage of the opportunity to learn about modern Greek society. GRS 211, 221, or 231 is strongly recommended as preparation for this course.

**475. Senior Tutorial. (Sp) [3]****495-496. Honors Tutorial. (Fa-Sp) [3-3]****GREEK****101-102. Elementary Greek. (Sp-Fa) [4-4]**

An introduction to the fundamentals of the ancient Greek language: pronunciation, reading, writing, and grammatical concepts. The elementary sequence of courses through Greek 201 will prepare students to read and use ancient Greek documents in a wide variety of academic contexts. Students will also develop aural and oral skills through

practice in class, tutorial sessions, and assignments in the Language Center Laboratory. Corequisite: Greek 103-104.

### 103-104. Elementary Greek Tutorial. (Sp-Fa) [0-0]

A tutorial component that accompanies Greek 101-102. Students will meet with a tutor for one hour during the week to work in reading and conversation groups, discuss ancient Greek culture, collaborate on written projects, review for examinations, and complete assignments in the Language Center Laboratory. These courses must be taken concurrently with Greek 101-102.

### 201. Intermediate Greek. (Sp) [4]

The final course in the elementary language sequence. To prepare students for the advanced reading courses, which they will take in conjunction with a variety of courses both in the GRS program and in other departments, the course will emphasize reading and discussing documents primarily from the fifth and fourth centuries B.C.E. In addition to developing their reading comprehension, students will continue to work on their aural-oral proficiency in class, tutorial groups, and the Language Learning Center. Corequisite: Greek 203.

### 203. Intermediate Greek Tutorial. (Sp) [0]

A tutorial component that accompanies Greek 201. Students will meet with a tutor for one hour during the week to work in reading and conversation groups, discuss ancient Greek culture, collaborate on written projects, review for examinations, and complete assignments in the Language Center Laboratory. This course must be taken concurrently with Greek 201.

### 211. Reading Component. (Fa) [1-3]

Reading from the *Iliad* (generally from books I, IX, XVIII, XXII, or XXIV) or *Odyssey* (from books IX-XII). (Course offered every third year; scheduled for 1994-95.)

### 212. Reading Component. (Sp) [1-3] ~

A continuation with reading from the Homeric poems or texts from the lyric or comic traditions (poems by Sappho, Pindar, Theocritus, and Callimachus or the *Dyskolos* by Menander). (Course offered every third year; scheduled for 1994-95.)

### 221. Reading Component. (Fa) [1-3]

Reading from the historians (Herodotus I or selections from Thucydides I and II). (Course offered every third year; scheduled for 1995-96.)

### 222. Reading Component. (Sp) [1-3]

Reading from historical and biographical texts written in Greek during the Late Republic and Principate (Appian's *Civil Wars* I, selections from Plutarch's *Lives* or the *Roman Antiquities* of Dionysius of Halicarnassus). (Course offered every third year; scheduled for 1995-96.)

### 231. Reading Component. (Fa) [1-3]

Reading from the Attic orators (Lysias I or XII). (Course offered every third year; scheduled for 1996-97.)

### 232. Reading Component. (Sp) [1-3]

Readings from historical and biographical texts written in Greek during the Late

Republic and Principate (Appian's *Civil Wars* I, selections from Plutarch's *Lives* or the *Roman Antiquities* of Dionysius of Halicarnassus). (Course offered every third year; scheduled for 1996-97.)

**305. Reading Component. (Summer) [1-3]**

Readings of topical interest for the travel-study course to Greece or Italy. Selections from tragic or comic playwrights, philosophers, epic or lyric poets, orators, or historians depending on the interest and level of the students. Corequisite: GRS 305.

**315. Reading Component. (Fa, Sp) [1-3]**

Beginning in the academic year 1995-1996, students may take reading components in conjunction with selected courses in theater, art, philosophy, humanities, English, history, and religious studies. (Course offered every semester beginning in 1995-96.)

**415. Tutorial Assistantship. (Fa-Sp) [1]**

Under the direction of the instructor, the tutorial assistant will be responsible for helping to plan and conduct the tutorial sessions for the elementary students. This course is open only to advanced students and by permission of the instructor.

**LATIN**

**101-102. Elementary Latin. (Fa-Sp) [4-4]**

An introduction to the fundamentals of the Latin language: pronunciation, reading, writing, and grammatical concepts. The elementary sequence of courses through Latin 201 will prepare students to read and use Latin documents in a wide variety of academic contexts. Students will also develop aural and oral skills through practice in class, tutorial sessions, and assignments in the Language Center Laboratory. Corequisite: Latin 103-104.

**103-104. Elementary Latin Tutorial. (Fa-Sp) [0-0]**

A tutorial component that accompanies Latin 101-102. Students will meet with a tutor for one hour during the week to work in reading and conversation groups, discuss Roman culture, collaborate on written projects, review for examinations, and complete assignments in the Language Center Laboratory. This course must be taken concurrently with Latin 101-102.

**201. Intermediate Latin. (Fa) [4]**

The final course in the elementary language sequence. To prepare students for the advanced reading courses, which students will take in conjunction with a variety of courses both in the GRS program and in other departments, the course will emphasize reading and discussing documents primarily from the Late Republic and the Augustan Age. In addition to developing their reading comprehension, students will continue to work on their aural-oral proficiency in class, tutorial groups, and the Language Learning Center. Corequisite: Latin 203.

**203. Intermediate Latin Tutorial. (Fa) [0]**

A tutorial component that accompanies Latin 201. Students will meet with a tutor for one hour during the week to work in reading and conversation groups, discuss Roman culture, collaborate on written projects, review for examinations, and complete assignments in the Language Center Laboratory. This course must be taken concurrently with Latin 201.



**211. Reading Component. (Fa) [1-3]**

Reading from Vergil (generally from *Aeneid* I, II, IV, VI, VIII, or XII or Livy (*Ab urbe condita* I). (Course offered every third year; scheduled for 1994-95.)

**212. Reading Component. (Sp) [1-3]**

Reading selected from a range of possible Latin authors, including Plautus, Terence, Catullus, Vergil, Ovid, Propertius, Tibullus, Horace, Cicero, Sallust, Livy, Tacitus, Petronius, and Juvenal. (Course offered every third year; scheduled for 1994-95.)

**221. Reading Component. (Fa) [1-3]**

Reading from Quintus Curtius Rufus (*History of Alexander the Great*) or Cornelius Nepos (selections from *De viris illustribus*).

**222. Reading Component. (Sp) [1-3]**

Reading selected primarily from prose authors, including Caesar, Cicero, Sallust, Livy, Tacitus, Petronius, or Suetonius. (Course offered every third year; scheduled for 1995-96.)

**232. Reading Component. (Sp) [1-3]**

Reading selected from Cicero's orations, historical sources, and biography. (Course offered every third year; scheduled for 1996-97.)

**305. Reading Component. (Summer) [1-3]**

Readings from comic playwrights, epic, lyric, or elegiac poets, orators, or historians depending on the interest and level of the students. (Course scheduled for summer, 1995.)

**315. Reading Component. (Fa-Sp) [1-3]**

Beginning in the academic year 1995-1996, students may take reading components in conjunction with selected courses in theater, art, philosophy, humanities, English, history, and religious studies.

**415. Tutorial Assistantship. (Fa-Sp) [1]**

Under the direction of the instructor, the tutorial assistant will be responsible for helping to plan and conduct the tutorial sessions for the elementary students. This course is open only to advanced students and by permission of the instructor.

## HEBREW

No Major Offered

### COURSE OFFERINGS

**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

## COURSE OFFERINGS

### 101-102. Elementary Italian. (Fa, Sp) [4-4]

Fundamentals of the language: pronunciation, grammar, oral practice, reading of simple texts.

### 103-104. Elementary Italian Conversation. (Fa, Sp) [0-0]

The required conversation portions of Italian 101-102. To be taken concurrently with Italian 101-102.

### 201-202. Intermediate Italian. (Fa, Sp) [4-4]

Continuation of grammar, conversation, and composition. Selected readings of classical and contemporary writers from Dante to Calvino. (Only 201 [Fa] will be offered 1994-95.)

### 203-204. Intermediate Italian Conversation. (Fa, Sp) [0-0]

The required conversation portions of Italian 201-202. To be taken concurrently with Italian 201-202. (Only 203 [Fa] will be offered 1994-95.)

# JAPANESE

No Major Offered

Regularly offered courses include introductory, intermediate, and advanced language study of modern Japanese, all of which include conversation drills by a native speaker. Courses in the language are designed to develop a student's ability to read, write, and speak Japanese. 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.

## Requirements for a Minor in Japanese:

Two core courses: Japanese 301-302 or their equivalents at Kansai-Gaidai, and the following three courses: History 288 (Japanese Civilization), History 375 (Modern Japan), and International Studies 263 (Government and Politics of Japan); or the equivalent courses taken at Kansai-Gaidai with prior departmental approval.

## COURSE OFFERINGS

### 101-102. Elementary 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.

### 103-104. Elementary Japanese Conversation. (Fa, Sp) [0-0]

To be taken concurrently with Japanese 101-102.

### 201-202. Intermediate Japanese. (Fa, Sp) [4-4]

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.

**203-204. Elementary Japanese Conversation. (Fa, Sp) [0-0]**

To be taken concurrently with Japanese 201-202.

**301. Advanced Japanese (Composition). (Fa) [3]**

An introduction to the composition of lengthy texts, with an emphasis on expository style. May be repeated for credit. Prerequisite: Japanese 202.

**302. Advanced Japanese (Oral Narration and Public Speaking). (Sp) [3]**

An introduction to storytelling, lecturing, and speechmaking, with emphasis both on the construction of discourse and on Japanese patterns of oral delivery. May be repeated. Prerequisite: Japanese 301.

## 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 minimum, including the following:

1. Russian 301-302, and three additional courses in Russian literature, culture, and film to be chosen from Russian 205, 210, 212, 214, and 401.
2. International Studies 221 and either 222 or 333.
3. History 381-382.
4. Senior Seminar (486), the product of which is the Senior Paper.

Possible elective courses (these do not count toward the 30 hours needed for the major): Economics 222 and Philosophy 415.

### REQUIREMENTS FOR A MINOR IN RUSSIAN/SOVIET STUDIES:

Three core courses: Russian 301-302, taken at Rhodes; and Russian 401. Also, two elective courses from among the following: Russian 205, 210, 212, 214.

### 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 Russian/Soviet Culture. (Fa) [3] H**

Study and analysis of the last two decades of Russian/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, and Trifonov. All films are subtitled; all works are read in translation. (Course offered in alternate years; scheduled for 1995-96.)

**210. Russian/Soviet Film from the Revolution to the Present. (Sp) [3] H**

Introduction to the ideological and aesthetic forces that have shaped the development of Russian/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. (Course offered in alternate years; scheduled for 1995-96.)

**212. Masterpieces of Russian Literature in Translation. (Fa) [3] H**

Reading of representative works by major Russian writers of the nineteenth century, including Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, and Dostoevsky. All works are read in translation. (Course offered in alternate years; scheduled for 1994-95.)

**214. Major Writers: Dostoevsky. (Sp) [3] H**

Reading and intensive study of Dostoevsky's prose fiction, including *Poor Folk*, *The Double*, "White Nights," *The Idiot*, and *The Brothers Karamazov*. All works are read in translation. (Course offered in alternate years; scheduled for 1994-95.)

**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 former 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*, *Novyi mir*, and *Znamia*.

## 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:**

Twenty-seven hours above Spanish 202; FL 455 or 482 may be one of these; Spanish 301 is required.

Recommended for the major in Spanish: Other modern foreign languages; Latin; literature; classics; philosophy; art.

### **REQUIREMENTS FOR A MINOR IN SPANISH:**

Fifteen hours taken at the 300 level or above. Spanish 301 is required and the other four courses may be selected according to the student's interest.

### **HONORS IN SPANISH:**

A minimum of 30 hours above the 200-level courses, which may include FL455 or 482; 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. Approval by the Individualized Studies Committee is required.

### **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.

#### **205. Spanish in Madrid. (Summer) [4]**

An intensive study of Spanish at El Estudio Internacional Sampere in Madrid, Spain. This course satisfies the proficiency requirement in foreign languages. Prerequisite: one year of college-level Spanish.

#### **301-302. Advanced Spanish Language and Civilization. (Fa, Sp) [3-3]**

A study of the most difficult aspects of the Spanish language with emphasis on the four skills of speaking, understanding, writing, and reading. Special attention is given to the idiomatic character of the language. Text materials deal with civilization and current events. 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. Spanish in Madrid. (Summer) [4]**

An intensive study of Spanish at El Estudio Internacional Sampere in Madrid, Spain, at the advanced level. Prerequisite: two years of college-level Spanish.

**306. Introduction to Latin American Culture and Literature. [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, and the new narrative of the twentieth century.

**405. The Literature of Mexico after 1911. [3] H**

A study of major Mexican writers of the twentieth century, such as Juan Rulfo, Carlos Fuentes, and Laura Esquivel.

**406. The Contemporary Novel of Latin America. [3] H**

A study of major novelists since 1950, such as Arguedas, Vargas Llosa, and García Márquez.

**412. Twentieth-Century Spain. [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 cannot be taken to 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.

**209. Faust. [3] H**

Same as German 409.

**212. Masterpieces of Russian Literature. (Fa) [3] H**

Same as Russian 212.

**214. Major Russian Writers: Dostoevsky. (Sp) [3] H**

Same as Russian 214.

# 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. Science majors will gain the basic groundwork for graduate study in geology, geophysics, or geochemistry. Students intending such graduate study should consult with the instructor in formulating an appropriate undergraduate curriculum.

Students interested in the environment may wish to minor in Earth System Science. The minor provides an opportunity to study the earth and planetary systems on a variety of spatial and temporal scales. Viewing the earth as the interaction of subsystems (lithosphere, hydrosphere, atmosphere, and biosphere) gives a contextual framework for the study of environmental issues. A systems modelling approach is used in Global Change (Physics 103) to understand such issues as greenhouse warming, deforestation, ozone depletion, acid precipitation, sea level rise, fresh water, and toxic wastes.

### Requirements for a minor in Earth System Science:

1. Geology 111-111L, Physics 103, Math 111 or Economics 290 or Psychology 211.
2. A minimum of 10 hours from at least two departments: Astronomy 115, Geology 112-112L, 212-212L, 301, Geology-Biology 253-254, Biology 105 (Environmental issues option), 200, 315.

## COURSE OFFERINGS

### 111-111L. Introduction to Earth System Science. (Fa) [3-1] N

The introduction of the materials, structures, and processes of the earth as the interaction of subsystems; and an analysis of the 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. (Course offered in alternate years; scheduled for 1994-95.)

### 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. (Course offered in alternate years; scheduled for 1995-96.)

### 253. Coral Reef Ecology—Past and Present. (Sp) [1] N following completion of 254.

This course is a prerequisite for Biology/Geology 254. Emphasis will be placed on geological field techniques, biological classification, primary literature dealing with coral reef ecology and geology, developing snorkeling proficiency, and instruction on expectations in Biology/Geology 254. Between one and two hours of class meeting per week. Prerequisite: Geology 111 or 112.



**254. Coral Reef Ecology—Past and Present. (May) [2] N**

This intensive field course will expose students to the organisms of coral reefs and the modern geological processes of carbonate sedimentation. This two-week course will be given at either the Bahamian Field Station, San Salvador, Bahamas or Roatan Field Station, Bay Islands, Honduras in May. Prerequisite: Biology/Geology 253.

**301. Special Problems in Geology. (Fa) [1-3]**

Designed to encourage students to do research on current problems in geology. Prerequisite: Geology 111 and approval of instructor.

**Coastal Marine Geology. [3]**

(See Biology Marine Sciences)

**Oceanography I: Physical, Chemical and Geological. [5]**

(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

**Michael R. Drompp.** B.A., M.A., Ph.D., Indiana University. (East Asian history, China and Japan, Inner Asian history.)

**James C. Lanier.** *Chair.* B.A., Stetson University; M.A. and Ph.D., Emory University. (American intellectual and cultural history, U.S. in the twentieth century.)

## ASSISTANT PROFESSORS

**Elizabeth Feder.** B.A., University of Michigan; M.A. and Ph.D., Johns Hopkins University. (U.S. social and cultural history, progressive era, U.S. women's history.)

**Gail S. Murray.** B.A., University of Michigan; M.S.E., University of Central Arkansas; Ph.D., Memphis State University. (U.S. social and cultural history, colonial America, the early republic.)

**Carolyn P. Schriber.** B.S., Kent State University; M.A. and Ph.D., University of Colorado. (Ancient world, medieval Europe, Renaissance and Reformation.)

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

## INSTRUCTORS

**Nancy Dunlap Bercaw.** B.A., Oberlin College; M.A. and candidate for the Ph.D., University of Pennsylvania. (The American South, nineteenth century cultural history.)

**Winston C. McDowell.** B.A., University of Pennsylvania; M.A. and candidate for the Ph.D., University of Minnesota. (African-American, twentieth century social and intellectual history.)

**Dwayne E. Williams.** *The William Randolph Hearst Minority Fellow.* B.A., Macalester College; candidate for the Ph.D., University of Minnesota. (African history.)

**The Department of History** offers courses designed to provide liberal arts students with a comprehensive understanding of the main historical forces that have shaped our civilization. This understanding provides 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. No matter what vocation the liberal arts student chooses after graduation, knowledge of historical processes and forces is a valuable asset in the attempt to understand the world in which we live.

**Planning a Major.** First-year students contemplating a history major should enroll in either the survey of Western Civilization (History 121, 122) or in American history (History 151, 152). Students who choose the Life option in the Humanities are advised to take Western Civilization; those who select the Search course should enroll in American History. Prospective majors must complete a section of History 103 by the end of the sophomore year. An additional seven courses (200-400 level) are normally taken during the sophomore, junior and senior years. In the senior year, majors must complete a senior seminar (History 486) as well as the History Forum

(History 471), a year-long, one-credit course. Complete requirements for a major are listed below. The prospective major should work out an overall plan 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 follow departmental requirements, emphasizing both geographic and chronological diversity.
2. For teaching history at the secondary level, the student should stress advanced courses in American history and should make arrangements to take History 461. The chair of the Department of Education can provide additional information on appropriate courses for state certification.
3. As preparation for graduate work in history, the student should concentrate on upper level research courses.
4. Students with a variety of career objectives may major in history and choose from appropriate corollary courses in other departments:
  - a. For pre-law, add courses in English, logic, and political science.
  - b. For a business or government service career, choose courses in economics, business administration, and political science.
  - c. For a career in foreign service, add courses in international studies and modern foreign languages.
  - d. For pre-theology, choose courses in religion, philosophy, English, and psychology.

**Interdisciplinary Programs.** The College offers a number of interdisciplinary programs which draw on faculty from several departments and offer both majors and minors. Students interested in History may want to investigate possible minors in American Studies, Asian Studies, Russian/Soviet Cultural Studies, or Women's Studies; or pursue majors in Latin American Cultural Studies, Russian/Soviet Cultural Studies, or Urban Studies. For further information on interdisciplinary programs at Rhodes, see the section on Interdisciplinary Study in this catalogue.

### REQUIREMENTS FOR A MAJOR IN HISTORY:

1. Three introductory courses, normally completed by the end of the second year:
  - a History 103.
  - b Two of the following: History 121, 122, 151, 152.
2. Seven additional courses selected according to the following principles:
  - a. At least two courses from the 200 level.
  - b. At least two courses numbered above 300.
  - c. At least one course each in American history, European history, and non-Western history.
3. Of the ten courses selected from the two requirements listed above, no more than seven courses may be selected in either American, European, or non-Western history.
4. History 486, to be taken in the senior year, either semester.
5. History 471: History Forum. A one credit hour course, offered only on a pass/fail basis, which extends throughout the senior year.

### REQUIREMENTS FOR A MINOR IN HISTORY:

Six three-hour courses selected according to the following principles:

1. No more than two of the courses from the 100 level.
2. At least two courses numbered above 300.

3. At least one course each in American history, European history, and non-Western history.

## COURSE OFFERINGS

### 103. 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. Written work will be emphasized. (Enrollment limited to first-year students and sophomores.)

### 121. Western Civilization to 1715. (Fa) [3] H

A general political and social survey of the Western World from the beginnings to the era of Absolutism. Students taking History Track Search should not enroll in 121.

### 122. Western Civilization from 1715 to Present. (Sp) [3] H

A study of the internal transformation and external expansion of the European World from the era of Absolutism to the present. Students taking History Track Search should not enroll in 122.

### 151. American Society to 1877. (Fa, Sp) [3] H

A survey of the American experience from the earliest settlements through the Civil War era that uses a broad approach to consider the social, political, economic, and cultural developments that produced a distinctive American society and culture.

### 152. American Society Since 1877. (Fa, Sp) [3] H

Traces American society from the late nineteenth century to the present. Emphasizes the impact of industrialization and urbanization, the emergence of ethnic and cultural diversity, the expanded role of government in both domestic and international affairs, the struggle for racial equality, and the changing role of women.

### 211. Introduction to African-American History. (Fa) [3] H

The experiences of African-American people in the United States can be described as continuous quests for empowerment; the quests have been affected by myriad factors (e.g., gender roles, class divisions, secular and nonsecular ideologies, regionalism) in addition to racism. This course, through the use of secondary and primary material, historical documentaries, and critical analyses, will chart the historically complex journeys of African-Americans, from the impact of the African diaspora on colonial America to the Black student sit-ins and the formation of SNCC (Student Non-Violent Coordinating Committee) in 1960.

### 223. Women in American History. (Fa) [3] H

Surveys women's experience and ideals of womanhood in the United States from the time of European arrival until the present. Stressing class, race, and ethnic variation, the class examines the elements of change and continuity in family life, work, and politics. Special attention to varieties of feminist thought and strategies; analysis of the conditions under which self-conscious women's rights movements have been possible.

### 232. American Intellectual History: The Twentieth Century. (Fa) [3] 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.

**241. The American South: Exploring a Contested Past. (Fa, Sp) [3] H**

Using a thematic approach, this course examines the ways in which the history of the South has been reinvented from its slave past to its Sun Belt present. Topics include the culture of slavery; emancipation and the reconstruction of the plantation South; Jim Crow and the ideology of the Lost Cause; farm and factory; the Civil Rights movement. Perennial debates in southern history (the question of southern distinctiveness, race relations, and the process of class formation) will be discussed in relation to each topic.

**244. History of Childhood in America. (Sp) [3] H**

A survey of the ways in which the concept of childhood has been defined and valued throughout American history, from Cotton Mather to Dr. Spock. Topics include the emergence of institutions which have shaped children's behavior and values, the historical context of contemporary social problems such as child abuse and poverty, and the experience of children who grow up outside the mainstream of American culture.

**250. Selected Introductory Topics in History. (Fa, Sp) [3] H**

Introduction to selected periods and topics in history. Varies with instructor. May be repeated for credit when topics vary. Not offered every year. Potential topics include the civil rights movement, African history, modern European intellectual history, slavery and southern culture, African-American women.

**253. Survey of Medieval History. (Sp) [3] H**

This course traces the social, cultural, religious, and political changes in Europe during the Middle Ages. Rather than taking a chronological approach, it follows the development of each medieval institution from its origins in the late Roman Empire to its culmination at the end of the Middle Ages. Students will read extensively in original source materials. (Course offered in alternate years; scheduled for 1994-95.)

**254. Renaissance and Reformation. (Sp) [3] H**

This course surveys the intellectual, religious, social, and political characteristics of European history during the Renaissance and Reformation. The emphasis is on patterns of change. (Course offered in alternate years; scheduled for 1995-96.)

**263. History of England to 1688. (Fa) [3] H**

This course traces the development of the English nation from the Anglo-Saxon conquests through the Anglo-Norman Plantagenet, and Tudor-Stuart eras. It emphasizes major political and constitutional developments, including Magna Carta, English common law, the growth of Parliament, the English civil war, and the settlement of the Glorious Revolution. (Course offered in alternate years; scheduled for 1995-96.)

**264. History of England Since 1688. (Sp) [3] 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 impact of the Industrial Revolution on British society since 1815. (Course offered in alternate years; scheduled for 1995-96.)

**265. British Empire and Commonwealth. (Fa) [3] H**

Introduces some of the major developments of the British Empire in the period 1713-1970. Emphasis will be on the empire's role in Britain's rise and fall as a world power, on the empire's impact on Britain's domestic political and economic structures, and on Britain's impact on its colonies and possessions.

**271. The Era of Revolutionary Upheaval. (Fa) [3] H**

An examination of the political, economic and social forces that convulsed Europe from the Great Revolution in France to the widespread disturbances of the mid-nineteenth century.

**272. Nationalism, From Liberalism to Fascism: Europe, 1850-1939. (Sp) [3] H**

Traces the development of Nationalism from the unification movements of the third quarter of the nineteenth century to the growing national rivalries leading to the World War in 1914, to the emergence of Fascism in the inter-war period.

**283. East Asia in the Twentieth Century. (Sp) [3] H**

This course presents a survey of the modern experiences of five different Asian nations: China, Japan, Mongolia, Korea, and Vietnam. The emphasis will be on the period from World War II to the present, to examine these different countries' experiences with nationalism, world war, civil war, revolution, and modernization along with the tenacity of tradition. The course also will examine the relationships among these nations and their significance in the modern world.

**285. The Origins of Chinese Civilization. (Fa) [3] H**

This course examines the foundations and evolution of China's cultural tradition from the prehistoric period to the Sung reunification in A.D. 960, with emphasis placed on the imperial period (beginning 221 B.C.). The themes of change and continuity within the structure of an enduring ideology are supplemented by a multifaceted approach which includes the history of society and the arts.

**286. Late Imperial China. (Sp) [3] H**

This course examines China's development into a modern nation from the tenth-century Sung reunification through foreign conquest, native recovery, and yet another foreign conquest to the creation of the heavily bureaucratized and Confucianized Ch'ing state. It also explores the beginnings of China's encounter with the West which led to the collapse of the traditional Chinese world order.

**288. Japanese Civilization. (Fa) [3] H**

This course presents an examination of Japan's history and culture from prehistoric times to the mid-nineteenth century. Important themes will include Japan's creation of a unique culture through both isolation and cultural receptivity, the formation and preservation of enduring values, the structure and transformations of Japanese society, and Japan's "cult of aesthetics." (Course offered in alternate years; scheduled for 1994-95.)

**291. History of Modern India. (Sp) [3] 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. 1994-95 and alternate years.

**298. Beyond the "Color Line." (Sp) [3] H**

This interdisciplinary reading seminar is constructed around selected issues and events in African-American history, ranging from postbellum perceptions of freedom to recent discussions regarding the "declining significance of race." Students will develop an understanding of both the complexities and the limitations of using "race" to explain

the historical experiences of African-Americans. No prerequisites, but prior enrollment in History 152 or History 211 will be helpful.

### **311. Recent History of the United States. (Sp) [3] H**

The evolution of American society since 1945. Special attention is given to the Cold War, political developments and the cultural transformation of the 1960s. Prerequisite: History 152 or consent of the instructor.

### **321. Colonial America. (Fa) [3] H**

A seminar which explores the social, cultural, religious, and political development of colonial America from the first settlements through the struggle for independence. Particular attention will be given to the interaction of aboriginal, European and African cultures. Students will explore both primary and secondary sources with an emphasis on a critical evaluation of recent scholarship. Prerequisite: History 151 or permission of the instructor. (Course offered alternate years; scheduled for 1994-95.)

### **324. Ideology and Reform in the Early American Republic, 1800-1840. (Sp) [3] H**

A seminar which examines the ideals of Jeffersonian Republicanism and explores the ways in which they were modified by the expansion of the country and a growing democratic sentiment. Those excluded from politics – native Americans, African-Americans, propertyless workers, and women – are examined in the context of the cultures they created. Other topics include the struggle to abolish slavery, the formation of utopian communities, and the moral reform movements against prostitution, poverty, and alcohol. Prerequisite: History 151 or permission of the instructor. (Course offered alternate years; scheduled for 1995-96.)

### **330. A Cultural History of Civil War America. (Sp) [3] H**

A seminar which explores the American Civil War as a cultural artifact which tested and ultimately changed the values, beliefs, and institutions of North and South. Emphasis will be placed on how northerners and southerners, blacks and whites, and men and women each constructed an interpretation of the Civil War based on their competing visions of a just society. Students will extensively study original source material including letters, diaries, photographs, novels, military reports, and official histories. Prerequisite: either History 151 or 241, or permission of the instructor.

### **332. The Progressive Era in American History. (Sp) [3] H**

A seminar covering the period from 1890 to the Great Depression, this course will concentrate on Progressivism, the first nationwide reform movement of the modern era. Examines responses to the rise of big business, large-scale immigration, urbanization, and America's rise as a world power. Addresses the social, political, economic, and intellectual causes and consequences of the age of reform. Prerequisite: History 152 or permission of the instructor.

### **345. History of the Ancient World. (Sp) [3] H**

This course traces the development of those early civilizations that centered around the Mediterranean. It begins with Egypt and Mesopotamia and ends with the collapse of the Roman Empire. The emphasis is on geographic influences, cultural and social institutions, political development, and the interaction of peoples. (Course offered in alternate years; scheduled for 1994-95.)

**350. Selected Advanced Topics in History. (Fa, Sp) [3] H**

Advanced study of selected periods and topics in history. Varies with instructor. May be repeated for credit when topics vary. Not offered every year. Potential topics include modern German history, medieval France, Southern women.

**365. History of Contemporary Europe, 1939-present. (Fa) [3] H**

This course examines some of the leading political, social, economic and intellectual developments in Europe since the beginning of World War II. Topics include total war and European society, the Holocaust, the Cold War, decolonization, the Economic Miracle, origins of European unity, fall of communism in eastern Europe, German reunification, disintegration of Yugoslavia, and immigration, racism and ultra-nationalism.

**373. Modern China. (Fa) [3] H**

This course examines China's transformation from a traditional society to a revolutionary one. Beginning with the intrusion of Western powers and the collapse of China's imperial system, the course will then explore the nation's attempts at integration and stabilization in the face of warlordism and invasion. Finally, an important focus will be China's civil war and the history of the People's Republic to the present day. (Course offered in alternate years; scheduled for 1994-95.)

**375. Modern Japan. (Sp) [3] H**

This course examines Japan's transition from a closed, traditional society through the processes of modernization, imperial expansion, defeat and occupation to its postwar recovery and emergence as a global economic power. Particular emphasis will be placed on Japan's efforts to become an integral part of the modern world and yet retain its traditional social structures and values. (Course offered in alternate years; scheduled for 1995-96.)

**381. History of Russia. (Fa) [3] H**

Selected topics in the period from Kievan Russia to the death of Alexander II in 1881.

**382. Twentieth-Century Russia. (Sp) [3] H**

This course analyzes modern Russia's internal patterns of political, social and cultural change. Topics include the effects of political reaction and rapid economic growth in destabilizing Late Imperial Russia; the causes and consequences of the Revolutions of 1905 and 1917; and the origins and legacy of the Stalinist dictatorship. The course includes both primary sources and detailed discussion of the historiographical and ideological controversies that have shaped our understanding of Russian and Soviet history.

**410. Research in the Urban Experiences of African-Americans. (Fa) [3] H**

The turmoil connected with the multi-faceted Civil Rights Movement during the decade of the 1960s served as the initial impetus for scholars to reexamine the past in order to comprehend the present conditions of urban African-Americans. The past has continued to serve as a vehicle to explore the Black urban present. This seminar is designed to provide students with the opportunity to read and assess some of the myriad monographs and related methodological approaches pertaining to Black urban history. Students will write and present a fifteen to twenty page research paper on any aspect of African-American urban history (for example, gender/race/class interactions, educational



reform, criminal justice, social welfare institutions, ethnic interactions, or housing, to name a few).

**461. Research Practicum. (Fa, Sp) [3]**

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. Consent of instructor required.

**471. History Forum. (Fa, Sp) [1]**

Senior majors and faculty in the history department will meet six times annually to discuss the scholarship of students, faculty, and guest speakers. The course will focus on the latest scholarship in various fields as well as questions of methodology and historiography.

**486. Senior Seminar. (Fa, Sp) [3]**

Advanced seminars involving historiography, methodology, and a major research paper accompanied by an oral presentation. Topics will vary. Required of every major.

**495-496. Honors Tutorial. (Fa-Sp) [3-6]**

Maximum of 12 hours credit.

# INTERDISCIPLINARY STUDY

## INTERDISCIPLINARY PROGRAMS

Interdisciplinary programs exist to provide an appropriate structure within which to offer study opportunities that do not fit within the bounds of existing departments, to bring together faculty and students from several disciplines to study areas of interest that cross traditional departmental lines and require an interdisciplinary approach, and to inform the campus community at large of the nature and importance of these areas.

## URBAN STUDIES

### COMMITTEE:

**Michael P. Kirby**, Department of Political Science. *Chair*, Buckman Hall 302

**J. Peter Ekstrom**, Department of Anthropology and Sociology

**Thomas G. McGowan**, Department of Anthropology and Sociology

**Marcus D. Pohlmann**, Department of Political Science

**Winston McDowell**, Department of History

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 to lend perspective to different urban phenomena which 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.

Students considering a major in Urban Studies should consult with the chairperson of urban studies for course information and materials about the major.

### REQUIREMENTS FOR A MAJOR IN URBAN STUDIES:

#### *Core courses:*

Urban Studies 190: Urban Perspectives (3 total hours) (Fa, Sp)

Anthropology/Sociology 105: Introductory Sociology (Fa, Sp)

Anthropology/Sociology 329: Urban Sociology (Sp)

History 152: American Society Since 1877 (Fa, Sp)

Political Science 151: United States Politics (Fa, Sp)

Political Science 200: Urban Politics (Fa)

Political Science 316: Urban Policy (Fa)

#### *Methodology:*

Political Science 370: Computers and Political Science (Fa)

*Field Work:*

Political Science 460 and 461: Public Affairs Laboratory (Fa, Sp)

*Senior Seminar:*

Urban Studies 485: Senior Seminar in Urban Studies (Sp)

*Electives:*

15 hours of urban-related courses from the following list; other courses may be added during the school year; check with departmental chair during registration for a complete list of electives in Urban Studies; see appropriate departmental listing for course descriptions.

**ELECTIVES IN URBAN STUDIES:**

*Anthropology-Sociology*

- 206: Social Problems
- 209: The Family
- 264: Life Histories
- 300: Cultural Motifs\*
- 325: Work, Industry, Technology
- 431: Special Problems\*

*Art*

- 225: Discovering Architecture

*Economics*

- 205: Public Finance

*Political Science*

- 161: Contemporary Issues in Public Policy \*
- 230: Black Politics
- 385: Criminal Justice
- 420: Seminar in Urban Policy

*History*

- 211: Introduction to African-American History
- 250: Selected Introductory Topics in History
- 350: Selected Advanced Topics in History
- 410: Research in the Urban Experiences of African Americans

*Psychology*

- 304: Abnormal Psychology
- 211: Quantitative Aspects of Psychology
- 303: Psychology of Health

*Urban Studies*

- 350: Topics in Socio-Political Relations
- 351: Topics in Urban Public Policy

\* Requires permission of Urban Studies Chairperson; can only be taken if course has urban content.

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 Urban Studies 485; to begin the Urban Studies 190 sequence as soon as Urban Studies is identified as a major; 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 Public Finance, Public Administration, Discovering Architecture, 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, Urban Landscape in U.S. History, Urban Crisis in the U.S. (1945-Present), American Social History, Social Problems, Studies in Political Sociology, and Work, Industry, Technology.

### COURSE OFFERINGS

#### **Urban Studies 190. Urban Perspectives. (Fa,Sp) [1]**

A discussion class involving an examination of urban problems and innovations; variety of topics including poverty, environmental problems, urban mayors, health care, welfare reform, economic development, political bosses, urban elections, urban education, and international urbanism. Each offering will focus on unique topics. Social Policy and Nonprofit Agencies (Fa); Urban Poverty (Sp). Student may take the course each term to a maximum of four total hours.

#### **Urban Studies 350: Topics in Socio-Political Relations. [3]**

A course based on specialized topics in the social and political area of urban studies; possible topics include urban social problems, black politics, and welfare policies. No prerequisites; course may be repeated.

#### **Urban Studies 351: Topics in Urban Public Policy. [3]**

A course based on specialized topics in urban management and urban policy; possible topics such as urban health systems, urban planning and urban environmental analysis. No prerequisites; course may be repeated.

#### **Urban Studies 485. Senior Seminar in Urban Studies. (Sp) [3]**

An investigation of important subject areas in the discipline of Urban Studies.

## AMERICAN STUDIES

### COMMITTEE:

**James C. Lanier**, Department of History, *Chair*

**Frank Bradley**, Department of Theatre

**Daniel E. Cullen**, Department of Political Science

**Elizabeth Feder**, Department of History

**David P. McCarthy**, Department of Art

**Valarie H. Ziegler**, Department of Religious Studies

The program in American Studies is designed to enable students to broaden their understanding of the United States. Courses in many different departments examine facets of American culture. Participation in American Studies allows students to draw upon what they have learned in separate disciplines to develop a more integrated knowledge of American culture. Specific efforts are made to bring together insights from the social sciences, the humanities, and the fine arts.

Students who choose American Studies as a minor field are challenged to understand the culture in which they live and to formulate their own responses to it. They explore the diversity of American culture by considering the roles which race, class, gender, and region play in shaping experience. Students are asked to think comparatively, to consider what American culture has in common with other developed societies and to contrast

its patterns with those of traditional societies. Throughout the program, the goal is to engage students to understand their own role in American culture—how they have been shaped by it, how they can be creative actors in it, and how they can resolve the numerous value conflicts within it.

### REQUIREMENTS FOR A MINOR IN AMERICAN STUDIES:

The minor in American Studies requires the completion of eight courses drawn from the three groupings listed below. The courses selected from categories 2 and 3 must be chosen from at least three departments, and no more than three courses may be chosen from the same department.

1. One required interdisciplinary course:  
American Studies 200: Introduction to American Studies.
2. Four courses from at least two departments chosen from the following courses with an American Studies approach:

*English*

- 360: American Literature to 1860
- 361: American Literature 1860-1914
- 362: Twentieth-Century American Literature
- 364: Black Writers in America

*History*

- 211: Introduction to African-American History
- 223: Women in American History
- 232: American Intellectual History: The 20th Century
- 241: The American South: Exploring a Contested Past
- 332: The Progressive Era in American History

*Political Science*

- 212: Political Thought in the United States

*Religious Studies*

- 251: Religion in America

3. Three additional courses from Group 2 or from the following courses:

*Anthropology/Sociology*

- 206: Social Problems

*Art*

- 334: American Art

*Economics and Business Administration*

- 201: Money and Banking
- 205: Public Finance
- 206: Industrial Organization and Government Regulation of Business
- 208: Labor Economics
- 209: Urban Economics

*English*

- 220: Women and Literature (when subject is American)
- 240: Literature and Film (when subject is American)
- 241: History and Criticism of American Cinema
- 265: Special Topics (when subject is American)
- 373: Developments in Contemporary Literature
- 381: Topics in Film (when subject is American)
- 385: Topics in Advanced Literary Study (when subject is American)

*History*

- 103: Introduction to Historical Investigation (when subject is American)
- 151: American Society to 1877

- 152: American Society since 1877
- 244: History of Childhood in America
- 298: Beyond the "Color Line"
- 311: Recent History of the United States
- 321: Colonial America
- 324: Ideology and Reform in the Early Republic, 1800-1840
- 330: A Cultural History of Civil War America
- International Studies*
- 371: U. S. Foreign Policy
- 372: Contemporary U. S. Foreign Policy
- Music*
- 107: Music in America
- 118: Black Music in America
- 119: Music in the Cinema
- Political Science*
- 151: United States Politics
- 200: Urban Politics
- 230: Black Politics
- 302-303: Constitutional Law and Politics
- Religious Studies*
- 211: Contemporary Theology (when subject is American)
- 232: Social Issues in Ethical and Religious Perspective  
(when subject is American)
- 300: Selected Topics (when subject is American)

## COURSE OFFERINGS

### 200. Introduction to American Studies. (Sp) [3] H

The specific topic of this course, which is team-taught, will vary with instructors. Topics may include Work in America, Technology in America, Individualism and Community in America. Required of all students pursuing the minor.

### 250. Contemporary Issues in American Culture. (Fa,Sp) [1]

A course designed around major guest lectures delivered on the Rhodes campus - the Gilliland Symposium, the Seidman Lectures, the Moss Lectures, and others sponsored by departments. Each year the American Studies Committee will designate those speakers whose topics best illuminate controversial issues in American life. Students will be required to attend 8-10 lectures and cultural events, to read essays and view films relevant to them, and to keep a journal of their own responses.

# ASIAN STUDIES

## COMMITTEE:

- Michael R. Drompp, Department of History. *Chair.*
- John F. Copper, Department of International Studies
- Mark W. Muesse, Department of Religious Studies
- Lynn B. Zastoupil, Department of History
- Professor to be announced, Department of Foreign Languages and Literatures

The Asian Studies Program offers an interdisciplinary approach to a diverse and complex region that comprises the East Asian, South Asian, Southeast Asian, and Inner

Asian cultural spheres. As the nations of Asia become increasingly important in the world, a systematic study of their languages, cultures, histories, and political-economic structures can be a valuable component of a liberal arts education. The program in Asian Studies provides students with an opportunity to gain a greater understanding of this region through a variety of courses; it aims at a broad approach in order to encourage the exploration of the rich cultural traditions of Asian societies.

### REQUIREMENTS FOR A MINOR IN ASIAN STUDIES:

The minor in Asian Studies requires the successful completion of seven courses.

1. One required interdisciplinary course: Asian Studies 150: Asian Societies Past and Present
2. Six additional courses (200-level or above.) chosen from the following three disciplinary groups, with at least one course from each group and no more than three courses from any one group. One of these six courses may take the form of a directed inquiry if approved by the Asian Studies Committee. Courses currently being offered which meet this requirement are:

#### *Language and Aesthetics*

Japanese 201: Intermediate Japanese I

Japanese 202: Intermediate Japanese II

Japanese 301: Advanced Japanese (Composition)

Japanese 302: Advanced Japanese (Oral Narration and Public Speaking)

Japanese 310: Topics in Japanese Literature and Culture

#### *Humanities*

History 283: East Asia in the Twentieth Century

History 285: The Origins of Chinese Civilization

History 286: Late Imperial China

History 288: Japanese Civilization

History 291: History of Modern India

History 373: Modern China

History 375: Modern Japan

History 486: Senior Seminar (when topic centers on Asia)

Religion 255: Living Religions of Today's World (when topic centers on Asia)

#### *Social Sciences*

Economics 212: Economic Development (when topic centers on Asia)

International Studies 261: Government and Politics of China

International Studies 263: Government and Politics of Japan

International Studies 264: Government and Politics of Southeast Asia

International Studies 432: Topics in International Studies (when topic centers on Asia)

### COURSE OFFERINGS

#### **150. Asian Societies Past and Present. (Sp) [3]**

This introductory, interdisciplinary course takes a thematic approach to important issues in Asian societies. By examining these broad topics, the student will see how each society's past informs its present, and thus will develop a basis for the further study of these societies. Important subjects to be discussed will include the interactions among Asian cultures and the transmission of ideas, the development of Asia's significant religious and philosophical traditions, the inherent tension between nomads and cultivators, and Asian societies' experiences with Western political and economic expansionism.

# WOMEN'S STUDIES

## COMMITTEE:

**Gail P. Corrington Streete**, Department of Religious Studies, *Chair*  
**Jennifer Brady**, Department of English  
**Lynne M. Blair**, Director of Burrow Library  
**Carol L. Ekstrom**, Department of Geology  
**Elizabeth Feder**, Department of History  
**Rahel Hahn**, Department of Foreign Languages and Literatures  
**Mark Winokur**, Department of English

The Women's Studies Program provides students with the opportunity to examine gender roles and the social construction of gender in historical and contemporary context and to consider women's contributions to society, the arts, and sciences. Women's Studies classes encourage critical analysis of how women have been represented in philosophy, religion, literature, science, and in social and political theory.

## REQUIREMENTS FOR A MINOR IN WOMEN'S STUDIES:

1. Two required core courses to be taken in sequence:
  - a. Women's Studies 200: Introduction to Women's Studies.
  - b. Women's Studies 400: Seminar in Contemporary Feminist Theory.
2. Four courses selected from a list of courses that deal with women's issues offered in various departments. One of these required courses may be satisfied by doing an internship in an appropriate setting or pursuing a directed inquiry in any department on a topic relevant to women's issues. The internship or the directed inquiry must be approved by the Women's Studies Committee. Courses currently being offered which meet this requirement are:

*Anthropology/Sociology*

209: The Family

310: Gender and Society

*English*

220: Women and Literature

*History*

223: Women in American History

*Music*

114: Women in Music

*Psychology*

232: Psychology of Women

*Religious Studies*

255: Living Religions in Today's World: Women in World Religions

311: Feminist Theology

## COURSE OFFERINGS

### 200. Introduction to Women's Studies. (Fa or Sp) [3]

An interdisciplinary course designed for first and second year students. This course assists students in formulating questions about gender as it relates to their work in various disciplines across the curriculum.

### 400. Seminar in Contemporary Feminist Theory. (Sp) [3]

An interdisciplinary seminar in contemporary feminist thought for third and fourth



year students. Students will examine contributions of feminist scholars in political theory, literary criticism, theology, psychology, anthropology, and philosophy.

## FILM STUDIES

### COMMITTEE:

**Mark Winokur**, Department of English, *Chair*  
**Ellen Armour**, Department of Religious Studies  
**Shira Baker**, Department of Foreign Languages  
**Frank Bradley**, Department of Theatre  
**Jennifer Brady**, Department of English  
**Vanessa Dickerson**, Department of English  
**Robert Entzminger**, Department of English  
**Elizabeth Feder**, Department of History  
**Rahel Hahn**, Department of Foreign Languages  
**Cynthia Marshall**, Department of English  
**David McCarthy**, Department of Art  
**Valerie Nollan**, Department of Foreign Languages  
**James Vest**, Department of Foreign Languages  
**Katheryn Wright**, Department of Foreign Languages

The Film Minor exposes students to a range of methodologies and philosophies for examining film. Students may see a variety of films from the traditions of various nations and cultures. They will be encouraged to consider such topics as film aesthetics, film history, film and politics, the relationship between film and theater, and the contemporary uses of film and media. They will consider film across a wide variety of disciplines, including Art, English, Languages, Political Science, and Theater.

### REQUIREMENTS FOR A MINOR IN FILM STUDIES:

The minor in Film Studies requires the successful completion of six courses.

1. Two required courses to be taken in sequence:
  - a. English 241 (History and Criticism of American Cinema) or English 242 (World Film), and
  - b. English 382 (Film Theory)
2. Four courses to be chosen from a list of offerings in various departments. One of these requirements may be satisfied by a directed inquiry or an internship (on approval of the Film Minor Committee). At least two of these courses must be 300- or 400-level courses. Courses currently being offered which meet this requirement are:

French 332: French Drama  
 German 307: German Cinema  
 English 265: The South in Film  
 Political Science 310: Media and Politics  
 English 240: Literature and Film  
 English 381: Topics in Film  
 Russian 210: Russian/Soviet Cinema  
 French 334: French Cinema  
 Art 150: Introduction to the Visual Arts

# 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. The following interdisciplinary majors have been approved by the Faculty Curriculum Committee, and the required courses have been defined as listed below. Students declare these interdisciplinary majors in the same manner as a standard major.

## 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, 209.
  - b. International/Historical issues: Economics 210, 212, 222.
3. Mathematics 121 or Math/Physics 125; 122 or Math/Physics 126; 223; 251; 261; 311-312; 485.

## BUSINESS ADMINISTRATION AND MATHEMATICS:

1. Economics 101-102, 301, 302; Business 241-242, 351, 361, 371, 486.
2. Mathematics 121 or Math/Physics 125; 122 or Math/Physics 126; Math 223; 251; 261; 311-312; 485.

## BUSINESS ADMINISTRATION AND COMPUTER SCIENCE:

1. Economics 101-102, 301, 302; Business 241-242, 351, 361, 371, 486.
2. Mathematics 111-112; 121 or Math/Physics 125; 122 or Math/Physics 126; 261.
3. Computer Science 195, 295, 297, 394 or 397, one additional computer science course numbered above 300, and 485.

## ECONOMICS AND INTERNATIONAL STUDIES:

1. Economics 101-102, 210, 212, 290, 301, 302, 485-486.
2. Mathematics 115.
3. International Studies 100, 190, 200, 300, 475, plus one two-course sequence.
4. Political Science 151.
5. An appropriate foreign language through completion of the second year.

## BUSINESS ADMINISTRATION AND INTERNATIONAL STUDIES:

1. Economics 101-102, 301, 302; Business 241-242, 290, 351, 361, 371, 486.
2. Mathematics 115.
3. International Studies 100, 190, 200, 300, 475, plus one two-course sequence.
4. Political Science 151.
5. An appropriate foreign language through completion of the second year.

## INTERNATIONAL STUDIES/FRENCH OR GERMAN:

### *International Studies:*

1. International Studies 100, 190, 200, 300, 475.
2. 6 additional hours on a region or a topic, e.g., Russian/Soviet Successor States, Europe, International Law and Organization, etc.
3. Economics 101, 102
4. Political Science 151

*Foreign Languages:*

1. 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 engaged. 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:

*Foreign Languages:*

1. A written abstract in a foreign language of the International Studies senior paper.
2. An oral presentation on an International Studies topic (can be the same as the topic for senior paper).
3. Two written exams on language, literature, and civilization.

**HISTORY AND INTERNATIONAL STUDIES:**

1. History 103, 151, 152, 486, plus two of the following courses: 265,271,272
2. International Studies 100, 190, 200, 300, 475, plus one two-course sequence.
3. Economics 101-102, Political Science 151.
4. Area Requirement: (Choose one)
  - a. Western Europe: History 355, 365; I.S. 281, 282
  - b. Russia: History 381, 382; I.S. 221, 222.
  - c. China: History 286, 373; I.S. 261, 262.
  - d. East Asia (excluding China): History 283 or 288, 375; I.S. 263, 264.
5. An appropriate foreign language through completion of the second year.

**INTERNATIONAL STUDIES AND POLITICAL SCIENCE:**

1. International Studies 100, 190, 200, 300, 475, plus one two-course sequence.
2. Political Science 151, 214, plus twelve additional hours in Political Science.
3. Economics 101, 102.
4. An appropriate foreign language through completion of the second year.

**RUSSIAN/SOVIET CULTURAL STUDIES:**

In this major, courses 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 Russia/the Soviet Union, a region whose cultural and political importance continues to grow.

1. Russian: 301,302, and three additional courses in Russian literature, culture, and film to be chosen from Russian 205, 210, 212, 214, 401.
2. International Studies 221, and either 222 or 333.
3. History: 381, 382
4. A senior paper is also required, to be written in Russian 486.
5. Economics 222 and Philosophy 415 are possible electives.

# INTERDISCIPLINARY COURSES

## 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. First 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. Selected texts from the Old Testament are read and discussed in conjunction with the ideas and themes of Mesopotamian culture. Students study the Gospels and selected letters from the New Testament in conjunction with Graeco-Roman history, life, and thought.

In the second year, 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. Courses in the second year focus attention on the following disciplines: Religious Studies, History, Philosophy, Literature. Students choose one of these disciplinary areas as the emphasis for the sophomore year of study.

Participating Staff: Professors Armour (Religious Studies), Brown (Religious Studies), J. Clifton (Art), Corrington Streete (Religious Studies), Cullen (Political Science), Dinkelacker (German), J. Garner (Humanities), Hahn (German), Hatfield (History), Haynes (Religious Studies), Jobs (Philosophy), Kelly (Humanities), Llewellyn (Philosophy), McEntire (English), Nelson (Political Science), Schriber (History), Tucker (Spanish), Vest (French), 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, First Year: Introduction to the Hebrew-Christian Tradition.* (Fa) [3]. The first course of the program introduces the student to the academic study of the Hebrew-Christian heritage. Four courses are available:

Introduction to the Bible. (See Religious Studies 100)

Introduction to Biblical Tradition. (See Religious Studies 101.)

Introduction to the Hebrew Bible/Old Testament. (See Religious Studies 110)

Introduction to the New Testament. (See Religious Studies 120)

*Second Semester, First Year: Dimensions of the Biblical Tradition.* (Sp) [3]. The student will focus on a particular way of approaching the tradition or on a selected portion

of it. All second courses in the sequence are at the 100-level. 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 141-147)

Study of a portion of the New Testament:

Synoptic Gospels, Gospel of John, Paul's Letters, The Letter to the Romans, or Selected Topics in New Testament. (See Religious Studies 151-156)

*Third and Fourth Courses: The Human Quest for Meaning.* [Any semester, beginning in the second 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 third and fourth courses must be at the 200-level. The order in which the two courses are to be taken is not prescribed. (Not all options are offered in every semester.)

Studies in the History of Religion:

Religion in America. (See Religious Studies 251)

Judaism. (See Religious Studies 253)

Living Religions in Today's World. (See Religious Studies 255)

Phenomenology of Religion. (See Religious Studies 256.)

Archaeology and the Bible. (See Religious Studies 260.)

Archaeology and the Bible: Field Work. (See Religious Studies 265.)

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)

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)

Social Issues in Ethical and Religious Perspective.

(See Religious Studies 232 or Philosophy 232)

Participating Staff: Professors Armour (Religious Studies), Batey (Religious Studies), Brown (Religious Studies), Corrington-Streete (Religious Studies), Haynes (Religious Studies), Jobs (Philosophy), Lacy (Philosophy), Marshall (English), McKenzie (Religious Studies), McLain (Religious Studies), Muesse (Religious Studies), Patterson (Religious Studies), Ziegler (Religious Studies).

## INTERDEPARTMENTAL COURSES

### 100. Effective Public Speaking. (Fa,Sp) [1]

A laboratory course designed for students in all disciplines. Students will receive instruction in healthy voice production, appropriate body language, and other techniques of effective public speaking. Students will have regular opportunities to practice public presentations using assigned materials and, in the case of upperclass students, materials from their own academic major fields.

# 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. (East Asia, international politics, international law.)

## ASSOCIATE PROFESSOR

**Andrew A. Michta.** *Chair. The Mertie Willigar Buckman Chair of International Studies.* B.A., St. Mary's College; M.A., Michigan State University; Ph.D., The Johns Hopkins University. (Eastern and Central Europe, Russia and Soviet successor states, international politics, communism.)

## ASSISTANT PROFESSORS

**William Felice.** B.A., University of Washington; M.A., Goddard College; Ph.D., New York University. (International organization, international law, international politics, U.S. foreign policy.)

**Frank O. Mora.** B.A., George Washington University; M.A., University of Miami; Ph.D., University of Miami. (Latin America, comparative politics, model U.N.)

**Mehran Kamrava.** *The J.S. Seidman Research Fellow.* B.A., California State University, Northridge; Ph.D., Cambridge University. (Middle East, comparative politics, political development.)

**Nancy Mitchell.** B.A., New College; M.A., The University of Hull, England; M.A., The Johns Hopkins University; Ph.D., The Johns Hopkins University. (U.S. foreign policy, international relations theory, national security policy.)

## INSTRUCTOR

**Katherine Owen Richardson.** B.A., Rhodes College; M.A., Georgetown University; Ph.D. candidate, University of South Carolina. (Foreign policy, Western Europe, national security policy.)

One additional appointment to be announced.

The Department of International Studies at Rhodes is one of the few undergraduate departments of international studies in a liberal arts college. The main objectives of the department are to prepare students, within the framework of a sound liberal arts education, to meet the requirements of leading graduate schools and law schools and to prepare students for careers in international business, journalism, teaching, research, government, and international organizations.

The international studies curriculum affords the student an understanding of international politics, foreign policy making, political development, international law and international organization, defense policy, and the politics and cultures of various countries and regions of the world. Students concentrate in one of two general areas: (1) Area A "Functional Specializations" or (2) Area B "Area Specializations."

The Department offers a number of interdisciplinary majors in combination with several other departments. These majors include International Studies/Business Administration; International Studies/Economics; International Studies/Foreign Languages; International Studies/History; and International Studies/Political Science. Other student-designed, interdisciplinary majors can be arranged according to student interests. Students have constructed interdisciplinary majors with Anthropology/Sociology, English, Religious Studies, and other fields.

In addition to regular courses, the Department sponsors Model U.N.—mock United Nations sessions—each year for which students receive credit, and the Great Decisions Course for one credit. International Studies majors can also undertake internships offered by the department or sponsored by the State Department, the Central Intelligence Agency, and other federal organizations involved in U.S. foreign policy-making as well as foundations and think tanks. International Studies majors also have the opportunity to spend the summer abroad and receive academic credit under the Summer Internship Abroad Program funded by the Mertie W. Buckman Student Fellowships.

**Interdisciplinary Programs.** The College offers a number of interdisciplinary programs which draw on faculty from several departments and offer both majors and minors. In addition to the interdisciplinary majors mentioned above, students interested in International Studies may want to investigate minors in American Studies, Asian Studies, or Russian/Soviet Cultural Studies; or pursue majors in Latin American Cultural Studies or Russian/Soviet Cultural Studies. For further information on interdisciplinary programs at Rhodes, see the section on Interdisciplinary Study in this catalogue.

### REQUIREMENTS FOR A MAJOR IN INTERNATIONAL STUDIES:

1. Required courses: International Studies 100, 190, 200, 300, 475 or 495-496 and one other 400 level course (excluding I.S. 460).
2. Required cognate courses: Economics 101-102, Political Science 151.
3. Eighteen (18) additional hours in International Studies with at least 6 hours from each area (A and B). Most courses should be taken in pairs as listed below.
4. Language Requirement: Proficiency in or completion of courses in a modern foreign language through the second full year at the college level (through the 202/204 course). (Greek, Hebrew, or Latin will not satisfy this requirement.) An equivalent proficiency in mathematics, statistics or computer science may be substituted for the language requirement, through petition or the completion of 15 credit hours of courses.
5. A Senior Paper or Honors Paper (done in I.S. 475 or I.S. 495-96).

### REQUIREMENTS FOR A MINOR IN INTERNATIONAL STUDIES:

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

### Areas of Concentration (All courses are 3-hour courses unless noted):

#### *Area A Functional Specializations*

210-212: International Economics/Economic Development (offered in the Department of Economics and Business Administration)

310-312: Comparative/International Political Economy

333-334: Communism/Post-Communist World

371-372: U.S. Foreign Policy

373-374: Military Power/National Security Policy

420: Revolution

421: Democratization in World Politics

435: Seminar in International Relations

440: Ethics and International Relations

442: Moralism and U.S. Foreign Policy

451-452: International Organization/International Law

#### *Area B Area Specializations*

221-222: Russia/Soviet Successor States

- 243-244: The Middle East
- 245-246: Africa
- 261-262: China/Chinese Foreign Policy
- 263-264: Japan/Southeast Asia
- 273-274: Latin America
- 281-282: Western Europe
- 283: Eastern and Central Europe
- 291-292: The Third World
- 438: Seminar in Comparative Politics
- 445: Iran in World Politics

*Other Courses (these can be either A or B area courses):*

- 133: Model United Nations (1)
- 235: Great Decisions (1)
- 431-432: Selected Topics in International Studies (3-3)
- 460: Internship in International Studies (1-6)
- 470: Summer Internship Abroad (Mertie W. Buckman Student Fellowship Program) (1-6)

### HONORS IN INTERNATIONAL STUDIES:

1. Prerequisites: Senior standing, a minimum GPA of 3.50 in all course work. Invitation by the department and acceptance of the Honors Project by the Individualized Studies Committee.
2. Required: A project consisting of an intensive research effort, the presentation and refinement of a research design, the writing and rewriting of the senior paper and the ultimate submission and a defense of the paper to the department (including faculty and students).

### COURSE OFFERINGS

#### **100. Introduction to International Studies. (Fa,Sp) [3] S**

A survey of contemporary international politics. Major topics covered in this course include international political geography, the nation-state, modern diplomacy, international political economy, international law and organization, the East-West conflict, North-South issues, and the evolution of the international system.

#### **133. Model United Nations. (Fa,Sp) [1]**

Simulation of United Nations bodies (General Assembly, Security Council, etc.) in a controlled class environment to prepare students for participation in Model United Nations Sessions to which Rhodes College is invited annually. Students engage in detailed topical research on political, economic, and social issues of assigned countries and formulate position papers and resolutions for debate in the simulation. May be repeated for credit (4 credit hours maximum).

#### **190. International Politics since 1945. (Fa, Sp) [3] S**

An extensive survey of key world events and trends in the international system since 1945. Topics will include the origins, evolution, and end of the cold war, communism and postcommunism, the rise and decline of superpowers, decolonization and East-West competition, limited wars, the rise of nationalism, the role of nuclear weapons in world politics, changes in the world economy, and challenges facing the United States today.

#### **200. Introduction to Comparative Politics. (Fa,Sp) [3] S**

An examination of the principal analytical approaches and methods relating to the



study of comparative politics. These include the nation state and its environment, political systems, political development, political culture, political revolution, political institutions and processes, and political performance. Selected countries will be compared and contrasted using these approaches. Prerequisite: International Studies 100 or Political Science 151.

**210. International Economics. (Fa) [3] S**

See Economics 210.

**212. Economic Development. (Sp) [3] S**

See Economics 212.

**221. Russia and Soviet Successor States. (Fa) [3] S**

A study of the domestic politics of the countries comprising the former USSR, with a special emphasis on Russia and the principle Soviet successor states. The rise and fall of the Soviet empire from the 1917 revolution until the 1991 disappearance of the Soviet state will be examined in the context of the growing economic crisis, rising nationalist pressures, and the collapse of communist ideology. The politics of reform and the possible future direction of change in the region will also be covered. Prerequisite: International Studies 200 or permission of the instructor.

**222. Soviet Successor States in the International System. (Sp) [3] S**

An examination of the place of Soviet successor states in the international system. The course will survey the foreign policy of the former Soviet Union from 1917 until 1991, including the period of diplomatic isolation, the politics and alliances of World War II, the Cold War, Moscow's failed bid for superpower status, its intervention in Eastern Europe, and the collapse of Soviet hegemony in the region. The developing foreign policy of the Soviet successor states after the collapse of communism will be discussed in the context of traditional Russian national interests in Europe and Asia, the competing national interests of the new states, and the changed global power equation in the post-Cold War era. Prerequisite: International Studies 190 or 221 or permission of the instructor.

**235. Great Decisions in U.S. Foreign Policy. (Sp) [1]**

A review of important 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 are chosen accordingly. The course meets in the evening once a week for 2 hours for 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: International Studies 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. Prerequisite: International Studies 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. Prerequisite: International Studies 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. Prerequisite: International Studies 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 communist system that perhaps should not be considered communist in some ways. Current political problems will be analyzed. Prerequisite: International Studies 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, China's relations with the United States, and Beijing's efforts to adjust to a new world order. Prerequisite: International Studies 190 or permission of the instructor.

#### **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, and the relationship among business, labor, and the bureaucracy. The Japanese political system will be assessed as a mixed presidential-parliamentary system and as a model in terms of consensus efficiency and smooth decision making. Prerequisite: International Studies 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; the potential for regional organizations, especially the Association of Southeast Asian Nations (ASEAN); and the area's role in the new world order. Prerequisite: International Studies 200 or permission of the instructor.

#### **273. Government and Politics of Latin America. (Fa) [3] S**

A study of the domestic politics and governments of Latin America. Topics include political history, political culture, political actors and institutions, governmental systems

and the state, and contemporary political issues. Selected countries are examined as case studies to describe and explain Latin American political life in a variety of environments. Prerequisite: International Studies 200 or permission of instructor.

#### **274. Issues in Latin America Politics. (Sp) [3] S**

A study of the international aspects of politics in Latin America, with particular attention to its relationship to the United States. Special attention is paid to Central America and Cuba. Topics include diplomatic history, the Cold War and post-Cold War environments, the relationship of domestic and international politics in Central America, and contemporary Latin America issues such as debt, development, drugs and democracy. The foreign policies of major Latin American powers are also examined. Prerequisite: IS 200 or permission of instructor.

#### **281. Government and Politics of Western 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: International Studies 200 or permission of the instructor.

#### **282. Issues in 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: International Studies 190 and 281.

#### **283. Eastern and Central Europe. (Fa) [3]**

A study of contemporary Eastern and Central Europe, including domestic politics, foreign and economic policy, regional cooperation, and discord. Special attention will be paid to the changes taking place in the region in the aftermath of the 1989 anti-communist revolutions, including prospects for democracy and market reform in the region. Prerequisite: International Studies 200 or permission of instructor.

#### **291. Politics and Government of Third World Countries. (Fa) [3]**

Examines the economic, political, and social make-up of various Third World countries within the context of the ongoing processes of political development. Students will first study different theoretical frameworks (e.g., those of Pye, Apter, Huntington, Frank, etc.). Focus will then be on examining the evolution and ramifications of such processes as state-building and political leadership, industrial and economic development and modernization, urbanization and demographic changes, social change, political culture, and revolutions and other instances of political instability. Prerequisite: International Studies 200.

#### **292. Issues in Third World Politics. (Sp) [3]**

Following the prerequisite course, the instructor will examine some of the political questions in the Third World. Topics will vary according to current events or the interests of students. Some of the issues which require further investigation include an examination of the validity of prevailing theoretical approaches to development (modernization vs. dependency), state-sponsored terrorism and other forms of violence (including hostage taking), Latin American debt, nationalism, authoritarian political structures, squatting

and uneven urbanization, and church–state relationships in Latin America and the Middle East. Prerequisite: International Studies 291.

### **300. International Relations. (Fa,Sp) [3] S**

An examination of the major theoretical paradigms in the study of international politics. An overview of approaches to the study of international relations with emphasis on the realist/idealist/globalist debates, systems theories, and international political economy debates. Issues such as power, war, and peace will be analyzed. Prerequisites: International Studies 100, 190, and 200.

### **310. Comparative Political Economy. (Fa) [3]**

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: International Studies 200, Economics 101-102.

### **312. International Political Economy. (Sp) [3]**

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 International Studies.

### **333. Communism. (Sp) [3]**

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 analyzed. The collapse of communism in the Soviet Union and Eastern Europe and its retrenchment in China and the Third World will also be examined. Prerequisite: International Studies 200/221 or permission of the instructor.

### **334. Post-Communist World. (Sp) [3]**

An examination of change in the former Soviet bloc since the revolutions of 1989 and the subsequent disintegration of the Soviet Union. Topics will include post-communist reconstruction, the rise of new states, and their reintegration in the international system. Changes in the remaining communist countries in response to the end of the Soviet empire will also be discussed. Prerequisite: International Studies 200, 333, or permission of the instructor.

### **371. Survey of 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 the origins of the Cold War. Prerequisite: International Studies 190 or permission of the instructor.

**372. Contemporary U.S. Foreign Policy. (Sp) [3] S**

This course will focus on the foreign policy making process and U.S. foreign policy since the war in Vietnam. Presidential style, management strategies and policy alternatives for specific issues in the present and near future will also be studied. Prerequisite: International Studies 371 or permission of the instructor.

**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 dilemmas of the use of force will be emphasized. Readings on war causation and termination, terrorism, intervention, covert operations, and deterrence will be studied. Prerequisite: International Studies 190 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: International Studies 373.

**400. Methodology in International Studies. [3]**

An in-depth examination of various methodologies used in the field of international relations. Empirical and behavioral methodologies will be studied and applied to select research projects. This course is recommended for all who intend to do graduate work in international relations. Prerequisite: International Studies 300 or permission of the instructor.

**420. Revolution in World Politics. (Fa) [3]**

This course examines the concept of revolution, the development and processes involved in revolutionary movements, and the consequences and ramification of revolutionary change. Students will first be familiarized with theoretical frameworks prevalent in the study of revolutions (those of Gurr, Johnson, Skocpol, etc.). Focus will then be on historical case studies, with particular emphasis on the Russian, Chinese, Algerian, Cuban, Vietnamese, and Iranian revolutions, and on the specific role of such contributive factors as human agency, mass mobilization, state breakdown, international dynamics, guerrilla activities, and the prevailing social and cultural environment. Prerequisite: International Studies 200.

**421. Democratization in World Politics. (Sp) [3]**

This course examines thematically as well as empirically the phenomenon of democratization in previously non-democratic countries. It analyzes the general dynamics involved in the causes, processes, and consequences of the move toward modernization, examining the various theoretical frameworks forwarded for the explanation of the phenomenon. Some of the topics discussed will include the role and significance of political culture, the institutional and structural characteristics of the political systems involved, the importance of initiatives by political actors and parties, and the general nature of the events leading to the establishment of a democratic polity. The course will also focus on various case studies, starting from the re-establishment of democracy in southern Europe in the 1970s to parts of Latin America in the 1980s and various east European nations at the start of the 1990s. Prerequisite: International Studies 420.

**431-432. Topics in International Studies. (Fa-Sp) [3-3] S**

Concentrated study on issues of special importance in international affairs. This course is arranged to meet particular students' interests or faculty research projects. Topics offered recently have included Soviet-American Arms Control Negotiations and Crises in International Politics. Other possible topics might include Terrorism, Arms Transfers, the Pacific Rim, South Africa, and others. Offered irregularly as faculty time permits. Prerequisite: Permission of the instructor.

**435. Seminar in International Relations. (Fa) [3]**

This course is an upper-level seminar for majors only. It provides 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 formation of new subfields, issues relevant to a particular theorist or school of thought within the discipline. Prerequisites: International Studies 100, 200, and 300.

**438. Seminar in Comparative Politics. (Sp) [3]**

This course is an upper-level seminar for majors only. It allows students and faculty to address particular themes in comparative politics or study a specific nation or nations. Among issues which might be considered are 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 (e.g., dependency theory). Prerequisites: International Studies 200, 300 and at least one two-course sequence of Area B courses.

**440. Ethics and International Relations. (Sp) [3]**

The course is designed to orient students to the full diversity of the major traditions of inquiry and debate concerning the ethics of international relations, including particular traditions, such as, political realism and natural law, and particular international issues, such as military intervention and global justice. Through a comprehensive and systematic study of how ethical traditions approach basic questions of international relations, students should gain an appreciation for the disagreements and debates that characterize current discussions of international ethics.

**442. Moralism and U.S. Foreign Policy. (Fa) [3]**

An advanced seminar investigating the historical roots of moralism in U.S. foreign policy, past debates about moralism in U.S. foreign policy, and contemporary theories about the role of moralism in U.S. foreign policy. Issues discussed will include mission and U.S. foreign policy, realism and moralism, rhetoric and reality.

**445. Iran in World Politics. (Sp) [3]**

This course offers an in-depth examination of Iran's political history since 1785, from both a domestic as well as a comparative perspective. As one of the oldest nation-states in the Middle East, Iran has consistently played a crucial role in shaping the political landscape of the Middle East and beyond. This international role cannot be fully understood without reference to the country's domestic political developments as well as its social and cultural characteristics. This course traces the political evolution of Iran as a modern nation-state both within the Middle East and as a developing country. It investigates Iran's cultural values and social make-up, its economic evolution and attempts at industrial modernization, and its pursuit of foreign policies in relation to other Middle

Eastern countries and on a global scale. Prerequisite: International Studies 244 or permission of the instructor.

**450. Washington Semester. (Fa,Sp) [12-16]**

**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. Prerequisite: International Studies 100 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. Prerequisite: International Studies 200 or permission of instructor.

**460. Internship in International Studies. (Fa,Sp) [1-6]**

Arranged on an 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.

**470. Summer Internship Abroad (Mertie W. Buckman Student Fellowship Program). [1-6]**

The program provides an opportunity for outstanding IS majors to spend two months abroad in an international business setting while working on an internship project approved by the International Studies faculty. It seeks to expose the student to international politics and economics. It can be used to satisfy requirements in either Area A "Functional Specializations" or Area B "Area Specializations," of the International Studies curriculum. The Mertie W. Buckman Student Fellowships, which fund the internship, are awarded on a competitive basis and cover all direct expenses associated with the internship, including travel and accommodations abroad.

**475. Senior Tutorial. (Fa,Sp) [3]**

Readings, presentations and preparation of the Senior Paper on a topic of student's choice and faculty members 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 International Studies majors and all interdisciplinary majors with International Studies emphasis. Prerequisite: Senior Standing.

**495-496. Honors Tutorial. (Fa-Sp) [3-3]**

An Honors version of International Studies 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.

# MATHEMATICS AND COMPUTER SCIENCE

## PROFESSOR

**G. Kenneth Williams.** *The E.C. Ellett Professor of Mathematics.* B.A.E. and M.A., University of Kentucky; Ph.D., University of Virginia. (Analysis.)

## ASSOCIATE PROFESSORS

**Thomas H. Barr.** *Chair.* B.S., King College; M.S. and Ph.D., Vanderbilt University. (Differential equations, functional analysis.)

**Steve Gadbois.** B.A., St. John's University (Minnesota); M.S. and Ph.D., Michigan State University. (Analysis, probability.)

**Terri E. Lindquister.** B.S., Emory University; Ph.D., Emory University. (Graph theory, combinatorics.)

## ASSISTANT PROFESSORS

**Robert R. Militello.** B.S., SUNY Cortland; M.S., Purdue University; Ph.D., SUNY Binghamton. (Group theory, topology, homological algebra.)

**Brian L. Stuart.** B.S., Rose-Hulman Institute of Technology; M.S., Notre Dame University; Ph.D., Purdue University. (Artificial intelligence, operating systems, theory of computation.)

The Department of Mathematics and Computer Science offers courses of study that meet the needs of a wide variety of students. As mathematics is one of the foundations of the physical sciences and a tool of virtually all the disciplines, the department seeks to give the student competence in the discipline as well as develop the ability to think analytically. The importance of the computer continues to grow at a rapid rate, and the department also seeks to prepare students in the field of computer science.

Majors in mathematics or computer science often enter careers as applied mathematicians, computer scientists, computer or business/computer professionals, mathematically-oriented economists, business persons, actuaries, or secondary school, college, or university teachers. Students with interests in any of these fields may wish to pursue an interdisciplinary major combining mathematics or computer science with, but not limited to, the study of economics or business administration.

**Concentrations within the department.** Students who plan to teach mathematics in the schools are recommended to take Math 121 or 125, 122 or 126, 223, 251, 261, 311-312, 321, and 362, and Computer Science 195. Students in biology or the social sciences who need mathematics for practical or theoretical applications in their discipline should take Math 107, 111, 112, and either 115 or 121-122, and Computer Science 195. For students in the Physical Sciences, these courses are recommended: Math 111, 112, 121 or 125, 122 or 126, 223, 251, 261, and 311-312, and Computer Science 195. 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 are encouraged to take Math 107, 111, and either 115 or 121-122. Recommended courses for students planning to do graduate work in mathematics: selected courses from Math 251, 311-312, 431, 465, 481, and 482, as well as Honors in Mathematics. Recommended courses for students interested in applied mathematics: selected courses from Math 251, 311-312, 465, 481, 482, and all computer science courses.

**Computer Facilities.** The Department of Mathematics and Computer Science is



equipped with a network of Sun workstations, located in the Mathematics building, running Unix for computations requiring speed and high resolution graphics. Several rooms in Buckman Hall are fully equipped with Macintosh microcomputers, and various other microcomputers and terminals to a DEC VAX-6320 mainframe computer are located in most academic buildings throughout the campus.

**Budapest Semesters in Mathematics.** Students may apply to study mathematics in Hungary for one or two semesters during their junior or senior years. In addition to a wide variety of mathematics courses (in the traditional areas as well as the Hungarian specialities), there are courses in language, arts, and history, all taught in English by eminent Hungarian professors. With some planning beforehand, a schedule can be planned so that credits will transfer to Rhodes, general degree requirements can be met, and requirements for any major in the department can also be met. To be eligible, students normally must have at least sophomore standing, have completed calculus by the start of the program, and be motivated to study mathematics. Application is free and selection is based on the application form, letters of recommendation, and a transcript. Application deadlines are April 30 for fall semester and October 15 for spring semester.

### **REQUIREMENTS FOR A MAJOR IN MATHEMATICS LEADING TO THE B.A. OR B.S. DEGREE:**

1. Mathematics 121 or 125, 122 or 126, 223, 261, 321, 322, 362, 363, and 485.
2. Computer Science 195.
3. Physics 111 or 125, 111L, 112 or 126, 112L.
4. At least three additional three-credit mathematics courses numbered above 200, excluding computer science courses.
5. For the B.S. degree, three additional approved Natural Science courses outside the department.

### **REQUIREMENTS FOR A MAJOR IN COMPUTER SCIENCE/ MATHEMATICS LEADING TO THE B.A. OR B.S. DEGREE:**

1. Computer Science 195, 295, 297, either 394 or 397, and 485.
2. Mathematics 121 or 125, 122 or 126, 223, 261, and either 321 or 362.
3. At least four additional three-credit computer science courses numbered above 300, excluding mathematics courses. (Physics 303-303L is considered a computer science course for this purpose.)
4. At least one additional three-credit mathematics course numbered above 300, excluding computer science courses.
5. For the B.S. degree, five additional approved Natural Science courses outside the department.

**In the section Interdisciplinary Study in this catalogue can be found the requirements for three additional majors: Mathematics/Economics, Mathematics/Business Administration, and Computer Science/Business Administration.**

### **REQUIREMENTS FOR A MINOR IN MATHEMATICS:**

Mathematics 121 or 125, 122 or 126, 223, 261, either 321 or 362, and one additional three-credit mathematics course numbered above 300.

### **REQUIREMENTS FOR A MINOR IN COMPUTER SCIENCE:**

Computer Science 195, 295, 297, and three additional three-credit computer science courses numbered above 300.

**Honors in Mathematics, Computer Science/Mathematics, or an interdisciplinary major having Mathematics or Computer Science as a component:**

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

**COURSE OFFERINGS IN MATHEMATICS**

**107. Linear Methods. (Sp) [3] N**

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

**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, hypothesis testing, correlation, and simple linear regression. Computer statistical packages will be used. (Students who have already had Math 122 or Math 126 should consider taking Math 311-312 instead.)

**112. Elementary Probability and Statistics II. (Sp) [3] N**

A continuation of Math 111: multiple and nonlinear regression, analysis of variance, chi-square test, and nonparametric tests. Computer statistical packages will be used. Prerequisite: Math 111.

**115. Applied Calculus. (Fa,Sp) [3] N**

This one-semester 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. This course does not use trigonometry. (Note: Credit cannot be earned for more than one of Math 115, Math 121, and Math 125.)

**121. 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. This course does assume a knowledge of trigonometry. (Note: Credit cannot be earned for more than one of Math 115, Math 121, and Math 125.)

**122. Calculus II. (Fa,Sp) [3] N**

A continuation of Math 121: inverse functions, logarithm and exponential functions, techniques of integration, applications of the definite integral, sequences and series, and polar coordinates. Prerequisite: Math 121 or Math 125. (Note: Credit cannot be earned for both Math 122 and Math 126.)

**123. Contemporary Topics in Calculus. (Fa) [1]**

This course involves the exploration of various applications of calculus such as volumes and hypervolumes, radio transmissions, exponential decay, robotics, and diffraction properties. Some applications will be studied using the computer algebra system Mathematica. This course is designed primarily for students who have recently completed a first semester calculus course. Prerequisite: The equivalent of Math 121 or Math 125 and permission of instructor.

**125. Introduction to Calculus and Physics I. (Fa) [6] N**

This course presents an integrated approach to calculus and physics. Physical questions are used to motivate the study of calculus, and the tools from calculus are applied to physics as well as to general questions in classical mathematics. The topics covered are essentially the same as those covered in Math 121 and Physics 111. Meets five times per week. One grade is assigned for this integrated course, which is also listed as Physics 125. Corequisite: Physics 125 and Physics 111L. (Note: Credit cannot be earned for more than one of Math 115, Math 121, and Math 125.)

**126. Introduction to Calculus and Physics II. (Sp) [6] N**

A continuation of 125. The topics covered are essentially the same as those covered in Math 122 and Physics 112. Meets five times per week. One grade is assigned for this integrated course, which is also listed as Physics 126. Prerequisite: Math 125. Corequisite: Physics 126 and Physics 112L. (Note: Credit cannot be earned for both Math 122 and Math 126.)

**223. Calculus III. (Fa, Sp) [3] N**

A continuation of Math 122: vector calculus, functions of several variables, partial derivatives, multiple integrals, line integrals, and Green's theorem. Prerequisite: Math 122 or Math 126.

**251. Differential Equations. (Fa) [3] N**

The theory, methods, and applications of ordinary differential equations. Topics include existence, uniqueness and other properties of solutions, linear equations, power series and Laplace transform methods, systems of linear equations, and qualitative analysis. Prerequisite: Math 223.

**261. Linear Algebra. (Sp) [3] N**

Topics include systems of linear equations, matrix algebra, determinants, real and complex vector spaces, linear transformations, eigenvalues and eigenvectors, and diagonalization. Attention is given to proofs. Prerequisite: Math 122 or Math 126.

**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. Prerequisites for 311: Math 223 and Math 261. Prerequisite for 312: Math 311. (Courses offered in alternate years; scheduled for 1995-96.)

**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 for 321: Math 261. Prerequisite for 322: Math 321. (Courses offered in alternate years; scheduled for 1994-95.)

**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 for 362: Math 261. Prerequisite for 363: Math 362. (Courses offered in alternate years; scheduled for 1995-96.)

**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 223, Math 261, and CS 195. (Course offered in alternate falls; scheduled for 1995.)

**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 223 and Math 261. (Course offered in alternate springs; scheduled for 1996.)

**454. Advanced Problem Solving. (Fa) [1]**

Designed to encourage students to use (and sharpen) their existing mathematical skills to solve problems that require more ingenuity than the typical book problems encountered in previous, more traditional courses. Problem-solving will be done both individually and in groups, in class and between classes, and students will get some experience presenting ideas and solutions to each other. Prerequisite: Permission of instructor.

**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 of department chair.

**465. Topics in Mathematics. (Fa,Sp) [3] N**

An occasional offering of topics not covered in the existing mathematics courses. Topics may include but are not limited to: Fourier analysis, complex analysis, foundations of mathematics, non-Euclidean geometry, applied mathematics, operations research. Prerequisites will vary.

**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 or permission of instructor. (Course offered in alternate falls; scheduled for 1994.)

**482. Combinatorics. (Sp) [3] N**

This course consists 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 or permission of instructor. (Course offered in alternate springs; scheduled for 1995.)

**485. Senior Seminar. (Sp) [3]**

This course is meant to emphasize the unity and power of mathematics and computer science by applying and extending ideas drawn from courses required for all majors. Topics will be determined by consultation among the students enrolled and the supervising faculty member. All participants will make several oral presentations. Prerequisite: Math 261 and permission of supervisor.

**495-496. Honors Tutorial in Mathematics. (Fa-Sp) [3 to 6]**

Prerequisite: Permission of department chair.

**COURSE OFFERINGS IN COMPUTER SCIENCE**

**195. Computer Science I: Structured Programming. (Fa,Sp) [2] N**

A survey of computer science and an introduction to programming using C. Topics include algorithms, arrays, records, files, pointers, recursion, structured and modular programming, compilers, operating systems, computer history, computer architecture and uncomputability. Corequisite: CS195L.

**195L. Computer Science I: Structured Programming Lab. (Fa,Sp) [1] N**

Basic programming in the C language. The programming projects are designed to give the student experience in applying the concepts studied in CS195. Corequisite: CS195. This course does not count toward the Natural Science Laboratory requirement.

**295. Computer Science II: Data Structures. (Sp) [3] N**

A study of data structures such as linked lists, stacks, queues, trees, and graphs and the algorithms for manipulating them. Other topics include memory management and data representation in sequential and random-access files. Prerequisite: CS 195 or equivalent. (Course offered in alternate years; scheduled for 1994-95.)

**297. 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. These mathematical principles are applied to various aspects of algorithm design and analysis including searching, sorting, complexity and NP-completeness. Prerequisite: CS 195 or equivalent. (Course offered in alternate years; scheduled for 1995-96.)

**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 223, Math 261, and CS 195. (Course offered in alternate falls; scheduled for 1995.)

**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, input/output devices and scheduling. Prerequisite: CS 295. (Course offered in alternate years; scheduled for 1995-96.)

**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 297. (Course offered in alternate years; scheduled for 1994-95.)

**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. Prerequisite: CS 297. (Course offered in alternate years; scheduled for 1995-96.)

**398. Compilers. (Sp) [3] N**

A study of programming languages and their translation. Techniques of scanning, parsing, code generation and optimization will be examined. Each student will construct a compiler for a small computer programming language. Prerequisite: CS295. (Course offered in alternate years; scheduled for 1994-95.)

**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 of department chair.

**465. Topics in Computer Science. (Fa,Sp) [3] N**

An occasional offering of topics not covered in the existing computer science courses. Topics may include but are not limited to: Artificial Intelligence: search techniques, game playing, neural nets, machine learning; Computer Graphics: data structures for representation of images, hidden line algorithms, shading, animation; Programming Languages: a comparative survey of various assembly, structured, and object-oriented computer languages; Database Systems: relational, hierarchical and network databases, security and synchronization; Operations Research: resource allocation and optimization techniques including linear programming, game theory, queueing theory and Markov chains. Prerequisites will vary.

**485. Senior Seminar. (Sp) [3]**

This course is meant to emphasize the unity and power of mathematics and computer science by applying and extending ideas drawn from courses required for all majors. Topics will be determined by consultation among the students enrolled and the supervising faculty member. All participants will make several oral presentations. Prerequisite: Math 261 and permission of supervisor.

**495-496. Honors Tutorial in Computer Science. (Fa-Sp) [3 to 6]**

Prerequisite: Permission of department chair.

## PROFESSOR

**Charles L. Mosby.** *Chair.* B.M., Rhodes College; M.M., Florida State University. Student at the University of Chicago. Pupil of Myron Myers, Carlisle Floyd, Ernst von Dohnanyi. (Piano, music literature.)

## ASSOCIATE PROFESSORS

**Thomas E. Bryant.** B.M., M.M., University of Georgia; D.M., Northwestern University. 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.)

**Diane M. Clark.** B.M., Rhodes College; M.M., Indiana University; Doctor of Arts, University of Mississippi; Certificate in Transpersonal Studies, Institute of Transpersonal Psychology. Pupil of Neumon Leighton, Zinka Milanov, Martha Lipton, Wiley Tatum, Larry Frazier, Vera Scammon, Jack Eric Williams, Wesley Balk. (Voice, music theory, public speaking.)

**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. Conductor, Rhodes College Singers and Rhodes Chorale.

**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. (Organ, music theory, music literature.) Associate Conductor, Rhodes College Singers; faculty/student accompanist.

## PART-TIME INSTRUCTORS

**Charles F. Clark.** B.A., Northeast Louisiana State University; M.A., George Peabody College at Vanderbilt University. (Conductor, Rhodes College Community Orchestra).

**Marsha M. Evans.** B.M., Rhodes Collège; M.M., Memphis State University. (Piano.)

**Patricia Gray.** B.A., Rhodes College; M.A., Memphis State University; Ph.D., Washington University. (Piano, music literature.)

**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. (Harpsichord, musicology; music librarian.)

## ADJUNCT PART-TIME INSTRUCTORS

The Department of Music provides a wide range of studio music courses made possible in part by drawing on an unusually talented group of musicians in the Memphis area. These persons provide music studio classes based on student demand and on availability of instructor.

**Kimberly Bates.** B.A., Rhodes College; M.M., University of Alabama. Pupil of Marsha Evans, Amanda Penick. (piano).

**Carole Choate Blankenship.** B.A., Rhodes College; M.M., Memphis State University. Pupil of Diane Clark, Beverly Hay, and Randall Rushing. (Voice.)

**Sara Chiego.** B.M., Memphis State University, M.M., Cincinnati Conservatory of Music. Memphis Symphony Orchestra. (String bass).

**Rena Feller.** B.M., Oberlin College; M.M., The Juilliard School. Memphis Symphony Orchestra. (Clarinet.)

**Catherine S. Fletcher.** B.M., Lambuth College; M.A., Middle Tennessee State University. Director of The Music Academy. Pupil of Daniel Fletcher, Jerry Perkins, Don Honeycutt. (Piano.)

**Rose Meri Hurt.** B.A., Lambuth College. Pupil of Wayland Rodgers and Carolyn Cansler. (Voice.)

**Bradley Kroecker.** B.M. and M.M.A, University of Nebraska; D.M.A. candidate, Memphis State University. Pupil of Richard Grace, Clare Elby, Raymond Gibbs, and Beverly Haye, and Randal Rushing. (Voice.)

**Ruth Ann McClain.** B.M., M.M., Memphis State University. (Flute.)

**Edward F. Murray.** B.M., New England Conservatory of Music. Memphis Symphony Orchestra. Pupil of Elden Bailey, Alan Dawson. (Percussion.)

**Kathleen Powell.** B.M. Cincinnati College-Conservatory of Music; M.M., Rice University. Memphis Symphony Orchestra. (Violin.)

**Marian Shaffer.** B.A., Stephens College; M.A., Memphis State University. Memphis Symphony Orchestra. Pupil of Mimi Allen. (Harp.)

**Doris Shifflette.** B.M.E., Memphis State University. (French horn.)

**Mark Vail.** North Texas State University. Memphis Symphony Orchestra. Pupil of David Waters, John Kitzman, Leon Brown, Paul Baur. (Trombone, tuba.)

**Rose Marie Wang.** B.A., Shanghai Conservatory of Music, Shanghai, China; M.M. Northern Illinois University; D.A. candidate, Ball State University. (Piano.)

**Lee Weimer.** B.F.A., University of Minnesota; M.M., Southwest Texas State; D.M.A. candidate, Memphis State University. Pupil of Mark Dodson, James Stamp, David Baldwin, Ron Hasselmann, Jack Laumer and Richard Stiff. (Trumpet.)

**Richard Yeo.** B.M., Indiana University; M.M., Northwestern University. Memphis Symphony Orchestra. (Cello.)

## THE MUSIC ACADEMY

**Catherine S. Fletcher,** *Director.* B.M., Lambuth College; M.A., Middle Tennessee State University. Pupil of Daniel Fletcher, Jerry Perkins, Don Honeycutt. (Piano.)

**The Department of Music:** 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, oriented toward the liberal arts concept of education, prepares students for graduate studies, aids persons in developing a satisfying avocation, and serves as preparation for a range of careers. Students from a wide variety of backgrounds are welcome to pursue this degree. Recent graduates have pursued careers in teaching, sacred music, music therapy, and performance.

**Special Opportunities.** The Department offers credit for participation in the Rhodes College Singers and several other ensembles. See the course descriptions for Music 190-197 for more information.

The Department annually sponsors a series of concerts by students, faculty, and guest artists, which are free and open to the public.

**Facilities.** The Department of Music is housed in Hassell Hall, a 15,000-square-foot building completed in 1983. The building contains studios and practice rooms, classrooms, the Adams Music Library, and the Shirley M. Payne Recital Hall.

**The Music Academy.** The Department of Music offers a preparatory music program



for all ages. A wide range of music studio classes and speciality classes are offered in violin, piano, organ, and suzuki piano and violin. Classes are offered based on student demand and availability of instructor.

### REQUIREMENTS FOR A MAJOR IN MUSIC:

Music 101, 103\*, 160-174 (16 hours, 12 of which must be in the principal instrument), 205, 205L, 275, 305-305L-306, 405-406, 485-486, 487, 488, and 6 hours of music electives. (\*If a student is able to test out of 103, 3 hours of music electives may be substituted for 103.)

### REQUIREMENTS FOR A MINOR IN MUSIC:

1. Music 101, 205, 305, 405-406, and Applied Music (4 hours to be taken on the same instrument and normally as 4 one-hour courses).
2. Fulfillment of recital attendance requirement of all weekly departmental student recitals and one-third of the number of additional events from the music majors required list.
3. Final performance exams will be taken in sessions with secondaries and non-music majors.
4. Students minoring in music will have the applied music fee waived for study in the principal instrument only.

### HONORS IN MUSIC:

1. Courses required: fulfillment of the requirements for a major in music.
2. Intensive work in at least one of the following areas: music history, music theory, composition, or performance.
3. A substantial in-depth thesis or creative project in one or more of the areas studied.
- 4) Approval by the Individualized Studies Committee is required.

## 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/or 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.

#### 105. Topics in Music. (Fa or Sp) [3] F

A course designed for the non-music major. Special interest topics such as piano literature, art song literature, Words on Music, Women in Music, and Non-Western Music will be presented.

#### 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. (course scheduled for Spring, 1995-96).

**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.

**120. Musical Heritage of Eastern Europe. (Fa or Sp) [3] F**

An exploration of Eastern European music with special emphasis on that of Russia, Poland, Czechoslovakia, Hungary and Romania, approached through readings, recordings, videos and concerts. (course scheduled for Spring, 1995-96).

**121. History of Opera. (Fa) [3] F**

A survey of the history of operas with emphasis placed on the most frequently performed works in the standard repertory and on the most important composers, singers, and conductors in the field.

**133. Nationalism in Music. (Fa) [3] F**

A study of musical works which highlight the spirit and musical styles called Nationalistic Music in western countries since the nineteenth century.

**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.

**205L. Intermediate Music Theory Laboratory. (Sp) [1]**

A laboratory designed to develop aural skills such as sight-singing and dictation. Taken concurrently with Music 205.

**275. Writing a Music Research Paper. (Sp) [1]**

This course will familiarize students with the primary tools used in music research and will give them experience in writing scholarly papers in the discipline.

**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.

**305L. Aural Skills Laboratory. (Fa) [1]**

A laboratory designed to develop aural skills such as sight-singing and dictation. 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.

**487. Senior Paper. (Fa) [1]**

Each senior will prepare an extensive research paper related to the project to be presented in the second semester. Prerequisite: Music 275.

**488. Senior Project. (Sp) [1]**

Each student will present either a lecture/demonstration that is an outgrowth of the senior paper (music 487) or a full-length recital with accompanying program notes.

**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, or minors in their principal instrument. **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/Bass. (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**

**175. Percussion. (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 internationally-known touring ensemble has toured in the United States for over fifty years, and for eleven years they have toured abroad. They have appeared numerous times with orchestras and have made several recordings. There are many opportunities for student leadership in the management of local concerts, domestic concerts, and foreign tours.

**191. Rhodes College Community Orchestra. (Fa, Sp) [1,1] F**

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

**195. Piano Accompanying. (Fa, Sp) [1,1] F**

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

**196. Selected Instrumental Ensembles. (Fa,Sp) [1] F**

Competent players of orchestral or electronic instruments will prepare for performance music ranging from duets to larger works. (Availability limited.)

**197. Selected Vocal Ensembles. (Fa, Sp) [1,1] F**

Small vocal ensembles that wish to earn credit for rehearsing and performing may request a faculty coach. (Availability limited.)

# PHILOSOPHY

## PROFESSORS

**William Larry Lacy.** *Chair.* B.A., Rhodes College; Ph.D., University of Virginia. (Philosophy of religion; ethics; existentialism.)

**James W. Jobs, Jr.** B.A., St. John's College; Ph.D., University of Virginia. (Greek and medieval philosophy; analytic philosophy; aesthetics.)

## ASSOCIATE PROFESSOR

**Robert R. Llewellyn.** 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.

A major in philosophy may meet the needs of students interested in a wide range of career paths. Majors in philosophy often plan, after doing graduate work, to teach. Majors also pursue work in law, medicine, theology, or employment in government, business, or social service. Those preparing for these fields should combine their work in the department with suitably chosen work in other fields. Still others undertake the major for personal satisfaction and enrichment, or as a path in the pursuit of a liberal education, without intending to become professional philosophers.

**Special Opportunities.** Opportunities exist for those wishing to combine the study of 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 see the section in the catalogue concerning "Interdisciplinary Majors" and consult with a member of the department.

**Entry work in the department.** Philosophy 201 and Humanities 201 and 202 (Philosophy track), 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 Philosophy 201 and Humanities 201 and 202 (Philosophy track), 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, 304, and 319, relevant to many disciplines; 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.

## REQUIREMENTS FOR A MAJOR IN PHILOSOPHY:

Philosophy 201, Humanities 201 and 202 (Philosophy track), 206, 304, and 15 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. Examination: The department will ordinarily require an oral examination on the honors essay and related field.
4. An honors project approved by the Individualized Studies Committee is required.

**REQUIREMENTS FOR A MINOR IN PHILOSOPHY:**

Six three-hour courses in Philosophy with the following provisos:

1. Philosophy 304, Ethics, must be one of the six courses.
2. At least four of the six courses must be numbered in the 300's or above.
3. No course offered to meet a requirement for a major in another department can be used to meet the requirement for a minor in Philosophy.
4. Humanities 201 and 202 (Philosophy track) may be used to satisfy part of the 6 course requirement, but only if both courses are taken. If both courses are taken, then they may count as one of the 6 required courses.

**COURSE OFFERINGS****201. Greek and Medieval Philosophy. (Fa) [3] H, L**

An introduction to philosophy through 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.

**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. (Fa) [3]**

Emphasis is on identifying, classifying, analyzing, and appraising arguments. Attention is given to necessary truth, analysis of ordinary language, methods in categorical and truth-functional logic, induction, non-inductive analogy, and fallacies.

**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.

**214. Modern Ideologies. (Fa) [3] H**

The same as Political Science 214.

**232. Social Issues in Ethical and Religious Perspective. (Fa or Sp) [3] H, L**

The same as Religion 232.

**250. Topics in Philosophy. (Fa) [3] H, L**

A seminar in which topics of current interest are presented and discussed. Topics may involve both classical and contemporary philosophical texts. In principle, the topics will focus on issues that raise significant moral questions in contemporary society. For 1994-95 the topic will be "Moral Confusion and the Possibility of Practical Wisdom." This particular topic carries "Life" credit. (Course offered in alternate years; scheduled for 1994-95.)

**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. (Sp) [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. (Students who wish to take this special course must make their requests known to the department before registration.)

**310. Philosophy of Science. (Fa) [3] H**

A philosophical examination of the meaning and limitations of explanation, primarily in the natural sciences. (Course offered in alternate years; scheduled for 1995-96.)

**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. (Course offered in alternate years; scheduled for 1995-96.)

**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.

**360. Philosophy and the Christian Faith. (Fa) [3] H, L**

A philosophical examination of one or more distinctive Christian doctrines, e.g., the atonement, the incarnation, the trinity. (Course offered in alternate years; scheduled for 1994-95.)

**401. Plato and Aristotle. (Sp) [3] H**

Plato's *Republic* and substantial parts of Aristotle's *Metaphysics* and *Nicomachean Ethics*. Prerequisite: Philosophy 201 or permission of the instructor. (Course offered in alternate years; scheduled for 1995-96.)

**411. Political Philosophy and the Issues of Politics. (Fa or Sp) [3] H**

The same as Political Science 411. (Course scheduled for Fall, 1994-95.)

**415. Existentialism. (Sp) [3] H, L**

A study of two somewhat contrasting existentialists. (Course offered in alternate years; scheduled for 1995-96.)

**416. Analytic Philosophy. (Sp) [3] H**

Readings in analytic philosophy, including logical positivism, from Moore and Russell through Ryle, Austin, Wisdom, and Strawson. (Course offered in alternate years; scheduled for 1994-95.)

**418. Some Contemporary Developments in Philosophy. (Sp) [3] H**

Readings in recent analytic (and "post-analytic") philosophy. Prerequisite: Philosophy 416 or Humanities 202 (Philosophy track), or permission of the instructor. (Course offered in alternate years; scheduled for 1994-95.)

**475-476. Problems in Philosophy. (Fa,Sp) [3-3]**

A tutorial course for senior students only. Each student chooses an individual topic in consultation with the departmental faculty.

**486. Senior Seminar. (Sp) [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. A major contemporary philosophical work will be read by the participants.

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

A tutorial course devoted in part to preparation of an Honors essay.



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

## 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 (Sp)
111	211	Volleyball (Fa,Sp)
121	221	Racquetball (Fa,Sp)
125	225	Swimming (Fa,Sp)
131	231	Scuba Diving (Fa)
154	254	Weightlifting (Fa,Sp)
157	257	Run for Fun (Fa,Sp)
174	274	Aerobics (Fa,Sp)
177	277	Karate (Fa,Sp)
178	278	Self Defense (Fa,Sp)
180	280	Yoga (Fa,Sp)
193	293	Sports Medicine (Sp)
195	295	Senior Lifesaving (Fa)

# PHYSICS

## PROFESSORS

**Robert M. MacQueen.** *Chair.* B.S., Rhodes College; Ph.D., The Johns Hopkins University. (Astrophysics, interplanetary medium, instrumentation.)

**Gerrit L. Verschuur.** Professor for Research. B.Sc. and M.Sc., Rhodes University; Ph.D., Manchester University. (Radio astronomy.)

## ASSOCIATE PROFESSORS

**Edward A. Barnhardt.** B.S., Rhodes College; M.S., Vanderbilt University. (Electronics and data analysis.)

**John L. Streete.** B.S., Rhodes College; M.S. and Ph.D., University of Florida. (Optical physics and solar astrophysics.)

## ASSISTANT PROFESSOR

**Joan T. Schmelz.** B.S. and M.S., Rensselaer Polytechnic Institute; Ph.D., Pennsylvania State University. (Solar astrophysics.)

The Department of Physics offers courses intended to serve a variety of student needs and interests, ranging from non-science major students who are interested in studying this fundamental natural science, non-physics science majors, to majors in physics. The latter curriculum is also appropriate for those students interested in careers in geophysics, meteorology, oceanography, astronomy, and various technical and scientific specialties.

With a bachelors degree (B.A. or B.S.) in physics, a Rhodes student is well-prepared for graduate study in engineering, medicine, medical physics or law, a technical career in an industrial or governmental laboratory, or a secondary school teaching career. (Prospective secondary school teachers should consult with the chair of the Department of Education early in their college careers to arrange courses leading toward the appropriate state teaching certificate.) The student planning a physics or physics-related research career or an academic position at the college or university level should anticipate completing the B.S. curriculum at Rhodes, attending graduate school and obtaining an advanced degree.

**Introductory work.** For students in the humanities, fine arts, or social sciences, the Physics 101 (Astronomy), Physics 103 (Global Change) or Physics 105 (Topics) courses provide interesting introductions to physical science; or such students may choose to take the Physics 111-112 sequence, with the associated laboratories (Physics 111L-112L). Students intending to major in mathematics or physics should take Physics 111-112 (or Physics/Mathematics 125-126) and 111L-112L their first year. Students who have taken Advanced Placement Examinations in Physics should consult the department chair for appropriate placement.

**Facilities.** A variety of equipment for student experimentation and student and faculty research is available. Facilities include a 0.8 meter diameter infrared-optimized telescope, optical and infrared equipment for atmospheric and astrophysical measurements, portable and fixed-mounted teaching telescopes and accessories, a large Czerny-Turner spectrograph and machine and electronics shops. Experimental apparatus for a variety of measurements of the properties of photons, electrons and subatomic particles are available. Software, networked personal computer systems and workstations are available for the analysis and simulation of various physical phenomena and research, and personal computers are employed in pedagogical laboratories.

**Special opportunities.** In addition to formal class and laboratory work, students are encouraged to join the physics faculty in research efforts, which involve the study of astrophysics of the sun and Galaxy, interplanetary physics and properties of the earth's atmosphere. Department members collaborate with scientists at the High Altitude Observatory, the NASA Marshall and Goddard Space Flight Centers, the National Solar Observatory and other institutions in scientific research and development. Support for students participating in research, both during the academic year and during the summer, is usually available. An endowment from the Van Vleet Foundation provides summer student and faculty support. Students are also encouraged to participate in these activities informally or via directed inquiries or honors research.

Faculty also assist upperclass students in obtaining professionally rewarding employment in research during the summer months. Faculty research efforts are one source; in addition, past physics majors have received research fellowships at a variety of research organizations in the country.

**Majoring in physics.** All prospective physics majors should consult with the chairperson before registration. As noted, prospective physics majors should take Physics 111-112 (or Physics/Mathematics 125-126) and 111L-112L their first year. Physics 101, 103, and 105 are not open to majors. Students may choose either the B.A. or B.S. degree curriculum, depending upon their interests and future plans. The B.A. curriculum is designed to provide the student with a broad exposure to physics; the B.S. curriculum adds an appropriate degree of specialization for those students intending, for example, a research career in physics or a closely related field. Majors are encouraged to participate in research by taking at least one directed inquiry in physics and, if qualified, to attempt the honors tutorial.

#### **REQUIREMENTS FOR A MAJOR IN PHYSICS LEADING TO THE B.A. DEGREE:**

1. Physics 111-112 (or Physics/Mathematics 125-126) and 111L-112L, 205, 211-212, 215L-216L, 301, 305-306, 401, 415L, and 485-486.
2. Mathematics 121-122, (or 125-126), 223, and 251.
3. Chemistry 111-112, 111L-112L or Biology 111-112, 111L-112L or Geology 111-112, 111L-112L.

#### **REQUIREMENTS FOR A MAJOR IN PHYSICS LEADING TO THE B.S. DEGREE:**

1. Physics 111-112 (or Physics/Mathematics 125-126) and 111L-112L, 205, 211-212, 215L-216L, 301-302, 305-306, 401, 405, 415L-416L and 485-486.
2. Mathematics 121-122 (or 125-126), 223, 251, and 261. Mathematics 452 and Computer Science 195 are recommended.

#### **REQUIREMENTS FOR A MINOR IN PHYSICS:**

1. Physics 111-112 (or Physics/Mathematics 125-126) and 111L-112L, Physics 211-212, and two additional courses in physics, one of which may be either Physics 101 or Geology 111.

#### **HONORS IN PHYSICS:**

1. Courses required: those listed for the B.S. degree with a major in physics, plus Physics 495-496, Honors Tutorial. For certain projects, Physics 496 may be substituted for Physics 416L.
2. A research project in physics, usually involving a topic related to faculty research.

The honors project must be approved by the College's Individualized Studies Committee. A creditable thesis must be presented at the end of the year.

## COURSE OFFERINGS

### 101. Astronomy. (Fa, Sp) [3] N

An introduction for non-science majors to modern astronomy, including the apparent motion of stars and planets, fundamental astronomical concepts and astronomical tools, the solar system, the sun, other stars, stellar evolution and stellar systems, the Galaxy, other galaxies, galactic systems and cosmology. The accompanying laboratory course 101L is not required.

### 101L. Astronomy Laboratory. (Sp) [1] N

Observations of the stars, constellations, the moon, planets, and "deep sky" objects (weather permitting) along with laboratory demonstration and exercises involving astronomical concepts. May only be taken concurrently with Physics 101.

### 103. Global Change. (Fa) [3] N

For, but not limited to, non-science students, this course is a survey of the underlying scientific basis of the issues involved in global environmental change: greenhouse warming, deforestation, ozone depletion, acid precipitation, sea level rise, fresh water and toxic waste concerns. Laboratory portion involves computer modelling of relevant global systems. The course includes two lectures and a two-hour laboratory session per week, and carries laboratory credit.

### 105. Topics in Physics. (Fa,Sp) [3] N

Topics, designed for the non-science major, in physics, astronomy and interdisciplinary subjects, including modern developments in physics and closely allied fields, atmospheric processes, astrophysics and geophysics. No prerequisites.

### 111-112. Introductory Physics. (Fa-Sp) [3-3] N

A study of the classical fields of physics, with an introduction to modern physics. Includes the study of Newtonian mechanics, wave motion and sound during the first semester, and thermodynamics, electromagnetism, optical properties, and atomic structure in the second semester. Intended for both science or non-science majors. Corequisite: Physics 111L-112L, Math 115, or Math 121-122.

### 111L-112L. Introductory Physics Laboratory. (Fa-Sp) [1-1]

Basic experiments in the topics covered in Physics 111-112, designed to acquaint the students with experimental techniques in classical physics. Corequisite: Physics 111-112.

### 125-126. Introduction to Calculus and Physics. (Fa-Sp) [3-3] N

An integrated approach to calculus and physics. Physical questions are used to motivate the study of calculus, and the tools from calculus are applied to physics as well as to general questions in classical mathematics. The topics covered are essentially the same as those in Mathematics 121-122 and Physics 111-112. One grade is assigned for this integrated course, which is also listed as Mathematics 125 or 126. Meets five times per week. (Credit may be earned for either Physics 111-112 or Physics 125-126, not both.) Corequisites: Math 125-126 and Physics 111L-112L.

### 205. Optical Physics. (Sp) [3]

A study of geometrical and physical optics, with emphasis on the latter. Image

formation, aberrations and optical systems are considered, followed by studies of the behavior of electromagnetic waves in free space and material bodies. Interference, diffraction, polarization and dispersion will be covered, as will laser basics. Prerequisite: Physics 112 or 126, Mathematics 223.

**211-212. Introduction to Quantum Physics. (Fa-Sp) [3-3]**

A survey of quantum physics, including relativistic dynamics, photons, the atom, matter waves, introductory quantum mechanics via the Schrodinger formulation, one-electron and complex atoms, nuclear properties and processes, and elementary particles, condensed matter and molecules. Prerequisite: Physics 112 or 126. Corequisite: Mathematics 223, or permission of the instructor.

**215L-216L. Intermediate Laboratory. (Fa-Sp) (1-1)**

Investigation of the fundamentals of electrical measurements, optical and modern physics. Topics may include general electrical measurement principles from DC to audio frequencies, nonlinear devices, filters and circuit theorems. Also, involves studies of fundamental measurements of modern physics, including properties of the electron, atomic energy levels, and Compton and nuclear scattering. Finally, involves lens and mirror systems, ray-tracing techniques, interferometry, dispersing elements and spectroscopy. Corequisites: Physics 211-212 and Physics 205.

**301-302. Electromagnetic Theory. (Fa-Sp) [3-3]**

A study of the fundamental properties of electric and magnetic fields in vacuum and matter. The development will be from fundamental observations through modern, discrete applications of Maxwell's Equations. Prerequisite: Physics 112 or 126. Corequisite: Mathematics 251.

**303. 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. Single transistor amplifiers and operational amplifiers will be briefly covered. Prerequisite: Physics 112 or 126. Corequisite: Physics 303L. (Course offered in alternate years; scheduled for 1994-95.)

**303L. 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 303.

**305-306. Dynamics. (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, nonlinear systems, rigid body motion, Lagrange's and Hamilton's formulations, variational principles, special relativity and chaotic systems. Prerequisite: Physics 112 or 126. Corequisite: Mathematics 251.

**307. Topics in Intermediate Physics. (Fa or Sp) [3]**

Topics for the intermediate-level physics or natural science student, often including but not limited to exposition of experimental systems or subjects such as spectroscopy, astrophysics, experiment interfacing, etc. Prerequisite: Physics 211.

**401. Quantum Theory. (Fa) [3]**

Introductory formalism of quantum processes, including Schrodinger formulation,

Hilbert space vectors and operators, theory of measurement, the Hamiltonian formulation, potential wells and the harmonic oscillator, introduction to the Dirac bracket notation and applications to the study of atoms and spectra. Prerequisites: Physics 212, 301, 306 and Mathematics 251 or 452.

**405. Thermal Physics. (Sp) [3]**

The study of thermodynamics and statistical mechanics from the unifying viewpoint of the quantum theory: Gibbs and Boltzmann 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 212 and Mathematics 223.

**409. Topics in Advanced Physics. (Fa or Sp) [3]**

Special topics designed for advanced students in physics or mathematics. Subjects will involve theoretical physical and mathematical systems, often concerning astrophysics. Prerequisites: Physics 302, 306.

**415L-416L. Advanced Experimental Physics. (Fa-Sp) [1-1]**

Experiments and techniques of an advanced nature, with emphasis on modern physics. First semester includes vacuum techniques, stellar photometry, scintillation spectroscopy and Compton scattering. Second semester topics include atomic and molecular spectroscopy, gamma ray spectroscopy with the Mössbauer effect and superconductivity. Prerequisite: Physics 216L.

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

Examination of the unifying themes, central concepts and links between discipline areas of physics. Lectures by faculty. Student organization, preparation and presentation of papers, chosen from the literature. One meeting per week. Open to third or fourth year physics students only.

**495-496. Honors Tutorial. (Fa-Sp) [3-3]**

Open to candidates for honors in Physics. Research in a recognized branch of physics, usually related to research being carried on by members of the department.

# POLITICAL SCIENCE

## PROFESSOR

**Michael Nelson.** B.A., College of William and Mary; M.A., Ph.D., The Johns Hopkins University. (Presidency; elections; American politics.)

## ASSOCIATE PROFESSORS

**Marcus D. Pohlmann.** B.A., Cornell College; M.A., M.Phil. and Ph.D., Columbia University. (Urban politics; black politics; 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 PROFESSORS

**Daniel E. Cullen.** *Chair.* D.C.S., McGill University; M.A., Dalhousie University; Ph.D., Boston College. (History of political philosophy; American political thought; American politics.)

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, criminal justice, teaching, 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.

**The Political Science Major.** 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. *Bureaucracy and Public Policy.* This field examines the management of public agencies and analyzes policy in such areas as criminal justice, the environment, transportation, education health and urban affairs.
- C. *Political Analysis.* The department offers several approaches to the understanding and analysis of political issues. Studies in normative theory examine the enduring issues of political life through the study of the history of political philosophy and contemporary political thought. 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, the

presidency, political campaigns, the judicial process, urban politics and black politics.

**Interdisciplinary Programs.** The College offers a number of interdisciplinary programs which draw on faculty from several departments and offer both majors and minors. Students interested in Political Science may want to augment their major curriculum with, for example, a minor in American Studies or Women's Studies, or a major in Urban Studies. For further information on such opportunities, see the section on Interdisciplinary Study in this catalogue.

**Special Opportunities.** The department supervises a number of internships in local, state and national government related agencies. Students interested in pursuing one of these opportunities should consult a member of the department. Students may also earn credit for participation in the Washington Semester program.

### REQUIREMENTS FOR A MAJOR IN POLITICAL SCIENCE:

1. Political Science 151, 485, and one course in political theory: either 212, 214, 230 or both Humanities 201 and 202 (philosophy track).
2. Required cognate courses: History 152 and International Studies 200.
3. Seven additional courses (21 hours) in Political Science.

### HONORS IN POLITICAL SCIENCE:

1. Completion of the requirements for a Bachelor of Arts degree in Political Science.
2. Enrollment in the two-term tutorial sequence Political Science 495-496 and completion of a major independent research project. The topic of research is to be selected by the student in conjunction with a department member. Normally, the student begins preparing a proposal in the spring of the junior year. Approval of the honors project by the Individualized Studies Committee is required.

### 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 courses and 400-level seminars are primarily intended 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. Topics in Public Policy. (Fa or Sp) [3] S

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. Prerequisite: Political Science 151. (Course scheduled for Spring, 1994-95.)

#### 200. Urban Politics. (Fa) [3] S

A critical introduction to urban America's fiscal and racial problems, formal and



informal political processes, power structures, and alternative futures. Prerequisite: Political Science 151.

**212. Political Thought in the United States. (Sp) [3] S**

A survey of the ideas and controversies of American political development from the Puritans to the present. Topics include the political theory of the Declaration of Independence, the Founding, the Civil War and Slavery, Laissez-Faire Capitalism, the New Deal, the Civil Rights Movement, The New Left, and the contested contemporary definitions of freedom and equality. Prerequisite: Political Science 151 or permission of the instructor. (Course offered in alternate years; scheduled for 1994-95.)

**214. Modern Ideologies. (Fa) [3] S**

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

**230. Black Politics. (Sp) [3] S**

A critical analysis of a variety of political goals, strategies, and tactics espoused in the 20th century. Views of Booker T. Washington, Marcus Garvey, W.E.B. DuBois, Martin Luther King, Jr., and Malcolm X are among those normally considered. Prerequisite: Political Science 151.

**260. Congress and the Political Process. (Fa) [3]**

Congressional organization, the legislative process, relations with the executive branch, the electoral process and representation. Prerequisite: Political Science 151.

**302, 303. Constitutional Law and Politics. (Fa, Sp) [3,3]**

An examination of the federal judicial process and American constitutional principles. Constitutional topics include the death penalty, prisoner rights, church-state relations, abortion, euthanasia, and affirmative action. Prerequisite: Political Science 151.

**304. Trial Procedure. (Fa) [3]**

Students study and practice trial procedure. Topics include opening statements, direct examination, cross examination, closing statements, objections, and impeaching a witness. Prerequisite: Sophomore status or permission of the instructor.

**305. Mock Trial Participation. (Sp) [1]**

Preparation for and participation in intercollegiate Mock Trial competitions. Participants prepare cases around assigned sets of facts. They then practice and compete in roles of both lawyer and witness. Prerequisite: Political Science 304 and invitation of the instructor. A total of 4 credit hours may be earned for Mock Trial Participation.

**310. Topics in Political Theory. (Fa or Sp) [3]**

A selective analysis of controversial issues and recent developments in political theory. Prerequisite: Either Political Science 212 or 214, or permission of the instructor. (Course scheduled for 1995-96.)

**316. Urban Policy. (Fa) [3]**

Problems and processes of policy formation in the urban system; discussion of substantive policy areas such as housing and community development.

**340. The American Presidency. (Fa) [3]**

An exploration of the constitutional, historical and political aspects of the presidency. Specific topics include the selection of the President, presidential leadership, personality, relations with Congress and the Supreme Court, and the Vice Presidency. Prerequisite: Political Science 151.

**370. Computers and Political Science. (Fa) [3] S**

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, preliminary hearing, bail, jury, prosecution, trials, plea bargaining, sentencing, corrections, and probation. Justice in theory and practice. Prerequisite: Political Science 151.

**401. Seminar in the Political Process. (Fa or Sp) [3]**

An investigation of an important subject area within the discipline of political science. Topics might include constitutional controversies, the legislative process, political behavior, campaign design and strategy. Prerequisite: Political Science 151. (Course scheduled for Spring, 1994-95.)

**411. Political Philosophy and the Issues of Politics. (Fa or Sp) [3]**

A seminar devoted to selected issues of justice, law and morality that arise from the familiar circumstances of political life. Issues might include freedom of speech and expression, equality, the morality of civil disobedience, the justification of war, duties beyond borders, privacy, individual rights and political obligation. Prerequisite: Political Science 214 or permission of the instructor. (Course scheduled for Fall, 1994-95.)

**420. Topics in Urban Policy. (Fa or Sp) [3]**

A research seminar involving the application of policy analysis techniques in key issues in urban policy such as housing, transportation, and land use. (Course scheduled for 1996-97.)

**440. Seminar in the Constitutional Convention. (Sp) [3]**

An analysis of the Constitutional Convention of 1787 as a political event with philosophical underpinnings. Special topics include the political environment, the major actors and controversies, the ratification debates, and continuing issues of constitutional reform. Prerequisite: Political Science 151. (Course offered in alternate years; scheduled for 1995-96.)

**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.

**460, 461. Public Affairs Laboratory. (Fa,Sp) [3, 3]**

A directed internship with a selected legal, governmental or community agency. The course integrates traditional academic work in Political Science with practical internship experiences. All internships are assigned through the Department of Political Science Internship Director. Prerequisite: two courses beyond Political Science 151 or consent of the instructor.

**485. Senior Seminar in Political Science. (Sp) [3]**

An intensive analysis of classic and contemporary perspectives on American democracy.

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

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; cross-cultural psychology.)

## 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.)

**Robert J. Strandburg.** B.A., Amherst College; M.A., Ph.D., University of California at Los Angeles. (Physiological; cognition and perception; psychopathology.)

**Marsha D. Walton.** B.A., M.A., and Ph.D., University of North Carolina, Chapel Hill. (Developmental; psychology of women; language and social interaction.)

**Christopher G. Wetzel.** *Chair.* B.A., M.A., and Ph.D., University of North Carolina, Chapel Hill. (Social; social cognition; decision making; industrial.)

## ASSISTANT PROFESSORS

**Bette J. Ackerman.** B.A. Eckerd College; M.A. and Ph.D., University of Florida. (Social; health psychology; experimental design.)

**L. Charles Lemond.** B.A., Rhodes College; M.A. and Ph.D., Vanderbilt University. *Director of the Computer Center.*

## VISITING PROFESSOR

**Allen Overton Battle.** B.S., Siena College; M.A. and Ph.D., Catholic University of America. (Clinical psychology; psychopathology.)

The **Department of Psychology** provides students with the opportunity to develop an understanding of behavior and experience from a variety of theoretical perspectives. The psychology faculty's interests and educations range from physiological psychology and learning to personality, abnormal, social, developmental and humanistic psychology. Through arrangements with the University of Tennessee Center for the Health Sciences, numerous psychologists working in clinical and business settings in the city, and various human services agencies, the department provides a variety of off-campus internship and practicum experiences.

The **Psychology Major** develops an educational background beneficial to a number of careers as well as to vocations in psychology. This is achieved through a core/career plan where the student completes a core of fundamental psychology courses and a cluster of courses appropriate to one of six career or interest areas.

The core of five courses is required of all majors. An additional twenty-one hours of course work will be completed in one of six selected career/interest areas: doctorate-level academic or clinical psychology; business and industrial psychology; education or school psychology (including guidance counseling and administration); law and government; health careers (medicine, nursing, physical therapy, etc.); and social/human services (masters-level counseling or social work). 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 must be approved by the department. A detailed description of the approved course sequences is available from the department or from the Registrar.

**Special Opportunities** for internships and practica can be arranged with the University of Tennessee-Memphis and with a number of other human services agencies in the area. Majors in the department often take advantage of internships and practica, which are offered for academic credit, to gain practical experience in their particular area of interest.

**Facilities** include an observational research laboratory for child development and social interaction research, a human psychophysiology laboratory, and individual testing and interviewing rooms.

### REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY:

1. General Psychology (151 and 152): to be taken in either order, as early as possible in the student's course of study.
2. Statistics and Experimental Design (211 and 212): to be taken simultaneously as early as possible in the student's course of study.
3. Seven courses to be chosen from a set of course sequences approved by the department or proposed by the student and approved by the department. One of the seven courses may come from a related field outside the department, provided approval is obtained from the faculty advisor.
4. Senior Seminar (485): to be taken during the first or second semester of the senior year.

### 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 research 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 plus Psychology 495-496.
3. An honors thesis must be prepared reporting on the research undertaken. The thesis must be read and approved by two members of the psychology department and one faculty outside of the department before it is submitted to the Individualized Studies Committee.
4. Examinations: Honors students will make an oral defense of the honors thesis before an examining committee of two members of the department and one faculty member from a related department.

### REQUIREMENTS FOR A MINOR IN PSYCHOLOGY:

1. Psychology 151 and 152.
2. Psychology 211 or Math 111 or Economics 290.
3. Four additional psychology courses to be chosen in consultation with a departmental advisor and to be approved by the department.

### 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.

#### 152. General Psychology. (Fa, Sp) [3] S

A survey including learning, cognition (sensory processes, perception, memory, thinking, language), and human development.

**207. The Psychology of Sport and Recreational Physical Activity. (Fa) [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.

**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. Concurrent enrollment in Psychology 212 required.

**212. Experimental Methods. (Fa, Sp) [3]**

The study and application of experimental design to research with human subjects. Psychological data will be collected and analyzed to demonstrate the steps in hypothesis testing and report writing. One hour of lecture and four hours of laboratory each week. Concurrent enrollment in Psychology 211 required.

**214. The Analysis of Behavior. (Sp) [3] S**

An introduction to theories of learning and the analysis of behavior with emphasis on the principles of operant conditioning. Prerequisite: Psychology 152.

**216. Perception. (Sp) [3] S**

A survey of theories and research in sensation and perception focusing on how we construct an internal representation of the external world from the evidence of our senses. Prerequisites: Psychology 151 and 152.

**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 Psychology 211, Math 111, Economics 290, or permission of instructor.

**226. Cognitive Processes. (Sp or 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. (Course offered in alternate years; scheduled for 1994-95.)

**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. Prerequisite: 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; gender roles. Course offered in alternate years; scheduled for 1995-96. Prerequisite: Psychology 151 or 152 or Women's Studies 200.

**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 Psychology 211, Math 111, Economics 290, or permission of instructor.

**303. Psychology of Health. (Fa) [3]**

The knowledge base and methodology of psychology will be applied to an understanding of health and illness. Topics to be covered will include dispositional factors (personality, cognitive, and social), behaviors impacting on specific illnesses, health delivery systems, and health maintenance. Prerequisite: Psychology 151 or 152.

**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 culture, sex differences in communication style, and language development. Prerequisite: Psychology 152 and 211-212.

**309. Human Intuition and Judgment. (Sp) [3] S**

An examination of how people make judgments about themselves and others, attribute causation to human behavior, and make judgments or decisions about courses of action. Prerequisite: Psychology 211 or Math 111 or Economics 290 or permission of instructor. (Course offered in alternate years; scheduled for 1995-96.)

**311. Counseling Psychology. (Fa) [3] S**

A survey of the major theoretical orientation and current practices of counseling and psychotherapy. Elementary helping and listening skills will be practiced. Prerequisite: Psychology 151.

**318. Physiological Psychology. (Fa) [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 permission of the instructor. (Course offered in alternate years; scheduled for 1994-95.)

**319. Human Psychophysiology Laboratory. (Sp) [2]**

An introduction to the laboratory methods in Physiology. Current research methods will be surveyed and practical experience recording and analyzing human brain activity and bodily responses will be provided. Prerequisites: 318 (can be taken concurrently) and permission of the instructor. (Course offered in alternate years; scheduled for 1994-95.)

**325. Personality Psychology. (Fa) [3] S**

Contemporary academic and alternative personality theories are presented and evaluated. This course contains both conceptual and experiential components. Prerequisite: Psychology 151.

**338. Tests and Measurements. (Fa) [3] S**

Psychometric principles of test construction as well as observation and evaluation of contemporary psychological tests. Lecture format with observation of testing in community setting. Prerequisites: Psychology 151 and 211.

**399. Junior Seminar. (Sp) [1]**

A survey of contemporary research on selected topics. Open only to junior psychology majors. Prerequisite: permission of the staff.

**408. Special Topics in Psychology. (Fa or 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. Prerequisite: permission of instructor.

**410. Research Topics in Psychology. (Fa or Sp) [3,4]**

An advanced course in research involving either social, developmental, health or physiological psychology. Students will complete at least one major research project. Two hours of seminar and 4 hours of laboratory per week. Prerequisites: Psychology 211, 212, and instructor's approval.

**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.

**460. Internship in Psychology. (Fa, Sp) [3-6]**

Supervised experience in applying psychological knowledge and principles in a field or real-world setting. Students prepare a research paper or a literature review on a topic related to the internship, work on a project with the off-campus supervisor, keep a daily journal and write a paper on the internship experience. Prerequisites: 211-212 plus specific courses relevant to the internship project. Permission of the instructor and an off-campus supervisor is required.

**485. Senior Seminar. (Fa, Sp) [2]**

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

**495-496. Honors Tutorial. [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.)

## ASSOCIATE PROFESSORS

**Gail P. Corrington Streete.** B.A., M.A., and M.L.S., State University of New York at Buffalo; M.Phil. and Ph.D., Drew University. (Biblical studies, classics, women and religion, ascetical theology.)

**Steven L. McKenzie.** *Chair.* B.A., Abilene Christian College; M.Div., Abilene Christian University; Th.D., Harvard University. (Old Testament, Hebrew.)

**Valarie H. Ziegler.** B.A., Centre College; M. Div., Yale Divinity School; Ph.D., Emory University. (Historical theology; religion in America; feminist theology.)

## ASSISTANT PROFESSORS

**Ellen T. Armour.** B.A., Stetson University; M.A. and Ph.D., Vanderbilt University. (Contemporary philosophy and theology, historical theology, feminist theory and religion.)

**Joseph A. Favazza.** B.A., Saint Meinrad College; J.C.B., M.A., and Ph.D., The Catholic University of Louvain, Belgium. (Historical theology, Catholic studies, religion and ritual.)

**Stephen R. Haynes.** B.A., Vanderbilt University; M.A., Florida State University; M.Div., Columbia Theological Seminary; Ph.D., Emory University. (Religion and politics, holocaust studies, religion and literature.)

**Mark W. Muesse.** A.B., Baylor University; M.T.S., A.M., and Ph.D., Harvard University. (Theology, comparative religions.)

Assistant Professor to be appointed.

## PART-TIME FACULTY

**Rabbi Harry K. Danziger.** B.A., University of Cincinnati; M.A. and Ordination, Hebrew Union College, Jewish Institute of Religion. (Judaism.) 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.

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 aid in developing skills for the analysis of human problems and the means for their solution. It also promotes ethical awareness and commitment. Such knowledge, skills, and commitment can facilitate careers.

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. Other graduates have entered the fields of business, counseling, publishing, social work, law, and medicine.

Students majoring or minoring in religious studies will select their individualized course of study in consultation with their departmental advisors. The major leads to a balanced and integrated understanding of basic concepts and methodologies in the study of religion. Ten courses are required for a major; seven for a minor.

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 should reflect a student's mature thinking on a topic of concern to religious studies.

**Special Opportunities.** The Joseph Reeves Hyde Award in Religious Studies is presented annually to a junior student at Rhodes College to allow the student to pursue an activity related to the discipline of religious studies, preferably in the summer between the junior and the senior years.

The department sponsors internships in Memphis area religious, social, and health agencies. See Religious Studies 460, below.

**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. Members of the department will assist students in selecting the group of courses that best satisfies their interests.

**Interdisciplinary majors.** The department encourages interdisciplinary majors. Working closely with advisors from Religious Studies and from another department, students design individual programs of courses to define and explore areas of complementary concern. Normally, such programs require fewer courses than a double major but more than the minimum required for a major in Religious Studies (ten). Individual plans must have approval from both departments concerned and from the Faculty Committee on the Curriculum, Standards, and Standing. In the Senior Seminar in Religious Studies, students in an interdisciplinary major may present a senior paper which reflects the interdisciplinary character of their studies.

### REQUIREMENTS FOR A MAJOR IN RELIGIOUS STUDIES:

1. Bible (3 courses): 100 or 101 or 110 or 120; one course in Hebrew Bible/Old Testament Studies (141-147); and one course in New Testament Studies (151-156). Humanities 101-102 may substitute for three hours of Bible (normally 100 or 101 or 110 or 120).
2. Theology and Ethics (3 courses): 210, 211, and one of the following: 230, 232, 311. If possible, 210 and 211 should be taken in sequence early in the student's career.
3. History of Religions (3 courses): 255, 251 or 253, and one additional course from History of Religions.
4. Senior Seminar: 485.

Substitution of 300-level courses for some of the above may be arranged by special permission of the department.

### REQUIREMENTS FOR A MINOR IN RELIGIOUS STUDIES:

1. Bible (2 courses).
2. Theological Studies (1 course).
3. History of Religions (1 course).

4. 300-level Seminar.
5. Two additional courses.

### **Recommended Courses:**

Greek 101-102 and Hebrew 101-102 (if available) are recommended for students interested in advanced work in New Testament and Old Testament studies, respectively.

### **HONORS IN RELIGION:**

The Honors Program in Religion is established 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 research and writing of an honors paper. An oral examination will be administered over this special area of research.

### **COURSE OFFERINGS**

Religion 100, 101, 110, or 120 is a prerequisite for all other Bible courses. (Humanities 101 and 102 may be substituted for this prerequisite.) Courses listed with numbers above 200 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.

#### **101. Introduction to Biblical Tradition. (Fa) [3] L**

An introduction to the "Life" sequence of courses through the academic study of the Bible and biblical themes. The course focuses each year on an important biblical theme and traces its development through history using the principal methodologies of the study of religion: textual analysis, theological reflection, and comparative investigation.

#### **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 spring semester. Not all, however, will be offered every year; some 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 Letters. (Sp) [3] L**  
 154. **The Letter 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. (Sp) [3] L**

The faith of the earliest New Testament communities will be examined, and developments in biblical theology from the early church onward will be considered.

**211. Contemporary Theology. (Fa) [3] L**

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

**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. (First and second year students by permission only.)

**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, e.g. 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.

**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.

**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.

**311. Feminist Theology. (Sp) [3]**

Feminist theology is an ethic that posits the radical equality of all human beings. It values personal experience (and not just abstract logic) as a ground for doing theology, and it rejects hierarchy as a paradigm of Christian social ordering. Through journaling, extensive reading, group projects, papers, and discussions, this class will react to those claims. Attention will be given to biblical, historical, and christological critiques of the tradition as well as to the construction of normative positions.

**HISTORY OF RELIGIONS****251. Religion in America. (Fa) [3] L**

An historical analysis of American religion, examining selected beliefs, institutions, and ideals.

**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 Israel's history in the Bible.

**265. Archaeology and the Bible: Field Work. [3] L**

Work in the summer at an archaeological site related to biblical history.

**270. Topics in the History of Christianity. (Sp) [3] L**

This course will consider selected aspects in the Common Era history of communities of biblical faith and practice.

**ADVANCED STUDIES AND SEMINARS****300-301. Selected Topics in Theology, Ethics, and the History of Religions. (Sp) [1-3]****460. Internship. (Fa, Sp) [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]**

The senior seminar is designed to provide a comprehensive view of the field of religious studies as an academic enterprise. Students reflect on various methodologies informing the study of religion and examine important relevant issues. The seminar culminates in the senior paper, a major research project reflecting a semester-long engagement with a significant topic for religious studies.

**495-496. Honors Tutorial. (Fa-Sp) [3-6]**

# THEATRE

## ASSOCIATE PROFESSOR

**Tony Lee Garner.** *Chair.* Artistic Director, McCoy Theatre. B.M., Rhodes College; M.M., Memphis State University. (Rhodes College Singers; conducting; languages of the stage; directing.)

## ASSISTANT PROFESSORS

**Frank Bradley.** B.A., University of North Carolina; M.A. Indiana University; Ph.D., Cornell University. (Theatre history; theory; acting; directing.)

**Julia Ewing.** B.A., Siena College; M.A., Memphis State University. (Acting; theatre history; directing; stage movement.)

**Cheri Prough.** B.A., Hendrix College; M.F.A., University of Texas at Austin. (Light design; set design; theatre production.)

The Department of Theatre offers courses of instruction which are designed to develop an understanding of the theatrical arts as an integral part 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.

A major in Theatre provides the basis for further study in graduate school, professional theatre training, or in the area of arts management.

**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 radio stations, 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.

Theatre Studies is a three-course sequence designed to integrate a historical overview of western theatre from the Greeks to the present with detailed study and analysis of representative plays, theoretical writings, and some non-theatrical works which have significant bearing upon the theatre. Using the theatrical performance event as a point of departure, the sequence of courses explores the evolution of the theatre as a ritualistic, aesthetic, and sociological phenomenon. Students are encouraged but not required to take these courses in sequence.

An additional and unique study opportunity is the two-year theatre program called Languages of the Stage. 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 acting and directing professionals as well as by outstanding community performers and faculty members.

### **REQUIREMENTS FOR A MAJOR IN THEATRE:**

1. Theatre 100 and 120;
2. Theatre 220 and 230;
3. Theatre 280, 281, 282;
4. Theatre 350;
5. Eighteen (18) additional hours in the department.

### **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, devised by the student with the help of a faculty advisor.

### **REQUIREMENTS FOR A MINOR IN THEATRE:**

1. Theatre 100 and 120;
2. Theatre 282;
3. Theatre 220;
4. Three hours of applied theatre in two areas (performance, production, management)

### **COURSE OFFERINGS**

#### **100. Theatre Arts. (Fa, Sp) [3] F**

The course will focus on the various aspects of theatre such as design, performance, text analysis and production. This course is designed to give students knowledge of and experience with the fundamental arts of theatre and is required for all theatre majors and minors.

#### **120. Beginning Acting. (Fa, Sp) [3] F**

Designed for the beginning student, offering introduction to basic script analysis, concentration on relationships between characters, their goals and obstacles. Improvisations as well as scripted scenes will be utilized. The course is primarily for actors.

#### **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: Theatre 120 and 121 or permission of instructor.

#### **220. Problems in Production. (Fa,Sp) [3] F**

This course is an introductory survey to all elements of technical theatre, including scenery, lighting, costumes, make-up, sound, electricity, and organizational management. Emphasis will be placed on scenery and lighting techniques via a practical laboratory to give the student hands-on experience.

**221. Intermediate Acting. (Sp) [3] F**

A continuation of 120 with an emphasis on sensory and improvisation work, integrating the experience with the text and the character. Prerequisites: Theatre 120.

**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 areas of production: scenery, lighting, properties, etc. Prerequisites: Theatre 220 and permission of the instructor.

**230. Stage Movement. (Fa) [3] F**

This course is designed to develop an expressive awareness of the body. Exercises, devised by masters of dance and mime, are used in the development of the discipline enhancing the student's grace, control and strength. This course is not recommended for first-year students. (Not offered 1994-95.)

**231. 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 performance of the student's creation. A paper will accompany the project. Prerequisite: Theatre 230. (Course offered in alternate years; scheduled for 1996-97.)

**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. Prerequisite: Permission of instructor.

**240. Voice and Diction for the Actor. (Sp) [3] F**

In addition to study of the basic fundamentals of vocal production, this course explores the use of the voice as an expressive instrument, the range and variety of colors, within the context of character. Prerequisite: Theatre 120. (Course offered in alternate years; scheduled for 1995-96.)

**250. American Musical Theatre. (Sp) [3] F**

An exploration of the evolution of the American musical theatre from the early years to the present. Students will study musicals which have been influential on the variety of significant forms which musical theatre in America has taken.

**280. Theatre Studies I. (Fa) [3] F**

Explores eastern and western classical traditions (focusing primarily upon the theatre of fifth century Athens), the suppression of theatre in the west during the Dark Ages, and its re-emergence in the Christian church during the Middle Ages. Particular attention is paid to the relationship of theatre performance to religious ritual and its emergence as an aesthetic phenomenon.

**281. Theatre Studies II. (Sp) [3] F**

Explores the western theatre of the Renaissance, the Age of Reason, and the Industrial Age. Particular attention is paid to the relationship of the theatre to European nationalism and the emergence and expansion of the Middle Class.



**282. Theatre Studies III. (Fa) [3] F**

Explores the modern western theatre from 1850 to the present. Particular attention is paid to the relationship of modernism and postmodernism and their implications upon dramatic writing and theatrical performance.

**300-301, 302-303. Languages of the Stage. (Fa-Sp) [3-4, 3-4] F**

A two-year course 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. Not open to first-year students. (Courses offered in alternate years; scheduled for 1995-96.)

**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. Prerequisites: Theatre 120, 220, and one course from 280, 281, 282.

**319. Practicum in Stage Direction. (Fa,Sp) [1-3]**

Designed for students to do advanced work in directing plays. Permission of instructor is required.

**320. Problems in Acting. (Sp) [3] F**

An advanced acting course concentrating on scene work.

**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 220 and 340 as well as permission of the instructor.

**350. Production Design: Theory and Practice. (Fa) [3] F**

An exploration of the creative process and the principles and tools of design as they apply to theatrical production. Emphasis will be on script analysis, graphic techniques, and trends in theatrical design through research, practical exercises, and projects. Prerequisite: Theatre 220 or permission of the instructor.

**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 220, 352 and permission of the instructor.

**380. Trends in Contemporary Theatre. (Sp) [3 or 4]**

This course explores significant dramatic texts and theatrical performances from 1945 to the present, with special emphasis on the Theatre of the Absurd, political and environmental theatrical experiments of the 1960s, the question of postmodernism in theatrical performance, feminist and multicultural theatre, and recent experiments in

performance art. The fourth credit hour is earned by participation in a theatre trip involving intensive theatre-going. (Course offered in alternate years; scheduled for 1995-96.)

**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]**

# RESERVE OFFICER 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 Rhodes students to enroll in Aerospace Studies (Air Force ROTC) and Military Science (Army ROTC) at Memphis State University. Upon successful completion of the reserve officer training programs and the undergraduate degree at Rhodes, a student receives a commission as a second lieutenant 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. The student who participates in the ROTC programs will have to complete all requirements as specified by the military service departments, including summer training camps, if the commission as an officer is to be granted.

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.

A Rhodes student may earn a maximum of sixteen credit hours in the ROTC programs and apply fourteen of these credit hours to 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. The credit is counted as elective credit, and it is listed on the student's transcript as ROTC credit with the appropriate course titles. Nine of the credit hours earned are counted as practica hours and three of the hours earned are counted as internship hours. 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.)

Although 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 Joseph C. Bryant.** B.S., US Air Force Academy; M.S., Air Force Institute of Technology.

**Major Robert W. Christensen.** B.A., Memphis State University; M.S., Troy State University; J.D., Memphis State University.

**Captain William S. Gilley.** B.S., Memphis State University; M.A., Webster 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 and one half hours per week of corps training. The junior-senior level program is available only to selected, eligible students who desire to earn commissions 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 February 1 of the sophomore year.

Air Force ROTC scholarships which pay all or a portion of certain college costs (tuition, book allowance, and certain fees) are available primarily in technical areas, on a competitive basis, to entering freshmen and to cadets participating in the AFROTC program. Details are available from the Office of Admissions and Financial Aid or from the Department of Aerospace Studies in Jones Hall at Memphis State University.

Students wishing to participate should contact the coordinator for the program at Rhodes or the Professor of Aerospace Studies at Memphis State University (678-2681).

## **COURSE OFFERINGS**

### **GENERAL MILITARY COURSES.**

#### **111-112. Air Force Today. (Fa-Sp) [1-1]**

This is a survey course briefly treating chief topics relating to the Air Force and defense. It focuses on the organizational structure and missions of Air Force organizations; officership and professionalism; and includes an introduction to communicative skills. A weekly Leadership Laboratory consisting of Air Force customs and courtesies, health and physical fitness, and drill and ceremonies is mandatory.

#### **211-212. The Development of Air Power. (Fa-Sp) [1-1]**

This course focuses on factors contributing to the development of air power from its earliest beginnings through two world wars to the present; the evolution of air power concepts and doctrine; an assessment of communicative skills, and introductory leadership. A weekly Leadership Laboratory consisting of Air Force customs and courtesies, Air Force environment, drill and ceremonies, and field training orientation is mandatory.

### **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 orientation, 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 and one half hours per week throughout the student's period of enrollment in AFROTC. 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 COURSES.**

#### **311-312. Air Force Leadership and Total Quality Management. (Fa-Sp) [3-3]**

This course is a study of leadership and quality management fundamentals, professional

knowledge, Air Force doctrine, leadership ethics, and communicative skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course.

#### **411-412. National Security Forces in Contemporary American Society. (Fa-Sp) [3-3]**

This course examines the needs for national security, analyzes the evolution and formulation of the American defense policy, strategy and joint doctrine; investigates the methods for managing conflict; overviews alliances and regional security, arms control, and terrorism. Special topics of interest focus on the military as a profession, officership, the military justice system, and current issues affecting military professionalism. Within this structure, continued emphasis is given to the refinement of communicative skills: A weekly Leadership Laboratory consisting primarily of advanced leadership experiences in officer-type activities is mandatory.

## **MILITARY SCIENCE**

**Major Charles S. Brennaman.** B.A., Mercer University; M.S., Troy State University.

**Captain Kyle T. Fugate.** B.S., East Tennessee State University.

**Captain Jeffery D. Williamson.** B.S., Memphis State 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 the 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 80% of tuition and fees, and provides an annual allowance for books and supplies. Scholarship students receive the subsistence allowance for the period of the scholarship.

Students desiring more information or wishing to participate in the program should contact the program coordinator at Rhodes or the Professor of Military Science at Memphis State University (678-2933). 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: Introduction to Military Skills. (Fa,Sp) [1]**

Introduction to Army ROTC with hands-on approach through several basic military skills. Lectures and practical exercises in the following areas: rappelling, communications,

weapons, first aid, and land navigation. There is no military obligation. Corequisite: Leadership Laboratory 113.

**112. Basic Military Science II: Individual Military Skills. (Sp) [0]**

Basic military first aid skills; lectures and practical exercises in basic emergency treatment for fractures, lacerations, heat and cold injuries; cardiopulmonary resuscitation. This course does not provide Red Cross or any other certification. Corequisite: Leadership Laboratory 114.

**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. Corequisite: Leadership Laboratory 212.

**211. Basic Military Science IV: Field Leadership Skills. (Fa,Sp) [0]**

Basic military skills including map reading, personnel evaluation, planning and organizing, drill and ceremonies, and small unit tactics. One hour weekly classroom instruction, two hours leadership lab every other week, and two field practicums (approximately 8 hours each) held on Saturday. Students are issued and required to wear uniforms to field practicums only. Corequisite: Leadership Laboratory 215.

**214. Combat Training and Patrolling. (Fa,Sp) [0-0]**

Emphasis on preparation of the individual for combat. Preparation of potential leaders in combat through study of the knowledge and skills needed by an individual soldier. Skill development in planning and organizing by combat patrols. Course includes a series of field practicums.

**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. Corequisite: Leadership Laboratory 313-314.

**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. Corequisite: Leadership Laboratory 413-414.

**LEADERSHIP LABORATORY**

Leadership laboratory provides the forum for the reinforcement of formal classroom instruction. Lab revolves around the practical application of the theories of leadership with a "hands-on" approach to learning. Provides opportunities for cadets to exercise leadership, planning, and management skills as well as covering independent topics including: rappelling, drill and ceremonies, basic rifle marksmanship, first aid, and orienteering.

**MASTER OF SCIENCE  
IN ACCOUNTING**

# MASTER OF SCIENCE IN ACCOUNTING

**John M. Planchon.** *Program Director. Associate Professor and Chair, Economics and Business Administration.* A.B., M.A., University of Missouri, Columbia; Ph.D., University of Alabama. (Marketing management, marketing research, business policy.)

## PROFESSORS

**Ben W. Bolch.** *Robert D. McCallum Professor of Economics and Business Administration.* B.B.A., M.A., Emory University; Ph.D., University of North Carolina (Macroeconomics, econometrics.)

## ASSOCIATE PROFESSORS

**Dee Birnbaum.** B.A., State University of New York at Stony Brook; M.B.A., Baruch College; M.Phil., City University of New York; Ph.D., City University of New York. (General management, human resources management, business ethics.)

**Pamela H. Church.** B.S., M.S., Memphis State University; Ph.D., University of Houston. C.P.A. (Accountancy.)

**Rebecca Sue Legge.** *Ernst & Young Fellow in Business Administration.* B.B.A., M.B.A. and Ph.D., University of Mississippi. C.P.A., C.M.A. (Accountancy.)

## ASSISTANT PROFESSORS

**Deborah N. Pittman.** B.A. Rhodes College; M.S. and Ph.D., Memphis State University. C.P.A., C.F.A. (Finance, accounting.)

## PART-TIME INSTRUCTORS

**Richard A. Blount.** B.B.A., University of Mississippi; J.D., Memphis State University; LL.M., Emory University. (Business law, taxation.)

**Deborah L. Howitt.** B.A., Rhodes College. C.P.A. (Accounting information systems.)

Rhodes College offers a 30-hour program of study in accounting and business administration leading to the Master of Science in Accounting degree. The M.S. in Accounting is a professional master's degree designed to provide a mature understanding of accepted professional practices in the field of accounting and to support entry and advancement in the various fields of professional accounting.

## ADMISSIONS PROCEDURE

A student who wishes to apply for admission to the M.S. program should write or call the Director of the program requesting an application form. The form should be completed carefully and mailed to the Director of the M.S. in Accounting program with a non-refundable application fee of twenty-five dollars.

Students who have submitted an application and all supporting credentials to the M.S. in Accounting Director by March 1 will be notified of the decision of the Graduate Admissions Committee by April 1.

All applicants to the graduate program must have an earned baccalaureate from an accredited institution before being admitted into the program.

## STANDARDIZED TESTS

All applicants for admission to the M.S. in Accounting program are required to take



the Graduate Management Admissions Test (GMAT). Any student planning to apply to the program for fall admission should plan to take the test no later than December so that his or her scores will be available for the Graduate Admissions Committee by March 1.

Test application forms may be obtained from some colleges and universities or by writing directly to the testing service, as follows: The Education Testing Service, Princeton, NJ 08541.

### **PROVISIONAL ADMISSION**

A limited number of students who would be denied admission based on test scores, letters of recommendation, personal interviews and transcripts may be admitted provisionally to the program if they can demonstrate high probability of success in the program and likelihood of outstanding performance in the profession of accounting in some other manner. Other criteria may include, for instance, a record of outstanding performance in a job with increasing levels of responsibility over time. Any student provisionally admitted to the program must attain a grade point average of at least a 3.00 (B) on the first nine hours of the program completed in order to remain in the program.

### **ADMISSION OF SPECIAL STUDENTS (NON-DEGREE CANDIDATES)**

Students who give evidence of sufficient ability may be admitted as special students to a course offered as part of the M.S. in Accounting curriculum. Special students may take no more than two courses. After two courses, which may total no more than eight credit hours, the student must make formal application to the M.S. in Accounting program and be accepted into it before taking any additional graduate courses. An undergraduate student in his or her senior year may petition the graduate committee to enroll in graduate courses as a special student. In such a case, no graduate credit will be granted for courses used to satisfy undergraduate requirements.

### **READMISSION OF STUDENTS**

The M.S. in Accounting degree must be completed within three academic years from the date of initial enrollment as a degree candidate. Failure to complete the degree requirements within this time will result in being dropped from the program. Any student who wants to continue the program after being dropped must petition the Director for reinstatement.

### **ADDITIONAL INFORMATION**

The M.S. in Accounting program office hours are 8:30 a.m. - 5:00 p.m. Monday through Friday (central time). Additional information and application forms will be supplied upon request. Contact:

John M. Planchon  
Director of M.S. in Accounting program  
Rhodes College  
2000 North Parkway  
Memphis, Tennessee 38112-1690  
Telephone 901-726-3863

### **EXPENSES**

The tuition charges, regulations for payment and withdrawal, activity fees, and special fees and deposits for the M.S. in Accounting are the same as for the undergraduate program at Rhodes. These charges and policies are outlined on pages 18-20 of the catalogue. Room charges and policies are also the same as those for the undergraduate

programs; however, on-campus rooms will be made available to graduate students only after all undergraduate demand has been satisfied.

## FINANCIAL AID

Most financial assistance for students in the M.S. in Accounting program will be awarded as grants, loans and student employment.

## LOANS

**Federal Stafford Student Loan Program.** Graduate students are currently eligible for up to \$8,500 per year. This figure is under review and may be raised, affecting the 1994-95 academic year.

Federal Stafford Loans can be made on either a subsidized or an unsubsidized basis. In the case of a subsidized loan, the interest is paid by the federal government while the student is enrolled in an eligible institution on at least a half-time basis. In the case of an unsubsidized loan, the student is responsible for interest payment during periods of enrollment. Repayment begins six 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 is variable, with a cap of 9%.

Anyone interested in the student loan program should contact:

Mr. Art Weeden  
Office of Financial Aid  
Rhodes College  
2000 N. Parkway  
Memphis, TN 38112-1690  
Telephone 901-726-3810

## GRANTS AND GRADUATE STIPENDS

All grants and graduate stipends for students in the M.S. in Accounting program are merit based; financial need is not a consideration. Selection for a grant and/or stipend is based upon the candidate's academic record, personal achievements, and promise of success in accounting.

## THE EDUCATIONAL PROGRAM

The graduate program builds upon the undergraduate study of accounting by introducing more complex accounting practices and reasoning into the functional areas of accounting: cost, tax, auditing and advanced financial. The graduate program also addresses the legal environment of business and business ethics, accounting research, and the theory and methodology of the accounting discipline. It is central to the mission of the program that students be able to communicate effectively, both orally and in writing. A significant component of all graduate courses will be oral presentations and discussions as well as written assignments.

## THE CURRICULUM

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

Principles of Accounting I and II  
Intermediate Accounting I and II  
Cost Accounting

Federal Income Tax

Auditing

Introduction to Economics, Micro and Macro

2. **Area courses.** A student must complete a course, either graduate or undergraduate, in each of the following areas: management, marketing, and finance.
3. **Required courses.** An M.S. student must complete the following courses (24 credit hours):
  - BA 641 Seminar in Financial Accounting Theory and Research
  - BA 642 Accounting Information Systems
  - BA 643 Seminar in Accounting Control
  - BA 645 Taxation of Business Organizations
  - BA 646 Consolidations and Advanced Accounting Topics
  - BA 647 Legal and Regulatory Environment of Business
  - BA 648 Topics in Auditing
  - BA 680 Ethics: Business and Society
4. **Elective courses.** A student must complete any two courses from the following:
  - BA 520 Econometrics
  - BA 552 Cases in Managerial Finance
  - BA 554 International Finance
  - BA 566 Personnel and Human Resource Management
  - BA 572 Marketing Management II
  - BA 575 Business Research
  - BA 665 Graduate Topics in Accounting

## CHANGES IN DEGREE REQUIREMENTS

A student may satisfy the requirements for an M.S. in Accounting degree as described in any catalogue that has been in effect during the student's enrollment. Students readmitted to Rhodes may graduate under requirements in effect during the original period of enrollment or by following a program incorporating features of the current and the earlier degree requirements and approved by the Graduate Committee.

## TRANSFER CREDIT

No more than six hours of graduate credit earned at another institution may be counted toward the M.S. in Accounting at Rhodes. A minimum grade of B must be earned for any course credit to be transferred.

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

1. The institution at which the course work is taken must be an accredited college or university.
2. To be accepted for credit, each course must be judged comparable in terms of content and quality to a course in the graduate curriculum at Rhodes. The Program Director makes these judgments. The Program Director and the Registrar assign credit toward the M.S. degree in such a way as to match comparable work at Rhodes.
3. All course work taken at other institutions for which Rhodes receives a transcript will be evaluated for transfer credit, and if acceptable, will be posted to the student's record.
4. A maximum of 6 credit hours (1 credit hour = 1 semester hour) will be accepted toward the Rhodes M.S. in Accounting degree. Transfer hours based on a quarter system are converted to the Rhodes credit hour basis using the formula that one

quarter hour equals two-thirds credit hour. Fractional transfer credit hours will be credited.

5. Transfer credit hours are not accepted if the grade is C+ 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.
6. Transfer credit may be used to satisfy M.S. degree requirements.

## ACADEMIC REGULATIONS

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

## REGISTRATION

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

## PASS-FAIL

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

## ACADEMIC PROBATION AND SUSPENSION

To maintain acceptable scholastic standing and to graduate, a student must have an overall grade point average of 3.000 (B) for all graduate work attempted. The Graduate Committee places on academic probation any student whose cumulative grade point average at the end of a semester falls below the minimum standard. Notification of academic probation will be printed on the student grade report. A student on academic probation is not considered to be in good academic standing. Such students are ineligible to participate in some extracurricular activities, including intercollegiate athletics. A student is removed from academic probation upon attainment of a 3.000 average in graduate courses. A student placed on academic probation because of a gpa below 3.000 has one academic semester of course work to raise his or her average to the required 3.000. If the gpa is not raised to a 3.000, he or she may be dropped from the program. Any student who earns a D or an F in any graduate course may be dismissed immediately from the program.

## COURSES OF INSTRUCTION

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

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.

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

## COURSE OFFERINGS

### 520. Econometrics. (Sp) [3]

Same as EC 320 with additional requirements for graduate credit. Students who have

taken EC 320 may not take 520. Prerequisites: Economics 101-102, 290, and Math 115 or permission of the instructor and program director.

**552. Cases in Managerial Finance. (Fa) [3]**

Same as BA 452 with additional requirements for graduate credit. Students who have taken BA 452 may not take 552. Prerequisites: Business 351 or permission of the instructor and program director.

**554. International Finance. (Sp) [3]**

Same as BA 454 with additional requirements for graduate credit. Students who have taken BA 454 may not take 554. Prerequisites: Business 351 or permission of the instructor and program director.

**566. Personnel and Human Resource Management. (Sp) [3]**

Same as BA 366 with additional requirements for graduate credit. Students who have taken BA 366 may not take 566. Prerequisites: Business 290 and 361 or permission of the instructor and program director.

**572. Marketing Management II. (Sp) [3]**

Same as BA 372 with additional requirements for graduate credit. Students who have taken BA 372 may not take 572. Prerequisites: Business 242, 290, and 371 or permission of the instructor and program director.

**575. Business Research. (Fa) [3]**

Same as BA 375 with additional requirements for graduate credit. Students who have taken BA 375 may not take 575. Prerequisites: One of the following: Business 290, 351, 361, and 371 or permission of the instructor and program director.

**641. Seminar in Financial Accounting Theory and Research. (Sp) [3]**

An in-depth analysis of the measurement and reporting of financial information to investors and managers. Conventional accounting methods, asset valuation, and income determination, as well as other current topics, will be explored. The course will utilize current articles to study contemporary research issues in financial accounting. Prerequisites: Completion of core courses.

**642. Accounting Information Systems. (Fa) [3]**

An overview of the use of computer-based accounting systems to support the management of organizations. The course will examine the selection, development, and implementation of information systems to fulfill the goals of businesses. Gathering, organizing, and reporting data will be stressed. Prerequisites: Completion of core courses.

**643. Seminar in Accounting Control. (Sp) [3]**

An advanced study of conceptual and practical aspects of accounting as a control system. Topics will include measurement of organizational performance, resource allocation, just-in-time accounting systems, total-quality-control environments, and standard cost systems as control devices. Students will analyze case studies and research literature in oral and written reports. Prerequisites: Completion of core courses.

**645. Taxation of Business Organizations. (Fa) [3]**

An intensive examination of the federal income tax laws as they relate to partnerships, trusts, and corporations. Discussions will focus on economic and policy issues surrounding

the current tax structure. Also, emphasis will be placed on tax research to enable students to analyze complex tax problems. Prerequisites: Completion of core courses.

**646. Consolidations and Advanced Accounting Topics. (Fa) [3]**

Covers contemporary problems of income determination, accounting for special business entities, multinational corporations, and accounting for not-for-profit organizations, including governmental entities. Prerequisites: Completion of core courses.

**647. Legal and Regulatory Environment of Business. (Sp) [3]**

The impact of federal regulations on businesses, particularly in the areas of antitrust law and securities regulations. This course will examine the legal responsibilities of business owners and directors, as well as the responsibilities of business entities. Prerequisites: Completion of core courses.

**648. Topics in Auditing. (Sp) [3]**

A comprehensive view of theoretical and technical aspects of the attest function. Materiality, sampling, report, ethics, and regulations will be covered, as well as specific current topics. The course will emphasize the auditor's decision-making process within a complex professional, social, and political environment. Prerequisites: Completion of core courses.

**665. Graduate Topics in Accounting. (Fa, Sp) [1-4]**

Content of the course varies with instructor. The course may be repeated for credit as long as topics covered are different. Prerequisites: Graduate Standing and permission of the instructor.

**680. Ethics: Business and Society. (Sp) [3]**

This is a survey course of the relationship of business and society. The course explores a wide variety of analytical models which might be used to evaluate business decisions from an ethical perspective. The course uses lectures, discussion and case methods to analyze the relationship between business and the public with which it interacts. Prerequisites: general management.

## **MATTERS OF RECORD**

# CORPORATION

## LEGAL TITLE — RHODES COLLEGE

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**William T. Jolly.** Professor Emeritus of Classics since 1993. B.A., Rhodes College; M.A., University of Mississippi; Ph.D., Tulane University.

**Robert G. Patterson.** Professor Emeritus of Religious Studies since 1993. B.A., Washington and Lee University; B.D., Union Theological Seminary (Virginia); Ph.D., Yale University.

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**Marci A. Hendrix.** Administrative Assistant.

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**Arlie E. Clark, III.** Desktop Publishing. B.A., Rhodes College.

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#### Office of the Dean of Student Affairs

**David W. Hester.** Director of Student Activities. B.S., Mississippi State University; M.A., Baylor University.

**Judy L. Roaten.** Administrative Assistant.

#### Campus Safety

**Ralph L. Hatley, Jr.** Director of Campus Safety. B.A., Memphis State University, C.F.E.

**Edwin A. Ireland.** Executive Duty Commander.

**Richard Loyd.** Duty Commander.

**Jerry Carr.** Duty Commander.

**Lillie V. Todd.** Administrative Assistant.

**Career Services**

**Sandra George Tracy.** Director of Career Services. B.A., Purdue University; M.A., Bowling Green State University.

**D. Patrick Donahue.** Assistant Director of Career Services. B.A. and M.Ed., James Madison University.

**Claudia D. Rutkauskas.** Administrative Assistant.

**Chaplain and Coordinator of Volunteer Services**

**William Newton.** D. Min., Columbia Theological Seminary.

**Counseling and Student Development Center**

**Elizabeth A. Robertson.** Director of Counseling Services. B.A. and Ph.D., University of North Texas.

**Lynn F. Dunavant.** Coordinator of Student Development Programs. B.A., Rhodes College; M.A., Memphis State University.

**Ann C. Caradine.** Secretary.

**Health Services**

**Doris Gill.** R.N., C. Director. B.S.N., Memphis State University.

**Amy J. Radford.** Medical Assistant.

**Multicultural Affairs**

**Karen M. Conway.** Director. B.S., Missouri Southern State College.

**Physical Education and Athletics**

**Michael T. Clary.** Director of Athletics and Coach of Football. B.S., Rhodes College.

**Herbert A. Hilgeman.** Assistant Director of Athletics and Coach of Men's Basketball. B.S., Miami University; M.E., Memphis State University.

**Matthew Dean.** Director of Intramurals and Sports Information. B.S. and M.S., Drake University.

**James L. Elgin, II.** Coach of Baseball and Assistant Coach of Football. B.A., Rhodes College.

**Gordon L. Ellingsworth.** Assistant Coach of Football and Track. B.A., Augustana College.

**Sarah R. Hatgas.** Coach of Women's Basketball and Tennis. B.S. and M.A., Vanderbilt University.

**Andy Marcinko.** Coach of Soccer. B.S., Virginia Tech; M.S., University of North Texas.

**Thomas J. Robinson.** Coach of Golf and Assistant Coach of Men's Basketball. B.A, Maryville College.

**Glenn R. Schwab.** Athletic Trainer. B.S., Eastern Illinois University; M.S., West Virginia University.

**Robert L. Shankman.** Coach of Cross Country and Track. B.A., Rhodes College.

**J. Scott Srnka.** Assistant Coach of Football. B.A., Rhodes College; M.E., Ohio University.

**Deborah L. O'Brien.** Administrative Assistant.

**DEAN OF ADMISSIONS AND FINANCIAL AID**

**David J. Wottle.** B.S., Bowling Green State University.

**Office of Admissions**

**Terese J. Buscher.** Associate Director of Admissions. B.A., St. Thomas University; M.A., Marquette University.

**Charles N. Landreth, Jr.** Senior Assistant Director of Admissions. B.A., Rhodes College; M.L.A., Louisiana State University.

**Kristin D. Hurst.** Assistant Director of Admissions. B.A., Rhodes College.

**Terry L. Johns.** Assistant Director of Admissions. B.A., Rhodes College.

**Lynn M. Kenney.** Assistant Director of Admissions. B.A., Rhodes College; ABA Certificate, National Center for Paralegal Training.

**Susan Mull.** Assistant Director of Admissions. B.A., Stetson University; M.S., Florida State University.

**Dorothy C. Brownyard.** Office Manager.

**Evelyn W. Adams.** Receptionist/Campus Visit Coordinator.

**Donna C. Williams.** Applications Coordinator.

**Judith O. Willis.** Inquiries/Assistant Applications Coordinator. B.A., University of Oklahoma.

#### Office of Financial Aid

**Arthur M. Weeden, Jr.** Director of Financial Aid. B.A., Hendrix College; M.Ed., Memphis State University.

**N. Lynn Cavallaro.** Assistant Director of Financial Aid. B.S. and M.S., Memphis State University.

**Sally Bond Miller.** Assistant Director of Financial Aid. B.A., Baylor University; M.A., Memphis State University; Ed.S., Southern Illinois University.

**Karyn M. Walters.** Assistant to the Director of Financial Aid.

#### DEAN OF DEVELOPMENT

**Paula S. Jacobson.** Acting Dean of Development. B.A., Tulane University; M.S., Southern Methodist University.

#### Alumni Office

**Charlotte P. Parks.** Director of Alumni Programs. B.A., Rhodes College; M.A., Bowling Green State University.

**Marsha S. Williams.** Administrative Assistant to the Director of Alumni. B.A., Wartburg College.

**Martha J. Becker.** Administrative Assistant. B.A., Ohio Wesleyan University.

#### Development Office

**Perry D. Dement.** Director of Annual Giving. B.A., Rhodes College.

**Wendy T. Rotter.** Director of Special Gifts. B.A., Rhodes College.

**Brenda A. Eckles.** Director of Research and Records. B.A., Vanderbilt University.

**Janice M. Herbert.** Director of Grants. B.A., University of Arkansas.

**Paul M. Ollinger.** Director of Regional Campaigns. B.A., Rhodes College.

**Katherine G. McCaa.** Assistant Director of Annual Giving. B.A., Rhodes College.

**Elise Wheeler.** Administrative Assistant. B.A., Memphis State University.

**Carol J. Spence.** Executive Secretary.

**Jacquelyn S. Carney.** Executive Secretary.

**Stella M. Martin.** Executive Secretary.

**Nell P. Miller.** Development Assistant.

**Joan D. Massey.** Records Assistant.

#### DEAN OF ADMINISTRATIVE SERVICES

**James Allen Boone.** B.A., Rhodes College; M.P.A., Memphis State University.

#### Office of Administrative Services

**Gayle A. Davis.** Administrative Assistant.

#### Accounting Office

**Jo Ann W. Haley.** Accounting Manager.

**Wanda L. Jones.** Staff Accountant.

**Bama M. Strickland.** Staff Accountant. B.S., Mississippi State University.

**Marilyn H. Taylor.** Staff Accountant. B.A., Memphis State University.



**Bookstore**

**Jane E. Darr.** Manager. B.B.A., Memphis State University.  
**Deborah S. Jordan.** Assistant Manager.  
**Margaret C. Clifton.** Textbook Manager.  
**Debra A. Plummer.** Shipping/Receiving Clerk.

**Cashier's Office**

**Richard F. Huddleston.** Cashier. B.A., Rhodes College.  
**Elizabeth L. Dodd.** Assistant Cashier.  
**Peggy M. Pendergrass.** Switchboard Receptionist.

**Finance Offices**

**N. P. McWhirter.** Comptroller/Associate Dean of Administrative Services. B.A.,  
 Rhodes College; C.P.A.

**Mail Services**

**Billy W. Lewis.** Manager. B.S., Wayland Baptist University.

**Physical Plant**

**Brian E. Foshee.** Director, Physical Plant.  
**Coleman R. Starnes.** Superintendent, Physical Plant.  
**Mark S. Fletcher.** Superintendent, Engineering.  
**P. Neal Gaines.** Chief Engineer, Engineering.  
**James C. Vann.** Superintendent, Grounds.  
**Sylvester Irby, Jr.** Superintendent, Housekeeping.  
**L. Mark Fleming.** Assistant Superintendent, Housekeeping.  
**Gene T. Branson.** Storeroom Supervisor.  
**Roosevelt Evans.** Assistant Storeroom Supervisor.  
**Marshall O. DeLaigle.** Special Services Technician.  
**Jennifer A. Patrick.** Administrative Assistant.

**Purchasing/Personnel Office**

**Linda C. Lucas.** Director, Personnel/Purchasing. B.S., University of Missouri.  
**M. Charlene Craig.** Associate Director of Purchasing.  
**Augusta R. Logan.** Employee Benefits Manager. B.B.A., Memphis State University;  
 B.S., Mississippi University for Women.  
**Tracey D. Peters.** Personnel Assistant. B.S., Arkansas State University.  
**Judy M. Frazier.** Purchasing Assistant. B.S., Middle Georgia College.

**BRITISH STUDIES AT OXFORD**

**Michael Peter Leslie.** Dean. Professor of English. B.A., University of Leicester;  
 Ph.D., University of Edinburgh.

**EUROPEAN STUDIES**

**Nigel McGilchrist.** Dean. Adjunct Professor of Art. B.A. and M.A., Oxford  
 University.  
**Mary Allie Baldwin.** Administrative Assistant to British and European Studies.  
 B.A., Rhodes College.

# THE FACULTY

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, the Dean's Award for Research and Creative Activity, and the Charles E. Diehl Society Award for Service 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. McMahan, 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
- 1989 Dr. Michael McLain, Religious Studies
- 1990 Dr. Cynthia Marshall, English
- 1991 Dr. William T. Jolly, Classics
- 1992 Dr. G. Kenneth Williams, Mathematics
- 1993 Dr. Jennifer Brady, English

## 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
- 1989 Dr. Alan Jaslow, Biology
- 1990 Dr. Jack Taylor, Physics
- 1991 Dr. Marcus Pohlmann, Political Science
- 1992 Dr. Steven L. McKenzie, Religious Studies
- 1993 Dr. Robert J. Strandburg, Psychology

## Diehl Society Award for Service

- 1988 Dr. Harold Lyons, Chemistry
- 1989 Dr. John Olsen, Biology
- 1990 Prof. David Ramsey, Music
- 1991 Dr. David Jeter, Chemistry

1992 Dr. Gail C. McClay, Education

1993 Dr. Robert L. Llewellyn, Philosophy

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

**Bette J. Ackerman**, Assistant Professor of Psychology, Ph.D., University of Florida.

**Lawrence K. Anthony**, Professor of Art, M. F. A., University of Georgia.

**Ellen T. Armour**, Assistant Professor of Religious Studies, Ph.D., Vanderbilt University.

**Shira M. Baker**, Assistant Professor of French, Ph.D., University of Paris.

**Christine Barber**, Assistant Professor of Spanish, Ph.D., University of California, Berkeley.

**Edward A. Barnhardt**, Associate Professor of Physics, M. A., Vanderbilt University.

**Thomas H. Barr**, Associate Professor of Mathematics and Computer Science, Ph.D., Vanderbilt University.

**Richard A. Batey**, Professor of Religion, Ph.D., Vanderbilt University.

**Nancy D. Bercaw**, Instructor of History, B.A., Oberlin College.

**Dee Birnbaum**, Associate Professor of Business Administration, Ph.D., City University of New York.

**Jay A. Blundon**, Assistant Professor of Biology, Ph.D., University of Maryland.

**Ben W. Bolch**, Professor of Economics, Ph.D., University of North Carolina at Chapel Hill.

**Frank G. Bradley**, Assistant Professor of Theatre, Ph.D., Cornell University.

**Jennifer Brady**, Associate Professor of English, Ph.D., Princeton University.

**Milton P. Brown**, Professor of Religion, Ph.D., Duke University.

**Thomas E. Bryant**, Associate Professor of Music, D. M., Northwestern University.

**Pamela H. Church**, Associate Professor of Business Administration, Ph.D., University of Houston.

**Diane M. Clark**, Associate Professor of Music, D. A., University of Mississippi.

**James D. Clifton**, Assistant Professor of Art, Ph. D., Princeton University.

**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.

**Gail P. Corrington Streete**, Associate Professor of Religious Studies, Ph.D., Drew University.

**Daniel Cullen**, Assistant Professor of Political Science, Ph.D., Boston College.

**Vanessa Dickerson**, Assistant Professor of English, Ph.D., Princeton University.

**Horst R. Dinkelacker**, Professor of German, Ph.D., Vanderbilt University.

**Michael R. Drompp**, Associate Professor of History, Ph.D., Indiana 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**, Assistant Professor of Theatre and Media Arts, M.A., Memphis State University.

**Joseph A. Favazza**, Assistant Professor of Religious Studies, Ph.D., The Catholic University of Louvain, Belgium.

- Elizabeth Feder**, Assistant Professor of History, Ph.D., The Johns Hopkins University.
- William Felice**, Assistant Professor of International Studies, Ph.D., New York University.
- Steve Gadbois**, Associate Professor of Mathematics and Computer Science, Ph.D., Michigan State University.
- Tony Lee Garner**, Associate Professor of Theatre, M. M., Memphis State University.
- Helmuth M. Gilow**, Professor of Chemistry, Ph.D., State University of Iowa.
- Rahel Lidda C. Hahn**, Assistant Professor of Foreign Languages and Literatures, Ph.D., Cornell University.
- Douglas W. Hatfield**, Professor of History, Ph.D., University of Kentucky.
- Stephen R. Haynes**, Assistant Professor of Religious Studies, Ph.D., Emory University.
- Terry W. Hill**, Associate Professor of Biology, Ph.D., University of Florida.
- Cary Holladay**, Assistant Professor of English, M.A., Pennsylvania State University.
- Wasfy B. Iskander**, Professor of Economics, Ph.D., Indiana University.
- Alan P. Jaslow**, Assistant Professor of Biology, Ph.D., University of Michigan.
- Carolyn R. Jaslow**, Assistant Professor of Biology, Ph.D., University of Chicago.
- David Y. Jeter**, Professor of Chemistry, Ph.D., University of North Carolina at Chapel Hill.
- James W. Jobses**, Professor of Philosophy, Ph.D., University of Virginia.
- Bobby R. Jones**, Professor of Biology, Ph.D., University of Missouri.
- M. Elizabeth Kamhi**, Assistant Professor of English, Ph.D., University of Indiana.
- Mehran Kamrava**, Assistant Professor of International Studies, Ph.D. Cambridge University.
- David H. 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**, Associate Professor of Anthropology/Sociology, Ph.D., University of Michigan.
- William Larry Lacy**, Professor of Philosophy, Ph.D., University of Virginia.
- James C. Lanier**, Associate Professor of History, Ph.D., Emory University.
- 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.
- Michael P. Leslie**, Professor of English, Ph.D., University of Edinburgh.
- Gary J. Lindquenter**, Assistant Professor of Biology, Ph.D., Emory University.
- Terri E. Lindquenter**, Assistant Professor of Mathematics, Ph.D., Emory University.
- Robert R. Llewellyn**, Associate Professor of Philosophy, Ph.D., Vanderbilt University.
- Darlene Loprete**, Assistant Professor of Chemistry, Ph.D., University of Rhode Island.
- Richard Lyons**, Assistant Professor of English, Ph.D., University of Houston.
- Robert MacQueen**, Professor of Physics, Ph.D., The Johns Hopkins University.
- Cynthia Marshall**, Associate Professor of English, Ph.D., University of Virginia.
- David P. McCarthy**, Assistant Professor of Art, Ph.D., University of Delaware.
- Gail C. McClay**, Associate Professor of Education, Ph.D., Washington State University.
- Winston C. McDowell**, Instructor of History, M.A., University of Minnesota.
- Sandra McEntire**, Assistant Professor of English, Ph.D., Cornell University.

- Thomas G. McGowan**, Assistant Professor of Sociology, Ph.D., Univ. of New Hampshire.
- Steven L. McKenzie**, Associate Professor of Religious Studies, Th.D., Harvard University.
- F. Michael McLain**, Professor of Religion, Ph.D., Vanderbilt University.
- Marshall E. McMahan**, Professor of Economics, Ph.D., Vanderbilt University.
- Andrew A. Michta**, Assistant Professor of International Studies, Ph.D., The Johns Hopkins University.
- Robert R. Militello**, Assistant Professor of Mathematics and Computer Science, Ph.D., SUNY Binghamton.
- Kenneth S. Morrell**, Assistant Professor of Greek and Roman Studies, Ph.D., Harvard University.
- Robert G. Mortimer**, Professor of Chemistry, Ph.D., California Institute of Technology.
- Charles L. Mosby**, Professor of Music, M. M., Florida State University.
- Mark W. Muesse**, Assistant Professor of Religious Studies, Ph.D., Harvard University.
- Gail S. Murray**, Assistant Professor of History, Ph.D., Memphis State University.
- Michael Nelson**, Professor of Political Science, Ph.D., The Johns Hopkins University.
- Valerie Z. Nollan**, Associate Professor of Russian, Ph.D., University of Pittsburgh.
- John S. Olsen**, Associate Professor of Biology, Ph.D., University of Texas.
- Charles C. Orvis**, Associate Professor of Economics, Ph.D., University of Minnesota.
- Bradford D. Pendley**, Assistant Professor of Chemistry, Ph.D., Cornell University.
- Deborah Pittman**, Assistant Professor of Economics and Business Administration, Ph.D., Memphis State 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.
- Esperanza Barriza Ralston**, Instructor of Foreign Languages and Literatures, M.A.T., Memphis State University.
- David Ramsey**, Associate Professor of Music, S.M.M., Union Theological Seminary, NY.
- Michael M. Rollososon**, Instructor of Economics, B.A., Rhodes College.
- Brian Shaffer**, Assistant Professor of English, Ph.D., University of Iowa.
- Joan T. Schmelz**, Assistant Professor of Physics, Ph.D., Pennsylvania State University.
- Carolyn P. Schriber**, Assistant Professor of History, Ph.D., University of Colorado, Boulder.
- Herbert W. Smith**, Professor of Psychology, Ph.D., Florida State University.
- Charles L. Stinemetz**, Assistant Professor of Biology, Ph.D., Ohio State University.
- Robert J. Strandburg**, Associate Professor of Psychology, Ph.D., University of California, Los Angeles.
- John L. Streete**, Associate Professor of Physics, Ph.D., University of Florida.
- Brian L. Stuart**, Assistant Professor of Mathematics and Computer Science, Ph.D., Purdue University.
- Donald W. Tucker**, Professor of Spanish, Ph.D., University of North Carolina at Chapel Hill.
- Gerrit L. Verschuur**, Professor for Research in Physics, Ph.D., Manchester University.
- James M. Vest**, Professor of French, Ph.D., Duke University.

**Marsha D. Walton**, Associate Professor of Psychology, Ph.D., University of North Carolina at Chapel Hill.

**Christopher G. Wetzel**, Associate Professor of Psychology, Ph.D., University of North Carolina at Chapel Hill.

**Dwayne E. Williams**, Instructor of History, B.A., Macalester College.

**G. Kenneth Williams**, Professor of Mathematics and Computer Science, Ph.D., University of Virginia.

**Mark Winokur**, Assistant Professor of English, Ph.D., University of California.

**Katheryn Lee Wright**, Associate Professor of French, Ph.D., Indiana University.

**Lynn B. Zastoupil**, Assistant Professor of History, Ph.D., University of Minnesota.

**Valarie Ziegler**, Associate Professor of Religion, Ph.D., Emory University.

# ENDOWMENTS, AWARDS, AND MEMORIALS

## PROFESSORSHIPS AND FACULTY FELLOWSHIPS

The Board of Trustees establishes endowed professorships and fellowships to recognize significant support of the College's academic program.

*The Mertie Willigar Buckman Chair in International Studies* was established in 1990 by Robert H. Buckman to honor his mother. Dr. Andrew Michta holds the chair. The chair is occupied by a junior member of the faculty or a more established teacher-scholar in International Studies.

*The Stanley J. Buckman Distinguished Professorship of International Studies*, provided by Trustee Robert H. Buckman, honors the founder of Buckman Laboratories and longtime friend and trustee of the College. The current occupant is Dr. John Copper.

*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 and is occupied by Dr. Jennifer Brady.

*The William Randolph Hearst Endowed Teaching Fellowship for Minority Graduate Students* supports minority teaching fellows at Rhodes as they complete their dissertations.

*The Robert D. McCallum Professorship of Economics and Business Administration* was funded by Robert D. McCallum, Chairman Emeritus, Valmac Industries, Inc. and Life Trustee of Rhodes. Dr. Ben W. Bolch occupies the chair.

*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 P. K. Seidman Distinguished Professorship of Political Economy* was provided in 1990 by Robert H. Buckman and Mertie W. Buckman, in honor of their friend, P. K. Seidman.

*The Van Vleet Professorship* was provided by The Van Vleet Foundation. The Chair, occupied by Dr. Robert MacQueen, provides for student research and strengthens the Physics Department.

*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, established in memory of Bob Bourne, a 1980 Phi Beta Kappa graduate of Rhodes, provides for the counseling needs of students.

*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 Programs activities to help children. This is a supervised program of community service activities.

*The William B. and Katherine O. Clark Collection in Technology* was established by Mr. and Mrs. Clark to provide books in this area for The Burrow Library.

*The W.J. Michael Cody Political Science Collection.* This fund was established by a gift from W.J. Michael Cody '58 to provide books and periodicals in political science.

*The Ellen Davies-Rodgers Collection* was established by Dr. Ellen Davies-Rodgers, Davies Plantation, Brunswick, Tennessee. The collection is made up of her books and others purchased through her generosity.

*The George Porter Douglass Seminars*, endowed by a gift from the late Mary Elizabeth Douglass Walker '41 during her lifetime, 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 twelve faculty members and a Dean's discretionary fund.

*The Frank M. Gilliland Symposium*, supported by Mrs. Tandy Gilliland and James Gilliland, brings to the Rhodes campus writers and thinkers in the fields of English, History, and international relations.

*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.

*The Margaret A. and A. Arthur Halle, Jr. Collection Endowment*, established by the late Mr. A. Arthur Halle, Jr. and Mrs. Halle, of Memphis, provides book funds for The Burrow Library.

*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 the late Mr. and 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 Elizabeth T. and Milton C. Picard Collection Endowment*, established by the late Mr. Picard and his wife Liz of Memphis, provides funds for The Burrow Library.

*The L.H. and Belle Poppenheimer Collection Endowment*, provided by the late Mr. L. H. Poppenheimer of Memphis and Mrs. Poppenheimer, provides funds for The Burrow Library.

*The Peyton Nalle Rhodes Physics Lecture Series.* Funded by friends and alumni of Rhodes College in 1986, the series remembers 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, former vice president of Federal Express Corporation, purchases books and periodicals in aviation, transportation, and communication for The Burrow Library.

*The Jack U. Russell Collection in Mathematics* was established in 1986 by Mark E. Russell in honor of his father, Dr. Jack U. Russell, Mathematics Professor at Rhodes from 1954-1981.

*The Springfield Music Series* was established by a bequest from John Murry Springfield '51. It provides visiting lecturers in musicology.

## 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 & Young Fellowship in Accountancy* was created in 1988. Professor Sue Legge holds this fellowship which provides special research funds, student scholarships, a student award, and scholarships for graduate students in accountancy.

*The H. W. Durham Foundation of Memphis* provided special funds to develop a course that will send students into the community to gather oral histories of elderly homebound citizens.

*The Herta and Walter Nelson Library Fund* was funded by Dr. and Mrs. Michael Nelson in honor of his parents, to purchase the circulating copies of books written by current faculty members for The Burrow Library.

*The James A. Thomas Book Fund* provides funds to young faculty members in order to build book collections in their fields of teaching.

## 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 Archer/Malmo Advertising, Inc., recognizes the outstanding marketing student. The award honors the late Memphis advertising executive of the Class of '39.

*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 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.

*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 Charles E. Diehl Society Award for Faculty Service*. Established by an anonymous Trustee of the College, the Charles E. Diehl Society 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 student's 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 Mel Grinspan Award for the Outstanding Intern* was established in honor of Professor Emeritus Mel G. Grinspan. The award recognizes a student who exemplifies excellence in achieving significant and measurable credit within the internship program.

*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 & Young 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 *Mollie Royall McCord Memorial Prize in Bible*. Established by a bequest from Mollie R. McCord '36, the award goes to a senior or rising senior who has shown promise in this area and is interested in a career as a church minister, missionary or medical missionary.

The *Susan Tidball Means Award* was created in 1991 to be awarded to a junior student and to assist in underwriting a project in Women's Studies.

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, presents an award to the sorority woman of the graduating class at Rhodes College having the highest scholastic average for her entire college career.

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 Allen 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 101-102 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, Professor of Bible at Rhodes, 1925-41. The income from this fund is used annually for an award of books to the student who attains the highest distinction in the interdisciplinary 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 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 are endowed for \$50,000 or more, or are the annual equivalent of such endowments. Recipients are selected by the Office of Admissions and Financial Aid unless otherwise noted.

Scholarships have been endowed or established wholly or in part as listed below (all named scholarships are not included):

*The A & I Travel Scholarship*, provided by Charles G. Curtis and A & I Travel, assists 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 Elizabeth Alley Ahlgren Art Scholarship* was established in 1987 by Dr. Frank R. Ahlgren of Memphis in honor of his wife for worthy students interested in painting or sculpture.

*The Emerson A. and Emily Peale Alburty Scholarships* were established by Mr. and Mrs. Alburty of Memphis. Selection of the scholarship recipients will be based primarily on financial need and preference will be given to Memphis and Shelby County residents.

*The Mary Orme Amis Scholarships for Women* were established by family members to honor their mother and are awarded to deserving female students.

*The Walter P. Armstrong, Sr. Memorial Scholarship* was established by Dr. Walter P. Armstrong, Jr., and the law firm of Armstrong, Allen and friends.

*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. Henderson. 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.

*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 Herman Bensdorf II Scholarship*, established in 1988, is awarded to a junior from Shelby County with an interest in business and a 3.0 grade point average. The scholarship may be renewed in the recipient's senior year.

*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, in memory of these sisters who were Mrs. Wilhelm's aunts.

*The Herman W. Bevis Scholarship* was created and later endowed by Mrs. Jenny Lyde Bevis in memory of her husband, Herman Bevis '30.

*The Bonner Foundation Scholarships*, funded by The Corella and Bertram F. Bonner Foundation, provide financial aid for deserving students who demonstrate experience and commitment to community service and high financial need. Each student receives a grant for financial aid, a stipend to substitute for work-study aid, and a summer living allowance.

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 *LeNeil McCullough Broach Scholarship* was funded through the estate of Ms. Broach '29.

The *Enoch Brown Scholarship*, established by the late Mrs. Enoch Brown, Franklin, Tennessee, in memory of her husband, is awarded to students from 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.

The *W. C. Brown Memorial Scholarship Fund* was established by the children of the late William Clark Brown, Sr., Stamps, Arkansas.

The *John H. Bryan Scholarship* was established by John H. Bryan, Sr., West Point, Mississippi.

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 *Burch, Porter & Johnson Scholarship* is provided by the Memphis law firm to support a student with need.

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 *Elizabeth Williams Cooper '30 Scholarship* was established by the late 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. Preference is given to international students.

The *Elizabeth G. and James H. Daughdrill, Jr. Scholarship* was established to honor the College President and his wife.

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 the late Jefferson Davis and his widow, Jerdone, of Atlanta, Georgia, alumni of the College. Mr. Davis served for many years as a member of the Board of Trustees.

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 honor 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 basis 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 is 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 Clarence C. Day Scholarships*, established by the Day Foundation of Memphis, assist students from middle-income backgrounds. The program includes need and merit-based components and also incorporates a community service feature, stressing the value of helping others during college and later in life. The awards are renewable for four years when satisfactory progress toward the degree and a 2.67 grade point average are maintained. At full implementation, the program will provide financial aid for at least 40 Rhodes students.

*The Mary Robertson Day Scholarship* was established and is awarded by Watauga Chapter of Daughters of the American Revolution.

*The A. Clark and Mary Cooper Dean Scholarship* was established in 1992 to assist deserving students in receiving a liberal arts education.

*The Charles E. Diehl Scholarship Fund* was established from the estates of Mrs. Lula Reese and Erma Reese Solomon.

*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 academic honors will be attained. The award is to be announced at the end of the student's junior year.

*The Kathryn Ireys Diehl and Mary Pond Diehl Memorial Scholarship Fund* was established at Rhodes and is supported through the generosity of Kathryn Diehl's son, Mr. Charles I. Diehl, and the Association of Rhodes Women.

*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 Elizabeth Rodgers Dobell Scholarship* was established through contributions from family members and friends in memory of Elizabeth Dobell '58.

*The H. W. Durham Foundation Scholarship*, supported by the Foundation, provides funds for adult students 50 years of age and older.

*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.

*The John Farley Scholarship* was established in 1990 by the family and friends of John Farley, Class of '37, a noted lawyer in New York, upon his death.

*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 bachelors 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, Tennessee.

*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. '26 of Birmingham, Alabama, for deserving and needy students with preference given to upperclassmen.

*The Reverend L. K. Foster Scholarship* was established by his children to support a student with financial need.

*The Charlotte N. Fraser Scholarship* was established by her husband, Malcolm Fraser.

*The Fraser Lagniappe Scholarship Fund* provides scholarship assistance to an adult degree student with financial need.

*The Mary and 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 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. Preference is given to children of ministers from the states of Louisiana and Texas and 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 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 to a deserving student majoring in music composition.

*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.

*The Michael Grehl Scholarship Fund* was established in his memory by his wife, Audrey, Scripps-Howard, family and friends, to support deserving students who have financial need beyond the College's financial aid package.

*The Hans and Frances Groenhoff Scholarship for Art and Art History Majors* was established in memory of the world-famous photographer by his wife, the late Fran Groenhoff, and their 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.

*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 of Memphis.

*The Frank H. Heiss Scholarship Fund*, 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, is supported by his daughter.

*The Robert Donaldson Henley Scholarships* are awarded annually in memory of Robert Donaldson Henley, Class of '65. These scholarships are awarded 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 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 Harold "Chicken" High Annual Scholarship*, honors this outstanding 1933 graduate of Rhodes and is funded by John S. and Tan Heslip Hille, '69, '69. Preference is given to an outstanding member of Pi Kappa Alpha.

*The Hohenberg Foundation Scholarship* is awarded to a student with financial need.

*The Beth Bevill Hollingsworth Scholarship Fund* was established by her sons Cyril E. Hollingsworth '64 and Donald M. Hollingsworth '67 of Little Rock, Arkansas. Preference is given to a needy student.

*The David Wills Hollingsworth Scholarship* was established by The First Presbyterian Church, Florence, Alabama, to honor the memory of their longtime minister. Scholarships are awarded on the basis of financial need, with preference to students from Alabama.

*The Emily How Holloway Scholarship* was established in her honor by E. Thompson Holloway, Sr. '33, Emily H. Walker '64, and E. Thompson Holloway, Jr.

*The Elizabeth Hart and Horace King Houston Memorial Scholarship* was established by the Reverend Horace K. Houston, Jr. 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 Margaret Mason Jones Houts and J. Thayer "Toto" Houts Scholarship* was established by the late Mr. J. Thayer Houts '37 and his wife, Mrs. Margaret Mason Jones Houts '40 of Memphis.

*The S. Francis Howard Scholarship* was established in 1979 by an anonymous donor in memory of Mr. Howard, Class of 1926.

*The Thomas Percy Howard, Jr. Memorial Scholarship* was established by members of the First Presbyterian Church of Tunica, Mississippi.

*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. The Hyde Scholars are chosen based on their academic and extracurricular records and an interview by a scholarship selection committee.

*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 to honor Mr. Jenkins, a Presbyterian minister and a member of Rhodes Class of 1895.

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, 1938-1948, and United States Senator, 1949-1963.

The *Laurence F. Kinney Scholarship* is named for the beloved Rhodes Professor of Religion. It was established in his memory by Mrs. Kinney.

The *Hope Brewster Krushkov Memorial Scholarship in Music*, created by her daughter Marli Krushkova, is awarded to a first-year student in music.

The *Comelia Loper Lipscomb Music Scholarship* was established 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 *James J. and Ada Manson Memorial Scholarship Fund* was established by their daughter, the late Mrs. Lucille M. Tate of New Orleans, Louisiana, and the First Presbyterian Church of New Orleans. Each year the income from the fund is awarded in the form of scholarships to five recipients.

The *Roma and 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*, established by the Association of Rhodes Women, is awarded 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 *May Scholarship* of Second Presbyterian Church of Little Rock, Arkansas, is provided through the proceeds of the Ruth May Gibb Trust as administered by Second Presbyterian Church, Little Rock, Arkansas. Preference is given to Arkansas students, with consideration given to financial need, academic achievement, and educational goals of the student.

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 who resides within 150 miles of Memphis.

The *McGehee Scholarship Fund* was established by James E. McGehee & Company, Memphis. Priority is given to residents of Shelby County. Achievement, rather than need, is the principal consideration.

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* was established by Milton and Elizabeth Picard and by Hubert and Stella Menke in memory of Mr. Menke's mother. The recipient is a deserving student from the Mid-South area.

The *Kimberley S. Millsaps Scholarship* was established in 1990 by Mr. and Mrs. Kenneth E. Millsaps, with their family and friends, in honor of their daughter Kimberley Millsaps,



who was injured in a car accident during her senior year at Rhodes. The Scholarship is awarded annually to a rising senior who is a member of the Alpha Omega Pi Sorority.

*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, and is also supported by friends to honor Goodbar Morgan, '31. Preference is given to a member of 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.

*The Sanford Alvin Myatt, M.D. Scholarship* was 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-medical student.

*The National Bank of Commerce Scholarship* was created to provide support to deserving students with financial need.

*The NationsBank of Tennessee Scholarship* provides support to a deserving minority student from the Memphis area.

*The Hugh M. Neely Scholarships* were established by the late Mrs. Mary Sneed Neely, Memphis.

*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 Ortman-Cox Memorial Scholarship* was established by the will of Bessie Cox Ortman.

*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 May Thompson Patton Scholarship* for Adult Degree students was established by Lynda Lipscomb Patton '60 and is awarded to an adult degree student with financial need.

*The Israel H. Peres Scholarship* was established by the late Hardwig Peres, LL.D. of Memphis, and friends of the late Israel H. Peres, former Chancellor of Yale University. The scholarship is awarded to residents of Shelby County.

*The James A. and Celia F. Pharis Scholarship* was established by their son Dr. John R. Pharis '67, of Memphis.

*The Liz and Milton Picard Scholarship* was created through gifts from the late Mr. Picard and his wife.

*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.

*The Promus Companies Scholarship*, established by Promus Companies, Memphis, provides scholarships each year for a deserving student from the Greater Memphis area.

*The Morton D. and Elsie Prouty Scholarship* 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 is awarded to women students majoring in music who have been nominated for this award by the Music Department and to a student majoring in math.

The *Charles E. Reed Scholarship* is 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* 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 *John F. Rockett Scholarship* was created in 1991 in his memory through gifts from family, business associates, and friends. The scholarship is awarded to a rising junior athlete who plans to attend medical school.

The *Ann Oster and Donald Roe Rooney Scholarship* was established by Peter Rooney '84 in appreciation for the education his parents provided.

The *Anne L. Rorie/Chi Omega Scholarship* 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 *William M. Rosson Scholarship in Physics* was established in 1989 to honor Conwood Corporation President, William Rosson. The scholarship is awarded to a student majoring in physics.

The *Lucy W. Rowe Scholarship* was provided by the late Mrs. Lucy W. Rowe and her daughter, Mrs. William R. Carrington Jones, Memphis.

The *Jules B. Rozier Scholarships* were established by the late Mr. Jules B. Rozier, Memphis.

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 *Schering-Plough Scholarship* is provided to a student in the sciences through Schering-Plough Scholars Program.

The *Stephen J. Schmidt, Jr. Scholarship* was provided for needy students by Mr. Schmidt, Class of '72.

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. Preference is given to members of Second Presbyterian Church and children of clergy of the Evangelical Presbyterian Church.

The *Leone White Seidman Scholarship* is awarded to outstanding students with special interest in music or theatre.

The *Elder L. Shearon, Jr. Scholarship* was created by The Southern Company and goes to a student with financial need.

The *Anne Shewmaker Scholarship* was funded by Mary Shewmaker with preference given to a female graduate of Central High School.

*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 Smith & Nephew Richards Scholarship* was created to provide financial assistance to a deserving student. The recipient must maintain a 2.8 g.p.a.

*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 graduation with academic honors or with honors research.

*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 academic honors or with honors research.

*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 academic honors or with honors research.

*The C. L. Springfield Honor Scholarship* was established by Mr. James F. Springfield '51 of Memphis to honor his father, who was for many years Comptroller of the College.

*The Mark Lee Stephens Scholarship* was established in his memory by his parents. This award goes to a rising sophomore majoring in Theatre. Mark was a member of the Class of '88.

*The Edward Norrel Stewart Scholarship*, created by Dr. Ellen Davies-Rodgers, is awarded to a student in business or commerce.

*The Tommy 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 Gene Dickson Symes Scholarship* was established by church members in honor of Gene '45 who retired as church organist.

*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 Union Planters National Bank Scholarships*, supported by the Memphis bank, are awarded to students with financial need.

*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, Mississippi.

*The Hattie G. Watkins Educational Fund Scholarship* is presented to a student with financial need.

*The Henry C. Watkins Scholarship* was established by Mr. Edmund Orgill, C.I.T. Financial Services and C.I.T. Executives.

*The Dr. and Mrs. Paul McLauren Watson Scholarship* was established with a gift from Rose Lynn '38 and the late Lauren Watson '37 of Memphis.

*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. These scholarships are awarded to deserving female students from nine southern states named by the Foundation.

*The Russel S. and Theresa L. Wilkinson Scholarship* was established by a friend of Mr. Wilkinson to provide scholarship assistance to students attending Rhodes.

*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 T.K. Young Scholarship* was established by the T.K. Young Sunday School class at Idlewild Presbyterian Church, Memphis.

# THE 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?"

Since the College's move to its new campus in Memphis in 1925, 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, including electron microscopes and magnetic resonance imaging devices; extensive computer audiovisual equipment; one of the largest telescopes in the South; a state-of-the-art telephone system with the capability of connecting computer terminals in dormitory rooms to the computer center; a library of 228,500 volumes and computer access information systems; a 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 facilities and the names of those who made the buildings possible. Fourteen campus buildings have been included in The National Register of Historical Places.

*The Alburty Swimming Complex*, given through the continuing generosity of the late 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 Campus Safety, 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. Extensive renovation of the building was done in 1991.

*Buckman Hall* was named in honor of Mertie W. Buckman and the late Stanley J. Buckman and their family. It houses the departments of International Studies, Economics and Business Administration, and Political Science, and the Computer Center, Language Laboratory, and Wynton M. Blount Lecture Hall. The front of the building features Daughdrill Tower, which honors President and Mrs. James H. Daughdrill, Jr. and was provided anonymously by an alumna-trustee of the College. The building was dedicated October 24, 1991.

*Buckman Library for Biology and Mathematics*, given by the late 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 228,500 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* named in honor of the late Mrs. A. K. Burrow, Memphis, is the College's main dining facility. It encompasses:

- *The Hugh M. Neely Hall\**, the original dining hall on campus, dedicated on

November 13, 1928. It was provided through the generosity and affection of the late Mrs. Mary Sneed Neely as a memorial to her husband Hugh M. Neely, a heroic soldier and public-spirited citizen;

- *The Margaret Ruffin Hyde Hall*,\* built in 1958 and dedicated in 1993 in honor of Dr. Margaret R. Hyde, alumna Class of 1934, benefactor and Trustee of the College.
- *West Hall*, built 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.

*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 Mathematics, was dedicated October 19, 1968, in memory of Mr. Frazier Jelke of New York.

*The Hubert F. Fisher Memorial Garden* was provided in 1941 by Mrs. Hubert F. Fisher as a memorial to her husband, Congressman Fisher. The garden with its permanent stone stage is the scene of commencement exercises and other College functions.

*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 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 Frank M. Harris Memorial Building*,\* 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. R. 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.

*Dorothy C. King Hall*, formerly the national headquarters for Pi Kappa Alpha Fraternity, is named in honor of Rhodes' long-time friend and benefactor and houses the Meeman Center for Continuing Education and the Office of Development.

*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 Shirley Moore.

*New Dormitory* serves along with Robinson 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. In 1859, he donated the land on which the first residence for men students was erected in Clarksville, Tennessee, where Rhodes was located until 1925.

*Robinson Hall*, completed in 1985, also serves as one of the College's primary summer conference residence facilities and contains space for 84 residents. It was dedicated on December 17, 1989, in memory of James D. Robinson, Memphis business leader, founder of Auto-Chlor, Inc.

*Spann Place* was named in honor of the late Jeanette S. Spann, Class of 1930 and Honorary Trustee of the College. This building comprises five townhouses and is used as student housing.

*Stewart Hall*, formerly a faculty residence, is a residence hall which was renovated in 1989.

*Margaret Townsend Hall* was dedicated June 3, 1961, in honor of Margaret Huxtable Townsend, 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.

*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 Historic Places*.

# COMMENCEMENT, 1993

May 15, 1993

## HONORARY DEGREES

### DOCTOR OF FINE ARTS

Joy Brown Wiener; Memphis, Tennessee  
Violinist and Former Concertmaster of The Memphis Symphony

### DOCTOR OF LAWS

S. Shepherd Tate; Memphis, Tennessee  
Senior Member, Martin, Tate, Morrow & Marston, P.C.

### DOCTOR OF LETTERS

Eric Donald Hirsch, Jr.; Charlottesville, Virginia  
Noted Educator and Author

## PRIZES AND AWARDS

### *Anthropology/Sociology*

**Francis and Edwina Hickman Award**  
Molly Rebecca Hemphill  
Anne Louise Borden

### *Art*

**Apollonian Award**  
Wendy Patricia Lawing

### *Dionysian Award*

Charlotte Ashley Higginbotham

### *Biology*

**The Award for Excellence in Biology**  
Reneé Augusta Pardieck

### *Chemistry*

**CRC First Year Chemistry Award**  
Elizabeth Barron Moore

### **Sophomore Chemistry Award**

Emery Harper Shier

### **ACS Division of Analytical Chemistry Award**

Brett Harden Waibel

### **The William Spandow Scholarship in Chemistry**

Brett Harden Waibel



*Economics and Business Administration*

**The Seidman Awards in Economics**

Senior: Victoria Louise Edrington

First Year/Sophomore: Eduardo Enrique Dieppa III

**The Wall Street Journal/Departmental  
Award in Finance**

Tracy Elizabeth Terwilliger

**The Ralph C. Hon Leadership Award**

Erin Camille Coleman

**The Sue Legge Accounting Scholar Award**

Martin O'Keefe LeRoy

**The Ward Archer, Sr., Award in Marketing**

Brett Kenton Williams

*Education*

**The Joye Fourmy Cobb Romeiser Award**

Katherine Gill McCaa

*English*

**John R. Benish Award**

Scott Bradley Ostrow

Julia Leigh Tarver

**Jane Donaldson Kepple Writing Prizes**

**First Year English Essay Prize**

Henry Samuel Marchal III

**Senior English Essay Prize**

Jessica Willingham Heckle

**Poetry Prize**

Judith DeSha Tolar

**Fiction Prize**

Amber Patrice McRee

**The Allen Tate Creative Writing Award**

John Scott Meeker

*Foreign Languages*

**The Jared E. Wenger Award**

Lisa Lynette Rosengartner

**The Spencer Greek Award**

Eric Preston Cifreo

*History*

**The John Henry Davis Award**

Jara Lisbeth Hill

Doris G. Dixon

The Phi Alpha Theta Scholarship Award  
Jara Lisbeth Hill

*International Studies*  
Bobby Doughtie Memorial Award  
Brian Jeffrey Kuns

The Donald J. Gattas Memorial Award for Mid-Eastern Studies  
Caroline Elizabeth Ashley Knight

Ann Rorie Memorial Award  
Jenny Yeo Kim

*Interdisciplinary Humanities*  
The Fred W. Neal Award  
Heather Grace Moore

The W. O. Shewmaker Award  
Henry Samuel Marchal III

*Mathematics*  
The Jack U. Russell Awards:  
Outstanding First Year Calculus Student  
Elizabeth Barron Moore  
Felix Chona Vazquez  
Outstanding Sophomore Mathematics Student  
Jacob Abraham  
Scott Samuel Brown  
Outstanding Senior Mathematics Major  
Derek Rameshwar Singh

The William Spandow Scholarship in Mathematics  
Angela Lea Pippin Giddings

*Music*  
The Louise Mercer Award  
Laca Kathryn Tines

The Jane Soderstrom Award  
Gregory Robertson Palmer

*Philosophy*  
The Laurence F. Kinney Prize  
Jeffrey Alan Mullins

*Physics*  
The William Spandow Scholarship in Physics  
William Chadwick Davidson

The Physics Department Award  
Timothy Scott Hamilton

*Political Science*

**The Seidman Awards in Political Science**

Senior: Lisa Lee Mancini

First Year: Henry Samuel Marchal III

**Mike Cody Award in Political Science**

Tracy Michelle Nelson

Julia Leigh Tarver

**Abe Fortas Award for Excellence in Legal Studies**

Lisa Lee Mancini

Thais Anne Davenport

*Psychology*

**E. Llewellyn Queener Award**

Elizabeth Claire Jones

**Korsakov Award**

Nichole Elizabeth Soule'

*Religious Studies*

**The Religious Studies Award**

Voris Edward Johnson, Jr.

Ellen Campbell Osoinach

**The Mollie Royall McCord Memorial Prize in Bible**

Stacy Kay Rector

*Theatre*

**Outstanding Senior Award**

Eric Christopher Underdahl

**Mark Lee Stephens Memorial Scholarship**

Amanda Ruth Waller

**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 \$7,500.

The 1992 Clarence Day Award for Outstanding Teaching was awarded to Dr. Jennifer Brady, the Charles R. Glover Professor of English Studies

**NON-DEPARTMENTAL AWARDS**

**The Peyton Nalle Rhodes Phi Beta Kappa Prize**

Jeffrey Alan Mullins

**The Algernon Sydney Sullivan Awards**

Drew Morrow Henry

Lisa Lee Mancini

**The Non-Student Award**

James Allen Boone, Jr.

**The Estelle R. Cone Award for Outstanding Kinney Volunteer**  
Marlinee Constance Clark

**The Mel G. Grinspan Internship Award**  
Pace Mitchell Harrison

**The Seidman Trophy in Athletics**  
Gregory Lane Ritter

**ODK Sophomore Man of the Year**  
Clyde Hunter Henderson III

**Mortar Board Sophomore Woman of the Year**  
Amy Michelle Taylor

**The Susan Tidball Means Award in Women's Studies**  
Vanessa Katherine P. Ross

**The John Henry Davis Scholarships for British Studies**  
Susan Elise Ewart  
Douglas Jeffrey Cornille  
Holly Tess Hall

**SPECIAL SCHOLARSHIP AWARDS**

**The Jane Hyde Scott Awards:**

**The Joseph Reeves Hyde Award in Religious Studies**  
Patrick David Garrett

**The Ruth Sherman Hyde Award in Music**  
Erika Vanessa Ragan

**The Jeanne Scott Varnell Award in Classical Languages**  
Joyce Sue-mee Shin

**The Robert Allen Scott Award in Mathematics**  
Angela Pippin Giddings

**The Margaret Ruffin Hyde Award in Psychology**  
Elizabeth Anne Harcourt

**HALL OF FAME**

Thais Anne Davenport  
Dina Elizabeth Facklis  
Drew Morrow Henry  
Robert Wylie Jarrett, Jr.  
Katherine Gill McCaa  
Donald Lehner Price

# DEGREES CONFERRED

MAY 15, 1993

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.

## EXPLANATION OF CODES

\*-cum laude; &-magna cum laude; %-summa cum laude; #-Phi Beta Kappa; ^-Honors Research; @-in absentia

## BACHELOR OF ARTS DEGREE

	Patricia Teresa Adair	Bruxelles, Belgium	International Studies
	Peter McClure Adams	Memphis, TN	International Studies
	Seth Taylor Adams	Conway, AR	English
	Kelly Lynn Agee	Murfreesboro, TN	Economics
*#	Sharon Denise Akins	Memphis, TN	International Studies
	Jay Scott Alexander	Louisville, KY	Economics and Business Administration
	Lara Tarlan Babaoglu	Memphis, TN	French
	Douglas Benjamin Bacon	Cartersville, GA	Music
	Ashley Ileene Baker	Little Rock, AR	German
	Robert Lewis Baldwin	Memphis, TN	Psychology
	Lara Robin Bandel	Hernando, MS	Anthropology / Sociology
	Shavit Bar-Nahum	Buffalo Grove, IL	Religious Studies - Philosophy
	Molly Olivia Barton	Missoula, MT	Political Science
	Jeffrey Michael Bean	Madisonville, KY	Psychology
	William Allen Bell	Atlanta, GA	Political Science
*	Laura Leigh Benjamin	Siloam Springs, AR	Religious Studies
	Laura Blake	Romeo, MI	Latin American Cultural Studies
	Sara Ann Blankenship	Rome, GA	English
*	Anne Louise Borden	Marietta, GA	Anthropology / Sociology
	Danielle Marie Boyce	Metairie, LA	Political Science
	Nancy Adele Braam	Cleveland, TN	International Studies
	Mary Kathryn Braden	Nashville, TN	International Studies
	Bridget Bradley	Jacksonville, IL	Business Administration
	Trista Loleta Branick	Jackson, TN	Psychology
	John Taylor Bratton	Memphis, TN	International Studies
	Lynette Breedlove	Houston, TX	Psychology
	John Malcolm Brownlee	Riverdale, GA	International Studies
*	Eleanor Chandlee Bryan	Columbia, SC	English
	Christopher Toler Buchanan	Louisville, KY	Economics and Philosophy (Two Degrees)
	Jonathan James Bumpas	Louisville, KY	English
	Alice Christine Burr	Van Buren, AR	Psychology
*#	Lisa Carol Byrd	Bossier City, LA	English
	Laura Alejandra Cabanillas	Germantown, TN	Business Administration and International Studies
	Charles Edward Cardona, II	Dickson, TN	Latin American Cultural Studies
	Daniel Hardy Carl	Mount Vernon, MO	History

	William Graham Carroll	Montgomery, AL	Political Science
*#	Jeanne Elizabeth Chadwick	Memphis, TN	International Studies
*	Bethany Carol Chafin	St. Louis, MO	Psychology
	Mary Elizabeth Chaney	Livingston, AL	Political Science
	Eric Preston Cifreo	Metairie, LA	History - Classics
	Jennifer Lee Clark	Kenner, LA	Psychology
	Marlinee Constance Clark	Mobile, AL	Anthropology / Sociology and Psychology (Double Major)
	Ann Marquard Clements	St. Louis, MO	Business Administration
	Jennifer Tandy Cobb	Little Rock, AR	English
	Jennifer Coker	Mobile, AL	Psychology
	Jewett Clay Cole	Memphis, TN	English
*#	Erin Camille Coleman	Memphis, TN	Business Administration
*	Amy Elizabeth Collins	Memphis, TN	Spanish
	Catherine Lee Colquitt	Shreveport, LA	Art
*#	Clay Franklin Combs	Memphis, TN	History
	Drew Scott Conner	Marietta, GA	Philosophy - Religious Studies
	Lewis Forrest Conner	Nashville, TN	Economics
	Christopher Robin Connolly	New Orleans, LA	Economics
*	John Harper Cook	Bowling Green, KY	International Studies
	Anne MacAdam Cooper	Webster Groves, MO	Business Administration
	Percy James Courseault, III	New Orleans, LA	Psychology
	Lynn Elizabeth Crabb	Memphis, TN	History
*	Susan Lorene Crutcher	Franklin, TN	Psychology
*	Brett David Cullum	Houston, TX	History and International Studies
*#	Thais Anne Davenport	Dallas, TX	Political Science
	Catherine Lea Davis	Conway, AR	Mathematics
	Jean Plimley Davis	Towson, MD	Urban Studies
	Melissa Alice DeCelles	Decatur, AL	Art
	Jennifer Louise DeSouza	Rutherford, TN	Economics and Business Administration
	Brian Hailey Dixon	Memphis, TN	History
*#	Doris G. Dixon	Memphis, TN	History
	Lauralea Jeanette Dorman	Marion, AR	Business Administration and International Studies
*#	Stephen Michael Dorst	Palm Desert, CA	International Studies
*#	Victoria Louise Edrington	Tallahassee, FL	Economics
	Kara Anne Elliot	Memphis, TN	Religious Studies
	Dina Elizabeth Facklis	Birmingham, AL	Theatre
	Elizabeth Lightner Feagin	Birmingham, AL	Business Administration
	Margaret Forest Ferrell	Memphis, TN	Classics
	Karen Cecile Finch	Huntsville, AL	Biology
@	Staley Scott Fitzgerald	Charlotte, NC	Philosophy and International Studies (Double Major)
	Susan Marie Fondren	Germantown, TN	Psychology
	Melissa Gay Ford	Edmond, OK	History
*	Miles Slocum Fortas	Memphis, TN	Business Administration
	Charles Stephen Foster, Jr.	Jackson, TN	Religious Studies
	Katherine Anne Galiger	Winston-Salem, NC	French
	Suzanne Simmons Garverick	Charlotte, NC	Psychology
	Christopher Alan Geiger	Grenada, MS	Business Administration
	Logan Hamilton Germann	Danville, KY	English

	Jennilyn Gibson	Paris, TN	English
	Silva Lee Gitsas	San Antonio, TX	International Studies
*#	Debbie Ann Glenn	Foley, AL	International Studies and Economics (Double Major)
	Katherine Bedsole Goodloe	Mobile, AL	Psychology
	Katherine Bolling Gore	Memphis, TN	Art
*	Cheri Alison Grosvenor	Tallahassee, FL	International Studies
	Jason Kirby Hamilton	Cookeville, TN	Business Administration
	Jacqueline Kay Hamra	Springfield, MO	International Studies
	Vickie Lynn Hardy	Bartlett, TN	English
	Harkness McDonald Harris	Nashville, TN	Psychology
	Jennifer Elizabeth Harris	Clarksville, TN	Biology
*	William Hoover Harris	Signal Mountain, TN	English
*#^	Wilbur McDonald Harrison, III	Alpharetta, GA	Philosophy
	Jennifer Carolyn Hawkins	Mobile, AL	History
	Elizabeth Anne Hayes	Clarksville, TN	English
*#	Jessica Willingham Heckle	Memphis, TN	English
	Jacqueline Leigh Heiter	Mobile, AL	History
*	Molly Rebecca Hemphill	Birmingham, AL	Anthropology / Sociology
	Drew Morrow Henry	Selma, AL	Psychology
	Sarah Frances Henry	Little Rock, AR	Psychology
	Clarence Goodwin Herrington, III	Memphis, TN	Art
	John Robert Hershberger	Huntsville, AL	Art - English
	Charlotte Ashley Higginbotham	Mer Rouge, LA	Art
&#	Jara Lizbeth Hill	Houston, TX	History
	Jennifer Lynn Horton	Little Rock, AR	Political Science
	Sarah Heather Houser	Birmingham, AL	Psychology
	Erin Marie Hubbell	Spartanburg, SC	English
	Michael Haskins Hudson	Dyersburg, TN	International Studies
*	Robert Wylie Jarrett, Jr.	Meridian, MS	Economics
	James Mallory Jenkins, III	Auburn, AL	Business Administration
	Maria Anna Jezak	Warsaw, Poland	International Studies
	Mark Nicholas Johnson	St. Louis, MO	English
*#	Voris Edward Johnson	San Antonio, TX	Religious Studies
	Barbara Jean Fraser Jones	Germantown, TN	English
*	Elizabeth Claire Jones	Montgomery, AL	Psychology
	Laura Benedict Jones	Birmingham, AL	Business Administration
*	Matthew Floyd Jones	Southaven, MS	Russian Soviet Cultural Studies
	Tasha DeShon Jones	Memphis, TN	Business Administration
*	Teresa Renee Jones	Fairhope, AL	Business Administration
	Stephen Brett Karnes	Knoxville, TN	Political Science
*	Cassandra Lynne Kasun	Cincinnati, OH	Biology
	Kristine Nicole Kelly	St. Louis, MO	Political Science
	Katherine Bailey Kennedy	Nashville, TN	Psychology
*#	Steven Clark Kennedy	Tulahoma, TN	Biology
	Thomas Shea Kent	Beaumont, TX	Economics
	Ambereen Khan	Memphis, TN	Political Science
	Aiveen Bridgid Killian	Portland, ME	Business Administration
*#	Jenny Yeo Kim	Louisville, KY	International Studies
	Edward Bradham Kizer	Huntersville, NC	English
	Paul Thomas Knapstein	Chattanooga, TN	History
*^	Caroline Elizabeth Ashley Knight	Richmond, VA	International Studies
	Christopher Armitage Kollme	Atlanta, GA	English
*#	Jennifer Lynn Kuykendall	San Antonio, TX	International Studies
*	Allison Paige LaRocca	Atlanta, GA	International Studies

*	James William Lacy, Jr.	Atlanta, GA	Business Administration
*	Elizabeth Sudbury Langston	Blytheville, AR	French
*#	Wendy Patricia Lawing	Bartlett, TN	Art
	Elizabeth Slocum Lawson	Birmingham, AL	Political Science
	Sean D. Lee	Greenwich, CT	Political Science
	Kimberly Brooke Lichterman	Memphis, TN	Anthropology / Sociology
	Margaret Shannon Lientz	Atlanta, GA	English
	John Scott Little	Bluffton, SC	Political Science
	John Klaus Londot	Memphis, TN	English and International Studies (Two Degrees)
	John Philip Long, Jr.	Nashville, TN	English
	Susan McCulloch Long	Forrest City, AR	English
	Elizabeth Pritchett Lowe	Barrington, RI	Art
	Thomas McCall Lowry, IV	Birmingham, AL	Political Science
@	Wesonga Ishaq Luboti	Busia, Uganda	International Studies and Political Science
	Tanja Claudine Lueck	Sarasota, FL	English
	Marcjana Keryn Lund	Guilford, CT	Political Science
&#	Lisa Lee Mancini	Northport, AL	Political Science
	Abigail Martha Markward	Champaign, IL	Psychology
	Kevin Franklin Marshall	Gaithersburg, MD	International Studies
	Jimmy Richard Martin, II	Little Rock, AR	Political Science
	Stephen Selden Mathews, Jr.	Nashville, TN	Business Administration
	Gretchen Louise Maurer	Atlanta, GA	History
	Kimberly Ann McAfee	Memphis, TN	Anthropology / Sociology
*#	Katherine Gill McCaa	Salt Lake City, UT	German
	Dean Marvel McCondichie	Olive Branch, MS	English
	Christopher Scott McCoy	McMinnville, TN	English
	Christopher Louis McCullar	Daphne, AL	Political Science
	Charlotte Rushton McDavid	Birmingham, AL	Psychology
	Melissa Lane McFarland	Mobile, AL	Business Administration
	Lara Lanford McGinty	Atlanta, GA	Business Administration
	Susannah Armstrong McLendon	Nashville, TN	Psychology
*#	Jennifer Elaine McNair	Yazoo City, MS	International Studies
	Amber Patrice McRee	Germantown, TN	English
	John Scott Meeker	Louisville, KY	English
	Carlyn Elizabeth Merz	Madison, NJ	Psychology
	Rebecca Anne Miller	Mobile, AL	Psychology
	Kenneth Laurence Milman	Winston-Salem, NC	Economics and Business Administration
	Scott Lawrence Milman	Winston-Salem, NC	Political Science
	Lindsey Nevin Mitcham	Little Rock, AR	Political Science
*	Elizabeth Bryce Moore	Joplin, MO	Art
%#^	Jeffrey Alan Mullins	El Dorado, AR	Philosophy
	Ann Carter Murray	Nashville, TN	Business Administration
	Franklin Jason Myers	North Little Rock, AR	Psychology
	John William Myers	Little Rock, AR	Business Administration
	Patrick Lincoln Nelson	Birmingham, AL	Biology
&#	Tracy Michelle Nelson	Atlanta, GA	Political Science
	Claudia Diane Noe	Memphis, TN	Psychology
	Timothy Jason Olcott	Memphis, TN	Political Science
	Ellen Campbell Osoinach	Wichita Falls, TX	Religious Studies
*^	Scott Bradley Ostrow	Memphis, TN	English
*#	Gregory Robertson Palmer	Madison, MS	Music and Business Administration (Two Degrees)



*	Lina Prabhakar Parikh	Memphis, TN	International Studies - Anthropology / Sociology and French (Double Major)
*	Kathleen Elizabeth Paterson George Demetri Patikas James Murray Perry, III	Riverdale, GA Nashville, TN Nashville, TN	Business Administration Religious Studies Economics and Business Administration
	Lyell Everett Petersen Dana L. Peterson Mark Andrew Pippenger Christopher Fredrick Pollette	Metairie, LA Huntsville, AL Cleveland, TN Charlotte, NC	International Studies Chemistry Economics English
*	Laura Gustafson Porter William Jason Potter Stephanie Lynn Prachniak Edith Allison Quayle Jeremy Michael Ramey Terri Elizabeth Randolph	Kingsport, TN Hixson, TN Millington, TN Houston, TX Decaturville, TN Little Rock, AR	International Studies Theatre Art Psychology Music French
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	Carey Mountjoy Smith	Maysville, KY	Biology
	Eric Michael Smith	Memphis, TN	English
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	Sydney Elaine Thompson	Oak Ridge, TN	International Studies and Spanish
	Elizabeth Fleming Timmons	Brusly, LA	Psychology
	Laca Kathryn Tines	Huntingdon, TN	Music
	Judith DeSha Tolar	Baton Rouge, LA	English
	David Richard Trainor	Holladay, TN	Economics and International Studies
	Hilaire Brooke Treadwell	Collierville, TN	English
	Alicja Anna Trout	Memphis, TN	Art
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	Eric Christopher Underdahl	New Orleans, LA	English - Theatre
	Christian Blue Waddell	Powder Springs, GA	History
	Blake Wood Walker	St. Louis, MO	Biology
	Melanie April Walker	Poplarville, MS	Urban Studies
	Laura Elizabeth Wallace	Atlanta, GA	History and International Studies
	Julie Rebecca Wallace-Alexander	Memphis, TN	Psychology
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	Clifford Emerson Watson	Memphis, TN	English
	Mary Elizabeth Webb	Demopolis, AL	English
	Ronald Baruch Weiss	San Antonio, TX	Business Administration
	Andrea Hilyard Weiser	Fort Worth, TX	English
	Alexander White Wellford, III	Memphis, TN	History
	Susan Allison Wemmers	Atlanta, GA	Psychology
*	Jessica Marguerite White	Beaumont, TX	Business Administration
	Kristyn Lynn White	Birmingham, AL	English
	Russel Lee Wiener	Memphis, TN	History
*	Marian Paige Williams	Monticello, AR	Business Administration
	Elizabeth Anne Wilson	Jacksonville, AR	English

	Jeffrey George Wilson	Germantown, TN	Economics and Business Administration
	Michael Webster Wilson	Memphis, TN	Computer Science and Business Administration
@	Troy James Wilson	Germantown, TN	Business Administration and International Studies
*	Robert Tate Wolcott	Shreveport, LA	Urban Studies
	Edley Taylor Womack	Cartersville, GA	Art
	Ernest Gordon Woodson, Jr.	Clarksville, TN	Psychology
	Melissa Ann Wright	Knoxville, TN	German and International Studies
	Gwendolyn Anne Young	Germantown, TN	Psychology

**BACHELOR OF SCIENCE DEGREE**

&#^	David Assaf, IV	Baton Rouge, LA	Mathematics
*	Nuntavan Boone	Memphis, TN	Chemistry
*#	Joseph Warren Castelli	Murfreesboro, TN	Biology
	Andrew Ernest Beau Cowell	Russellville, AR	Computer Science / Mathematics
*#^	James Edward Dickens, Jr.	Hendersonville, TN	Physics
	Heather Ginger Dorris	Jackson, TN	Chemistry
	Elizabeth Anne Douglas	Columbus, OH	Biology
	Lisa Christine Finley	Alpharetta, GA	Biology
*	David Scott Giddings	Hixson, TN	Chemistry
	William Earl Godbold, Jr.	Tunica, MS	Physics
	John David Hill	Atlanta, GA	Biology
*	Weimin Hu	Nanjing, P.R. China	Chemistry
	Jenine Elizabeth Jackson	Baltimore, MD	Biology
	Dionne Rochelle Low	Sarasota, FL	Biology
	Shannon Alta Maris	Little Rock, AR	Biology
	Robert Mark McDaniel	Memphis, TN	Chemistry
*#^	James Richard Miller, Jr.	Slidell, LA	Chemistry
	Kerri Ann Miller	Fort Smith, AR	Biology
	Ryan Damien Mire	New Orleans, LA	Biology
	Gregory Allen Moffitt	Murray, KY	Biology
	Julie Alicia Montgomery	Clarksville, TN	Biology
	Tara Lynn Odle	Nashville, TN	Biology
&#	Renee' Augusta Pardieck	Summerville, SC	Biology
	Richard Arthur Picerno, II	Miami, FL	Biology
&#	Donald Lehner Price	Lebanon, TN	Chemistry
	Manish Ramesh Purohit	Hernando, MS	Biology
	Jarrold Dillon Roussel	Baton Rouge, LA	Biology
*	James Gavin Scherer	Little Rock, AR	Biology
	Michael Wayne Sears	Winfield, WV	Biology
*#^	Derek Rameshwar Singh	Lake Worth, FL	Computer Science / Mathematics
	Christopher Thomas Slonecker	Nashville, TN	Biology
*	Jeffrey Lawrence Stevens	Murfreesboro, TN	Biology
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	James Beecher Westphal	Murray, KY	Chemistry

DEGREES CONFERRED ON 15 AUGUST 1993

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	Susan Elise Ewart	North Little Rock, AR	Biology
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@	Stephanie Ann Monte	Charlotte, NC	Russian / Soviet Cultural Studies
	Jason Edward Peters	Memphis, TN	Political Science
@	Robert Theodore Ratcliff, Jr.	Alexandria, LA	International Studies and Spanish
	Harold Cersec Smith	Memphis, TN	Psychology
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@	William Eric Timmons	Memphis, TN	Biology
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BACHELOR OF SCIENCE DEGREE

@	George Bennie Watson	Irondale, AL	Biology
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EXPLANATION OF CODES

\*-cum laude; &-magna cum laude; %-summa cum laude; #-Phi Beta Kappa;  
^-Honors Research; @-in absentia

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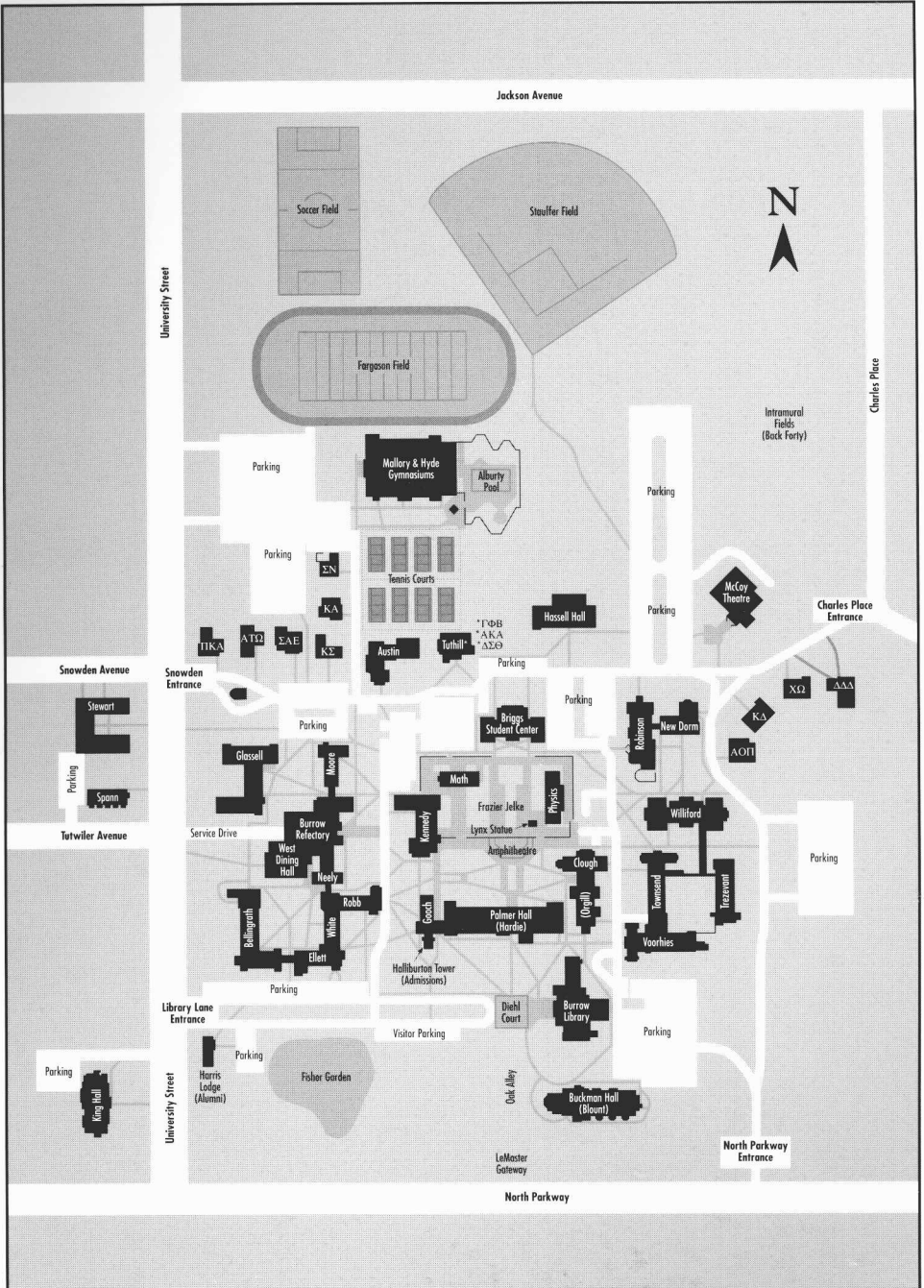
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# CAMPUS MAP



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