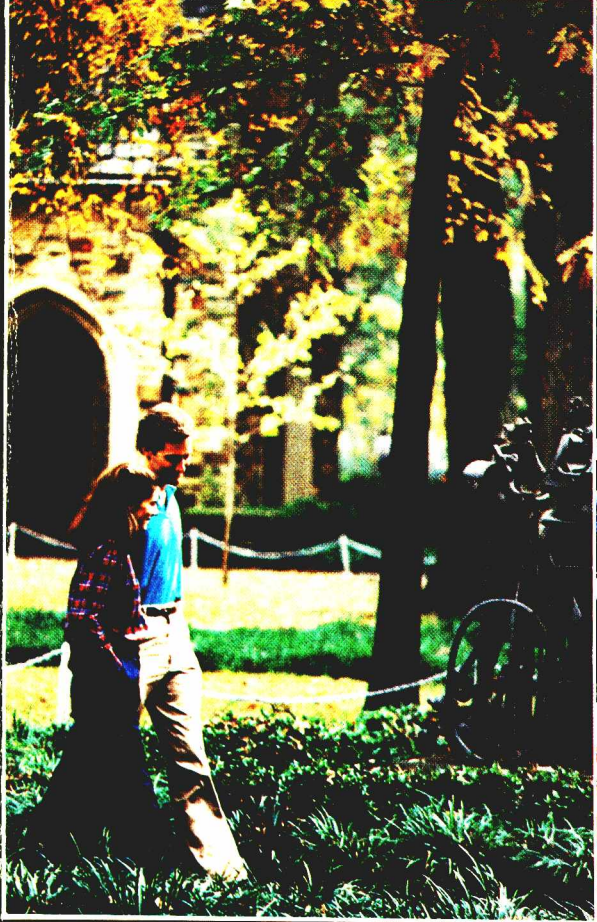
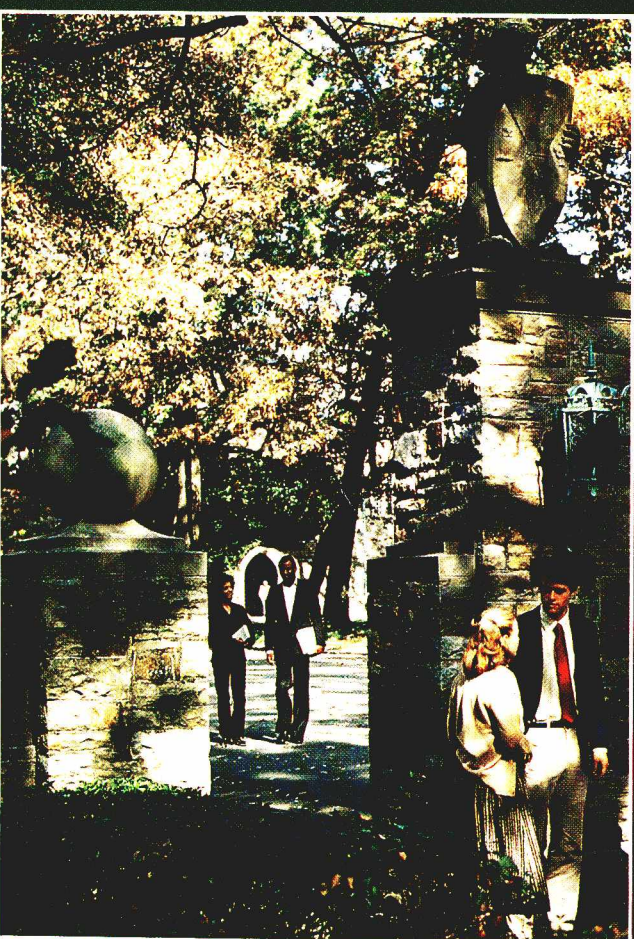


The Bulletin of  at memphis **Southwestern** 1984-85



## **CORRESPONDENCE DIRECTORY**

For information on the topics listed below write to the person indicated:

### **Academic Program**

Gerald Duff, Vice President and  
Dean of the College

### **Academic Records, Transcripts, Registration and Matriculation**

Glenn W. Munson, Registrar

### **Admissions and Transfers**

David J. Wottle, Dean of Admissions

### **Alumni Association**

Jennifer Prascher, Director of Alumni  
Programs

### **Athletics**

George Lapides, Director of Athletics

### **Dormitories and Student Housing**

C. V. Scarborough, Dean of Students

### **Business Matters**

Thomas R. Kepple, Jr., Dean of  
Administrative Services

### **Financial Aid**

Ray M. Allen, Dean of Financial Aid  
and Government Relations

### **General Information**

Loyd C. Templeton, Jr., Assistant  
to the President for College Relations

### **Gifts or Bequests**

Donald J. Lineback, Dean of College  
Resources

### **Summer Session**

Robert R. Llewellyn, Associate Dean of the  
College and Director of the Summer Session

## **THE BULLETIN OF SOUTHWESTERN AT MEMPHIS (Pub. No. 554-280)**

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**Southwestern At Memphis** is a fully accredited four-year college of liberal arts and sciences. It is a member of the Southern Association of Colleges and Schools, the official accrediting agency for the Southern States.

Southwestern is a member of the American Council on Education, American Association of Colleges, College Entrance Examination Board, Southern University Conference, and Tennessee College Association.

The Music Department of Southwestern is accredited by the Department of Education of the State of Tennessee and has full membership in the National Association of Schools of Music.

Attendance at Southwestern At Memphis, 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 himself or herself to the college traditions and environment. Among these traditions is the Honor System, administered by students, which is described elsewhere in the catalogue.

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

Policies stated in this catalogue are expected to be in effect through the academic year 1984-85 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 Southwestern At Memphis 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 require the prior formal approval of the Faculty.

## COLLEGE CALENDAR

### SUMMER SESSION 1984

#### SIX WEEK TERM

June 5 — July 20

#### FOUR WEEK TERMS

1st Four Weeks, June 5 — July 6

2nd Four Weeks, July 9 — August 4

### SESSION OF 1984-85

#### TERM I

##### Orientation for New Students

September 4-6, Tuesday-Thursday

##### Registration for All Students

September 7, Friday

##### Classes Begin

September 10, Monday, 8:00 A.M.

##### \*Opening Convocation

September 11, Tuesday, 10:00 A.M.

##### Drop/Add Ends

September 14, Friday, 5:00 P.M.

##### Withdraw Period Begins

September 17, Monday

##### Re-examinations

September 17, Monday

##### Pass/Fail Option Ends

September 21, Friday, 5:00 P.M.

##### Fall Recess Begins

October 12, Friday, 5:00 P.M.

##### Fall Recess Ends

October 17, Wednesday, 8:00 A.M.

##### Mid-Term Grades Due

October 24, Wednesday, 12:00 Noon

##### Withdraw Period Ends

November 2, Friday, 5:00 P.M.

##### Registration Advising

November 5-16, Mondays-Fridays

##### Pre-Registration for Term II

November 19, Monday,  
3:15 P.M.-8:00 P.M.

**Thanksgiving Recess Begins**

November 21, Wednesday, 12:30 P.M.

**Thanksgiving Recess Ends**

November 26, Monday, 8:00 A.M.

**Comprehensive Examinations**December 3, 5, 7, Monday,  
Wednesday, Friday**Reading Day**

December 8, Saturday

**Final Examinations**

December 10-14, Monday-Friday

**End of Term I**

December 14, Friday, 5:00 P.M.

**Final Grades Due**

December 17, Monday, 12:00 Noon

**TERM II****Registration-Validation Day**

January 3, Thursday, 8:30 A.M.-5:00 P.M.

**Classes Begin**

January 3, Thursday, 8:30 A.M.

**Re-examinations**

January 7, Monday

**Drop/Add Ends**

January 10, Thursday, 5:00 P.M.

**Withdraw Period Begins**

January 11, Friday

**Pass/Fail Option Ends**

January 17, Thursday, 5:00 P.M.

**Mid-Term Grades Due**

February 13, Wednesday, 5:00 P.M.

**Winter Recess Begins**

February 13, Wednesday, 5:00 P.M.

**Winter Recess Ends**

February 18, Monday, 8:00 A.M.

**Withdraw Period Ends**

March 1, Friday

**Registration Advising**

February 25-March 8, Mondays-Fridays

**Pre-Registration for Term III**

March 8, Friday, 3:15 P.M.-6:30 P.M.

**Comprehensive Examinations**March 25, 27, 29,  
Monday, Wednesday, Friday**Reading Day**

March 30, Saturday

**Final Examinations**April 1-5,  
Monday-Friday**End of Term II**

April 5, Friday, 5:00 P.M.

**Final Grades Due**

April 8, Monday, 12:00 Noon

**TERM III****Registration-Validation Day**

April 15, Monday, 8:30 A.M.-11:30 A.M.

**Classes Begin**

April 15, Monday, 8:00 A.M.

**Drop/Add Ends**

April 17, Wednesday, 5:00 P.M.

**Withdraw Period Begins**

April 18, Thursday

**Pass/Fail Option Ends**

April 19, Friday, 5:00 P.M.

**Re-examinations**

April 22, Monday

**Registration Advising for September**

April 29-May 10, Mondays-Fridays

**Pre-Registration for September 1985**

May 10, Friday, 3:00 P.M.-7:00 P.M.

**Withdraw Period Ends**

May 10, Friday

**Comprehensive Examinations**May 20, 22, 24,  
Monday, Wednesday, Friday**Reading Day**

May 25, Saturday

**Final Examinations**May 27-29, Monday, Tuesday,  
Wednesday**Final Grades Due**

May 29, Wednesday, 5:00 P.M.

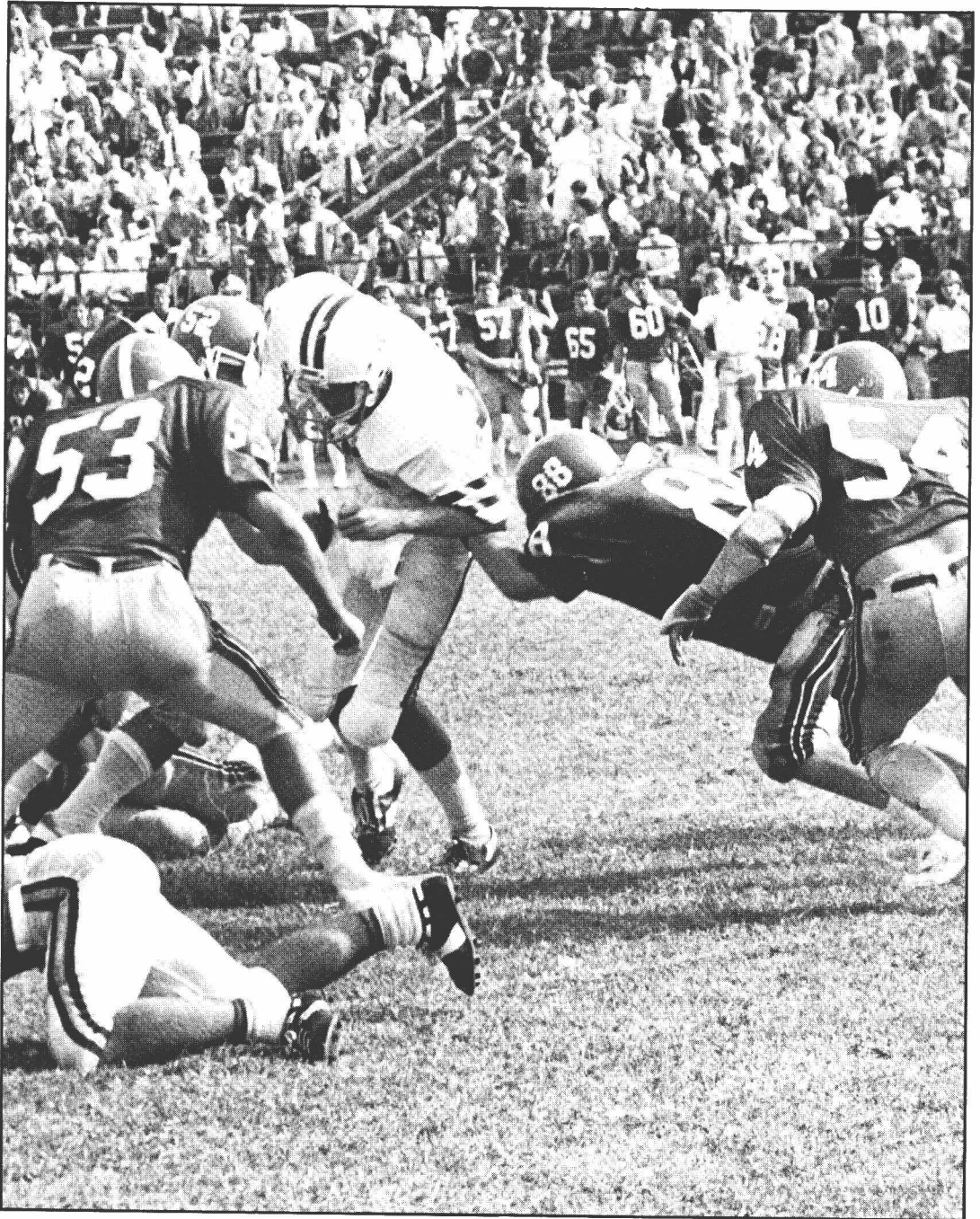
**\*Baccalaureate Service**

May 31, Friday, 3:30 P.M.

**\*Graduating Exercises**

June 1, Saturday, 10:00 A.M.

*\*Formal Academic Occasion*





# **GENERAL INFORMATION**

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## PURPOSE OF THE COLLEGE

The purpose of Southwestern At Memphis was expressed clearly by President Charles E. Diehl, an early president of the college: He wrote:

*What is the use of liberal arts education, with its philosophy, history, languages, literature, science and the arts?*

*The answer is that it is... the only sort of education that will give that broad understanding which fits men and women for worthy living.*

Worthy living is nourished by and has respect for truth. By providing for genuine scholarship and sound learning, Southwestern is a model for and an environment in which the pursuit of truth is primary. Faculty members are appointed and their continuing scholarship is encouraged so that students may become accustomed to the discipline and power of thorough research, detailed information, careful analysis, and the creative synthesis of what has been mastered.

Worthy living is made possible through an education which encompasses as broad a range of intellectual experience as may be achieved without sacrifice of depth in a major field of study. A historical perspective, a sense of the human dimensions of literature, the meaning found in religious experiences, a knowledge of other people, their cultures and their languages, are fundamental in the structure of Southwestern's degree program.

Worthy living is practiced in every encounter in the college community. Students participate in the shaping of their educational programs. Students participate in the organization and control of social regulations and honor code. Students regulate the residence halls, the student center, and the fraternity and sorority system. Active representation by students on faculty, administrative, and Board of Trustees' committees is a long-accepted practice. The constant aim is a genuine community of students, faculty, and staff where authority is recognized, responsibility is assumed, and accountability not avoided, each contributing to the realization of our common purpose.

Worthy living is not confined to the four years devoted to undergraduate education. Education at Southwestern is a part of a commitment to life-long education. Southwestern affirms that

education is a never-ending process of growth and development. It is a matter for the active person, the active questioner who lays claim to reason, conscience, and the power of choice at every moment in life. The Center for Continuing Education, in the very midst of the campus and supported by the Southwestern faculty, symbolizes this commitment.

Worthy living is exemplified in careers and vocations. Southwestern maintains its identity as a college of liberal arts and sciences in the belief that in the liberal arts and sciences one finds the best preparation for a career or for a vocation. The basic skills for effective communication are developed. The foundation principles which inform any discipline are studied. The essential relationships among the disciplines are articulated. The importance of moral responsibility for all actions in whatever discipline is made clear.

President Diehl's statement about the purpose of Southwestern is made more significant in light of the two characteristics which he demanded of every activity at the college: genuineness and excellence. Therefore Southwestern At Memphis is dedicated to the ideals of genuineness and excellence in educating and helping each student to grow as a whole person.

### Historical Summary

Before its move to Memphis, the college was located in Clarksville, Tennessee, where it 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. 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 a 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. When the college moved to Memphis in 1925, it adopted as its official title Southwestern At Memphis, denoting a liberal arts college.

Southwestern's relation to the Presbyterian Church has remained close and unbroken since 1855.

## ADMISSIONS

### Admissions Procedure

A student who wishes to apply for admission to Southwestern should write the Admissions Office requesting an application form, which should be filled out carefully and mailed to the Dean of Admissions, together with a photograph and a non-refundable application fee of twenty dollars. Applicants should also arrange to take the Scholastic Aptitude Test given by the College Entrance Examination Board or The American College Test. It is advisable for the student to take the test in the junior year as a means of adjusting to this type of examination or for early decision. Any student applying to live on campus should take the test no later than December of the senior year so that scores will be available to the Committee on Admissions and Financial Aid by February 1. Applicants must request that their test scores from SAT or ACT be sent to Southwestern directly from the testing service. This procedure is necessary regardless of whether or not the scores are recorded on the student's high school transcript.

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

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

### Interviews and Campus Visits

An interview with an admissions counselor is strongly recommended for all applicants for admission. The Admissions Office is open year round and appointments may be made by writing or telephoning the Admissions Office one

week in advance. Appointments may be scheduled between 9:00 A.M. and 4:00 P.M., Monday through Friday, and by special arrangement on Saturdays from 9:00 A.M. until noon.

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

(Outside Tennessee, call toll free, 1-800-238-6788. Instate residents call 1-901-274-1800.)

### Entrance Examinations

All applicants for admission to the freshman class are required to take either the Scholastic Aptitude Test of the College Entrance Examination Board or The American College Test. Applicants must request that an official SAT or ACT score report be sent to Southwestern directly from the testing service. Application forms may be obtained from high schools, or by writing directly to the testing services, as follows: (1) The College Entrance Examination Board, Box 592, Princeton, New Jersey 08541. (Students from Western states should write to Box 308, Berkeley, California 94701.) (2) The American College Testing Program, P.O. Box 451, Iowa City, Iowa 52240.

### Early Decision Plan

Students who are certain they want to attend Southwestern may wish to take advantage of the Early Decision Plan. Under this plan the student must submit a completed application by November 15 and agree to apply to no other college. If offered admission, the applicant agrees to accept the offer. Students who are applying for financial aid are required to file the Early Version of the Financial Aid Form in the office of the College Scholarship Service by November 1. The Early Decision applicant must take the Scholastic Aptitude Test or the American College Test not later than the first week in November of the senior year. If accepted under the Early Decision Plan, the applicant is expected to submit the required deposit (as explained under Advance Deposit) within two weeks of notification of admission and financial aid.

Under the Early Decision Plan, the college

agrees to render a decision on admission (and financial aid, if requested) by December 1. If a decision on the student's application can not be reached by December 1, the student will be notified that the application will be guaranteed unbiased consideration under the regular admissions procedure, and the student will be free to apply to other colleges.

### **Advanced Placement**

Southwestern will grant advanced placement and course credit to entering students who score either 4 or 5 on the College Entrance Examination Board Advanced Placement Examination in the field. Students who score 3 on the CEEB Advanced Placement Examination or perform satisfactorily on a departmentally prescribed and administered examination may receive advanced placement if the department concerned recommends it. Course credit, however, in these cases must be approved both by the department concerned and by the Curriculum Committee.

### **Advance Deposit**

In order to reserve a place in the class, all students whose applications are accepted must make a \$100.00 tuition deposit to the college. Those students who are to reside on the campus must deposit an additional one hundred dollars to reserve a room in the residence halls. If the student has applied for financial aid from the college, these deposits are not due until notification of the decision of the Committee on Admissions and Financial Aid. The Candidates' Reply Date, May 1, is the deadline for payment. The deposit is not an extra charge but is credited to the student's account and deducted from his or her expenses. It is not refundable after May 1 in the event of the student's non-attendance. The balance of the first payment is due the first week in August. The college cannot guarantee that a room will be available unless this balance is paid.

### **Room and Board**

The rooms in the residence halls are equipped with all necessary furniture, but the students must have mattress pads and supply bed sheets, blankets, pillows, towels, curtains, and rugs.

Laundry facilities are available in several places on campus.

The college reserves the right to use the residence halls for its own purposes during vacation periods. The dining halls will be closed during Thanksgiving, Christmas, and mid-term breaks. The dormitories will be closed during Christmas break between Terms I and II and during Spring Break between Terms II and III.

On or before March 1, current resident students may apply to reserve space in the residence halls for the next session by paying a \$100.00 fee, which is applied to the cost of the room, and is refundable up to May 1. The balance of the room rent is payable on or before August 3. The college cannot guarantee that a room will be available unless this balance is paid.

### **Orientation and Registration**

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

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

### **Additional Information**

All applicants for scholarship or financial aid must check the appropriate box on the regular application for admission to Southwestern.

Additional information and application forms will be supplied upon written request to:

Office of Admissions  
Southwestern At Memphis  
Memphis, Tennessee 38112  
(901) 274-1800 Ext. 361.

A toll-free telephone number is available to those persons calling from outside the state of Tennessee:

1-800-238-6788.

### **Admission of Special Students**

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

Special students are not regarded as candidates for a degree and are not eligible to live in the residence halls or to participate in intercollegiate athletics, fraternity or sorority membership, and other extra-curricular activities. Should the special student subsequently become a degree candidate, credits earned while a part-time student are applicable towards the degree sought.

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

### **Admission of Transfer Students**

Southwestern will consider applications from students who wish to transfer from other accredited institutions, provided their previous college work fits into the framework of South-

western's established degree requirements. Transfer students whose prior work does not lend itself to our degree pattern may find it necessary to extend their college career in order to complete all requirements for the degree.

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

If the high school record does not include the student's scores on the SAT, the ACT, and/or similar examinations, the student will be asked to have these sent to the Dean of Admissions.

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

Transfer from an unaccredited college requires a more thorough analysis of academic credentials, including the high school transcript and in some cases, the Scholastic Aptitude Test of the College Board or the American College Test. 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. Students transferring from institutions under consideration for accreditation should secure documents giving evidence that their work is acceptable by the state university system.

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

### **Readmission of Students**

Students who leave the College for any reason (for example, leave of absence, voluntary withdrawal, suspension, or transfer to another college or university) must apply for and be accepted for readmission. All returning students apply for readmission through the Office of the Registrar of the College by completing an application for readmission. This application re-

quests 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 the College and the Dean of Students will be necessary to complete the readmission process. Students seeking to be readmitted therefore must initiate their requests well in advance of the beginning of the academic year or the start of a new term.

Students who have taken more than two courses in any one term at another institution are considered as transfer students. These students must apply for admission to Southwestern. The Admissions Office will review all records and the application for admission and determine whether or not admission is granted.

### **Special Admission for High School Students**

Southwestern 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 not take at Southwestern more than two courses per term during Terms I and II.

To be eligible for the Southwestern High School Scholars Program, a student must complete an admission application, must have scored at least 1000 on the Scholastic Aptitude Test (SAT) or 23 on the American College Test (ACT); rank in the upper one-fourth of his or her class; have a positive high school recommendation, and have a personal interview.

Course fees are \$150 per credit hour for the first three credit hours taken. Participating students are eligible to apply for financial aid based on need as determined by analysis of the Financial Aid Form (FAF). The FAF for the current year must be completed by the parents on behalf of the student and mailed to the Admissions Office. FAF forms are available from high school counselors or from the College Scholarship Service. Students seeking aid for the Southwestern High School Scholars Program must so indicate on the regular application for admission form.

Participation in the Southwestern High School Scholars Program will require coordination of the student's college and high school course

schedules. Southwestern's Office of Admissions will gladly help arrange such details with the interested student's high school teachers.

### **Foreign Students**

Southwestern At Memphis encourages students from other countries to apply for admission to the college. Regular application forms may be obtained from the Admissions Office and must be completed by the student. Comparable application forms, such as those supplied by Amideast, are sometimes acceptable. All applications must be accompanied by a \$20.00 application fee and a passport-size photograph of the applicant. A counselor's report and transcript of the student's secondary school record, and examination scores and/or grades, must be sent from the appropriate officials. If a student has studied at other colleges or universities, transcripts from those institutions must also be sent to Southwestern. Normally, a score of at least 550 on The Test Of English As A Foreign Language (TOEFL) is required for admission to Southwestern.

A limited amount of financial aid is available to a foreign student with financial need. Forms by which the student and his or her family may make a confidential financial statement to the college are obtainable from the Admissions Office. Applicants for one of the competitive scholarships must submit official scores from either the Scholastic Aptitude Test (SAT) of the College Board or the American College Test (ACT). (See section on Scholarships and Student Aid.)

A course in "English For Foreign Students" is offered (see listing under English Department). A foreign student adviser and student counselors also are available to assist the student.

## EXPENSES

### General Information

The comprehensive tuition fee of \$6,330.00 for the regular academic year includes \$40.00 out-patient care in the college infirmary, free admission to athletic events, free subscriptions to student publications, and other student activities. The tuition fee reflects only a portion of the actual cost of attending Southwestern. The remaining cost of instruction is provided by endowment income and gifts.

The college reserves the right to increase existing charges, with due notice, and to add new fees whenever it is deemed advisable.

### Comprehensive Tuition. \$6,330.00

Room. Single \$1,755.00

Multiple \$1,595.00

Board. \$1,325.00

### Payment Schedule

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

	Comprehensive Tuition		
	Students living off campus	Room and Board (Single Occ.)	Room and Board (Multiple Occ.)
August 15	3798.00	5646.00*†	5550.00*†
December 5	2532.00	3764.00	3700.00
	6330.00	9410.00	9250.00

\*This amount will be billed less deposits already made.

†There will be no refund on room rent.

If monthly payments are preferred by parents and/or guardians, there are companies which will meet the above schedule and allow monthly payments. Companies providing these services are: The Tuition Plan, Inc., Concord, New Hampshire 03301; and The Insured Tuition Payment Plan, Richard C. Knight Insurance Agency, Inc., 53 Beacon Street, Boston, Massachusetts 02108. If one of these is chosen, arrangements must be made prior to the date the first payment is due.

### Regulations Regarding Payment of Tuition and Fees

A bill for the comprehensive tuition charge, together with applicable room and board, will be mailed to all students before each due date.

Unless prior arrangements acceptable to the Cashier of the college are made, a student's account not paid in full at the due date will be regarded as delinquent. A student whose account is delinquent will be denied the privileges of registration, attending classes, obtaining transcripts of credit, using college facilities, being certified for initiation into a fraternity or sorority, or being admitted to graduation. Any student with N.D.S.L. loans or G.S.L. loans made by Southwestern must have an exit interview with the Financial Aid Office before being admitted to graduation.

All candidates for degrees are required to pay the graduation fee by the beginning of Term II of their last year.

A normal load for a student is 12-14 hours in each of Terms I and II, and 6 hours in Term III. For the comprehensive tuition fee, a regular student is permitted to enroll in courses carrying a maximum of fourteen credit hours in each of Terms I and II, and seven credit hours in Term III.

The student desiring to take more than a normal academic load during any term should consult the section of the catalogue on "Registration" appearing under "Academic Regulations." A student who enrolls in more than fourteen hours in Term I or Term II or in more than seven hours in Term III will be required to pay extra fees. (See Special Fees below.)

For full-time students enrolled in Terms I and II, there will be no charge or refund for tuition and room for Term III. For students who enroll for less than the full year, the following tuition rates apply.

Term I .....	\$3165.00
Term I & III .....	\$3165.00
Term II & III .....	\$3165.00
Term III only .....	\$1268.00

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

### Education Fees

Education student teaching courses require a participation fee of \$10.00 per credit hour.



### Music Fees

Candidates for degrees in music are charged the same tuition and fees as for all other majors. These fees include private lessons for a maximum of two credit hours per term.

Students majoring in other fields of study who wish to add the study of applied music to their regular academic program will be charged an additional \$50 per half-hour lesson (one credit hour), payable by the term.

### Special Fees and Deposits

1. APPLICATION FEE. \$20.00
2. TUITION DEPOSIT. \$100.00  
This applies to incoming students only. The deposit, due by May 1, is non-refundable.
3. ROOM DEPOSIT. \$100.00  
For incoming students, the deposit, due by May 1, is non-refundable. For current Southwestern students, the deposit is non-refundable after May 1.
4. SPECIAL STUDENTS TUITION (Students not seeking a degree at Southwestern). First 3 hours—\$150.00 per credit hour. Second 3 hours—\$195.00 per credit hour. Each additional hour—\$230.00 per credit hour.
5. PART-TIME STUDENTS (degree candidates taking 9 hours or less). \$195.00 per credit hour.
6. EXTRA COURSE FEE. \$135.00 per credit hour.
7. SUMMER SCHOOL 1984. \$100.00 per credit hour.
8. DIRECTED INQUIRY—Summer 1984. \$100.00 per credit hour.
9. LATE PAYMENT OF BILL. \$25.00
10. LATE REGISTRATION FEE. \$25.00
11. GRADUATION FEE. \$45.00
12. REMOVAL OF CONDITIONAL GRADES. (Incomplete grade). \$10.00 per grade
13. CHANGE OF SCHEDULE. \$3.00 during the scheduled drop/add period, \$10.00 thereafter.
14. RE-EXAMINATION FEE. \$10.00
15. SPECIAL STUDENTS—AUDIT FEES. One-half of per credit hour fees plus \$20.00 registration fee. See Special Student Tuition.
16. TRANSCRIPTS. See "Transcripts—Academic Regulations."

### Contingent Charges

The college does not require a student to make a special deposit to cover room damages, lab-

oratory breakage and similar items. However, the student is reminded of his or her liability for such charges which will be billed when incurred.

### Withdrawals and Refunds

College tuition and room fees are not refundable unless the student withdraws because of protracted illness or for reasons entirely beyond his or her control. All requests for withdrawals must be initiated in the Dean of Students Office and must be approved by the Dean of the College. The date of his approval is considered the official date of withdrawal.

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

#### TERMS I AND II

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

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

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

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

## SCHOLARSHIPS AND STUDENT AID

This information *pertains to incoming students from September, 1984, and after*, and to the competitive scholarships and awards applicable to them. Students who enrolled before that date will be guided by the scholarship and financial aid information—especially the renewal policies—outlined in the catalog current when they entered the college.

Students admitted for enrollment in Southwestern At Memphis may benefit from one of the largest scholarship programs per capita in the United States. For the 1983-84 college year, 67% of all Southwestern students received some form of financial assistance that totaled approximately \$2.9 million. This program includes a wide range of merit scholarships with highest awards, among the most prestigious in the nation, equal to the cost of tuition, room, and board, valued at over \$41,000 each.

### I. COMPETITIVE SCHOLARSHIPS

Competitive scholarships for incoming students are based solely on merit without financial need a consideration. They are based on the candidate's academic record, leadership, character, and personal achievements.

The scholarships are:

#### A. Scholarships By Nomination

Each year four (4) *Walter D. Bellingrath Scholarships* and two (2) *J. R. Hyde Scholarships*, and every fourth year one (1) *Henry Goodrich Scholarship*, with stipends equal to the full cost of tuition, room, and board charges at Southwestern, are awarded to Southwestern's "most outstanding freshmen".

Consideration for these seven highest awards—which have a four year value in excess of \$41,000 each—is by nomination only. High school counselors, principals or headmasters, Presbyterian ministers, and alumni of the College may make nominations.

Further information will be sent to those students nominated.

#### B. Scholarships By Application

The following competitive scholarships are by application for admission to Southwestern

At Memphis and do not require nomination. Interest in competing for these scholarships should be indicated on the admission application and sent to the College by February 1 for preferential consideration.

1. *Morse Scholarships* (8), with a stipend covering the full cost of tuition, are awarded entering students each year. They are renewable and have a four year value over \$28,000 each.
2. *Cambridge Scholarships* (20)—equal to seventy-five percent (75%) of tuition—are awarded to entering students each year, are renewable, and have a four year value over \$20,000 each.
3. *University Scholarships* (60)—equal to one-half ( $\frac{1}{2}$ ) the cost of tuition—are awarded to entering students each year, are renewable, and have a four year value over \$14,000 each.

### II. SPECIAL ACHIEVEMENT AWARDS

Approximately thirty Special Achievement Awards are made each year to those students who have been accepted for admission to Southwestern and who have demonstrated outstanding achievement in extracurricular activities.

The minimum value of this award is equal to 25% of the cost of tuition. Demonstrated financial need over the amount of this award will be met with an additional stipend, the total award not to exceed 75% of the cost of tuition. It is renewable on the basis of continued achievement.

Students who wish to be considered for a Special Achievement Award should indicate their interest when submitting the application for admission. A letter of recommendation supporting and describing the candidate's particular achievement is required in addition to the standard recommendations furnished by all applicants for admission.

### III. OTHER SCHOLARSHIPS AND GRANTS

- A. *Southwestern At Memphis National Merit Scholarship*—The recipient of a Merit Scholarship sponsored by Southwestern may be a

student without financial need. This being the case, the student may receive an annual stipend of \$500, renewable for three additional years.

**B. Southwestern At Memphis National Achievement Scholarship**—The recipient of a National Achievement Scholarship sponsored by Southwestern may be a student without financial need. This being the case, the student may receive an annual stipend of \$500, renewable for three additional years.

**C. The Air Force ROTC Scholarship**—Scholarships providing full tuition and fees, full book allowance, transportation to Memphis and a tax-free allowance of \$100 a month are available to Southwestern students who participate in the Crosstown Air Force ROTC Program. Through an agreement between Southwestern and the United States Air Force, Southwestern students may participate fully in the AFROTC program based at Memphis State University and can compete for an AFROTC Scholarship. For details contact the Southwestern Coordinator for Aerospace Studies.

**D. Army ROTC Scholarships**—A scholarship similar to the Air Force ROTC Scholarship mentioned above is now available to Southwestern students who enter the Army ROTC Program recently established at Memphis State University. Information about ROTC Scholarships may be obtained by writing to Memphis State University, Memphis, Tennessee 38152, or by calling Army ROTC (901) 454-2933 and Air Force ROTC (901) 454-2681.

**E. The Presbyterian Partnership**—Because Southwestern At Memphis shares an important relationship with the Presbyterian Church, a special scholarship program has been established. This program, called The Presbyterian Partnership, is one of the tangible ways Southwestern At Memphis seeks to strengthen its ties with the Church and help students obtain the distinctive and high quality education which Southwestern provides.

The Presbyterian Partnership is a program through which the college and local churches cooperate in a very real and personal way to

provide a lower tuition cost for a student's years of study at Southwestern At Memphis. 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 its half share of the Partnership to Southwestern At Memphis, **and the college will match it**, dollar for dollar, and apply the total to the student's account.

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

- a. The student must be nominated by the Session of a local Presbyterian Church.
- b. Freshmen and transfer students only are eligible for an initial Partnership Scholarship.
- c. The recipient must meet all requirements for admission to Southwestern At Memphis as a full-time student and maintain a satisfactory performance throughout the academic year.

Interested students should contact their pastor or Clerk of Session to see if the church would be willing to enter a Partnership agreement with Southwestern. For further information about the Presbyterian Partnership program contact: Dr. Ray Allen, Dean of Financial Aid, Southwestern At Memphis, 2000 N. Parkway, Memphis, TN 38112. The telephone number is (901) 274-1800, or for those persons outside the state of Tennessee the toll-free number is 1-800-238-6788.

**F. The Science Fair Award**—In cooperation with the Science Fair held each year in Memphis, Southwestern offers a \$500 scholarship to a winning high school senior. This award is not renewable.

**G. Outside Scholarships**—Such outside scholarships as the \$1000 one-year National Merit Scholarship and local awards, such as the Memphis Rotary Scholarship, are also available to Southwestern students. Consult the agencies sponsoring these awards.

**H. Campus Employment**—Employment on the campus may be offered to students not receiving financial aid based upon financial need only after those students offered jobs as a part of their financial aid package have been placed. The student desiring such employment should contact the Dean of Financial Aid after the beginning of the academic year.

#### IV. FINANCIAL AID TO MEET NEED

Anyone receiving a Southwestern grant or other forms of aid to meet financial need must submit a Financial Aid Form (FAF) to the College Scholarship Service (CSS). The FAF is available at all secondary school counselor offices or in the Financial Aid Office at Southwestern.

**A. Southwestern Grants**—Non-competitive grants are made to students with financial need. These are offered, usually, along with other types of aid such as work and loans, and depend upon available institutional funds.

For 1983-84, over \$450,000 in Southwestern grants was awarded to approximately 250 students.

Recipients of scholarships may receive financial aid, including a grant, if their financial need exceeds the amount of their Southwestern scholarships and other grant aids they may receive from outside sources.

**B. Ministerial Grant**—As a church-related college, Southwestern stands ready to aid 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 \$200 plus an institutional grant as explained above.

**C. Pell Grant**—Currently, the Pell Grant is intended to assure all students that they will have the first \$1,900 needed each year to pursue education beyond the high school level. Parents are to provide as much of this amount as can reasonably be expected from

their income and assets; but if they cannot provide \$1,900, the federal government will make up the difference. This "entitlement" program, on which a student can build educational plans, depends annually upon adequate Congressional appropriations.

In order to be considered for a Pell Grant, a student must check the appropriate box on the Financial Aid Form (FAF) sent to the College Scholarship Service (CSS). The applicant is notified of the amount that the family should contribute toward educational expenses; the applicant, in turn, takes or sends this notification to the Dean of Financial Aid, Southwestern At Memphis, who then determines the amount of support for which the student is eligible. All students applying to Southwestern for aid based upon financial need must also apply for a Pell Grant.

**D. Supplemental Educational Opportunity Grant**—Supplemental Educational Opportunity Grants may be available to help Southwestern students with exceptional financial need. Grants range from \$200 to \$2,000. Contingent on the availability of college and of federal funds, a grant, once awarded, will last for the duration of undergraduate study—up to four years—if the student continues to qualify for this assistance.

**E. Tennessee Student Assistance Award**—Tennessee students are urged to apply to the Tennessee Student Assistance Corporation for a grant which may go up to \$900 per year while attending Southwestern. To be eligible, a student must have graduated from high school in Tennessee, have been a continuous resident of Tennessee for the twelve-month period beginning September 1 of the year preceding the start of the academic year for which the grant is made, and have financial need. All Tennesseans should indicate on the Financial Aid Form (FAF) sent to the College Scholarship Service (CSS) that they are applying for the Tennessee Student Assistance Award. No other application is necessary. Further information—if desired—may be obtained from the Tennessee Student Assistance Corporation, B-3 Capitol Towers, Suite 9, Nashville, Tennessee 37219.

**F. Southwestern At Memphis National Merit Scholarship**—Each year renewable Merit Scholarships are awarded by the college to incoming freshmen. Selection is made from those finalists in the National Merit Scholarship competition who have indicated Southwestern At Memphis as their first choice and who have not received other National Merit Scholarships. The maximum stipend is \$2,000 per year, based upon financial need to attend Southwestern.

**G. Southwestern At Memphis National Achievement Scholarship**—Each year renewable Achievement Scholarships are awarded by the college to incoming freshmen. Selection is made from those finalists in the National Achievement Scholarship Program for Outstanding Negro Students who have indicated Southwestern At Memphis as their first choice and who have not been selected as winner of other National Achievement Scholarships. The maximum stipend is \$2,000 per year, based upon financial need to attend Southwestern.

**H. Regular College Work-Study Program**—The College Work-Study Program makes available part-time employment opportunities on and off the campus to students who are in need of earnings from such employment in order to attend Southwestern. 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 ten (10) hours per week while attending as a regular student during the academic year.

**I. Special College Work-Study Program.** Under a new Cooperative Education (Work-Study) Program, a limited number of students will be selected to work half-time (20 hours per week) during 1984-85 in an assigned department related to the student's academic program. In exchange, each will be paid one-half of the full tuition charges. Because these students will be employed one-half of the usual work week, their respective academic loads cannot exceed ten (10) hours during Terms I and II, and five (5) hours in Term III. Thus any student who participates may have to attend Southwestern for more

than four years to obtain a degree. Other forms of financial assistance may be available to meet the unmet demonstrated financial need of students involved in this program.

If interested, a student should so indicate on the Application For Financial Aid or by writing to the Financial Aid Office.:

**J. National Direct Student Loan**—The National Direct Student Loan Program, (Title II of NDEA) was established at Southwestern in 1960 and each year has enabled students to borrow money to help finance their college expenses. The four-year maximum which may be borrowed under this program is \$5,000. The loan bears simple interest at the rate of five per cent (5%) a year upon the unpaid balance. Interest does not begin until nine months after the borrower ceases to be a student at an institution of higher learning. Repayment is to be made, together with accrued interest, to Southwestern within a ten-year period, at no less than \$30 a month. Liability for repayment of a loan shall be cancelled upon the death of the borrower or in the event he or she becomes permanently and totally disabled.

**K. Guaranteed Student Loan**—Under the low-cost guaranteed loan program, students are eligible to have a portion of loan interest charges paid by the federal government. Loans up to \$2,500 a year (not to exceed \$12,500 for undergraduate studies) may be obtained by the student from his or her bank or commercial lending agency which participates in either a state-guaranteed loan plan or the federally insured loan program.

The federal government will pay all of the interest charges while the student is in school. The student pays an 8% interest charge during the repayment period unless the student borrowed under the program prior to January, 1984. Loans have to be repaid within five to ten years after graduation, with payment beginning six months after one ceases to be at least a half-time student. There is a three-year moratorium on payments while a borrower is serving as a member of the Armed Forces, Vista, or the Peace Corps, although interest will accrue and will have to be paid. Minimum annual loan repayment is \$600, but

payment can be accelerated if the borrower wishes.

These loans may be made by Southwestern to those eligible students who have not been able to obtain such loans from commercial lenders.

- L. Student Loan of the Presbyterian Church, U.S.**—Up to \$500 annually may be borrowed from the Student Loan Fund administered by the General Mission Board in behalf of the Presbyterian Church. The student must have held membership continuously for at least one year immediately preceding the date of application. Evidence of financial need is required. Students interested in this loan should address all communications to:

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

#### **Reporting Outside Financial Aid**

All outside financial aid or scholarship received by the student receiving assistance from Southwestern must be reported to the Dean of Financial Aid. Southwestern reserves the right to make adjustments in the financial aid package offered to students when such outside aid substantially alters the student's financial need to attend the college.

#### **V. RENEWAL OF SCHOLARSHIPS AND FINANCIAL AID**

Normally all forms of financial aid offered by Southwestern are awarded with the expectation of their being renewed on a yearly basis. It is necessary, however, for the student to apply to the Dean of Financial Aid at Southwestern in January preceding each academic year for such renewal. It will be necessary also for the student and parents to file, by January 31, a Financial Aid Form with the College Scholarship Service if the financial aid received is based upon financial need.

Conditions for the renewal of institutional grants and other non-competitive aid awarded by the institution for the 1984-85 academic year are as follows:

- a. Such aid will be renewed and increased as available.

- b. Any student who falls below a 1.75 academic average for full-time study (computed on the best twenty-eight (28) hours of academic work) during the freshman year or below a 2.00 average in succeeding years, will have his or her financial assistance discontinued.

#### **VI. RENEWAL OF COMPETITIVE SCHOLARSHIPS AWARDED IN 1983-84 AND THEREAFTER**

- A. *Bellingrath, Hyde, Goodrich, Morse, and Cambridge Scholarships* are renewable on the basis of a grade point average of 3.00 or better.
- B. *University Scholarship* recipients must maintain a minimum 2.50 grade point average. If the student's average is below 2.50 at the end of the academic year, but 2.00 or better, and there is financial need, other forms of aid may be offered.
- C. *Special Achievement Awards* A Special Achievement Award may be renewed if the student is making satisfactory progress toward graduation (i.e., maintaining at least a 1.75 academic average for full-time study as a freshman or at least a 2.00 average in succeeding years) 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 g.p.a.). Holders of these Achievement Awards must file by January 31 an annual statement describing their participation in college activities during the current year and their proposed activities for the forthcoming year.

#### **VII. TRANSFER STUDENTS ENTERING IN 1984-85**

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

- A. had the student entered Southwestern during the freshman year, he or she would have received such an award;

- B. his or her previous college academic record is commensurate with the entrance requirements for the Award (a 3.00 average shall be required for a University Scholarship and a 3.50 average for any higher scholarships);
- C. recent federal legislation mandates that Southwestern receive a transcript of financial aid from each college previously attended by those students transferring to Southwestern who are candidates for financial assistance.

### **VIII. A FINAL REMINDER**

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

If the student has applied properly and Southwestern has received The Financial Need Analysis Report from The College Scholarship Service (if the student is applying for aid on the basis of financial need), the student should receive a Notification of Award by March 31. Although the student is encouraged to notify The Financial Aid Office as soon as possible whether or not the aid is accepted, the deadline for accepting the offer from Southwestern is May 1.

## STUDENT LIFE

### The Thomas W. Briggs Student Center

The Briggs Student Center serves all elements of the Southwestern community. The building contains the Lynx Lair, the Counseling Center, a pleasant student lounge, a game room, a TV lounge, the Language Center, the campus bookstore, the student mail room, and offices for students directing various student activities and publications. The program of the center is dedicated to the social, cultural, educational, and recreational enrichment of the Southwestern community.

### Commons

Every student, whether living on campus or off campus, is a member of one of the four residential Commons. Residents of Bellingrath Hall, Ellett Hall, Neely Hall, Robb Hall, and White Hall, are members of Robb Common. Residents of Townsend Hall, Williford Hall, and commuting students are members of Townsend Common. Residents of Stewart Hall, University Hall, Evergreen Hall, and Trezevant Hall are members of University Common. Residents of Voorhies Hall and Glassell Hall are members of Voorhies Common. Each Common is a microcosm of the college, representing diverse interests and backgrounds.

Resident Advisers in each Common are responsible for coordinating a variety of cultural, social, and athletic activities in their Common. Faculty and staff members are invited to act as advisers to each Common and frequently participate in their activities. Open forums, social gatherings, field days, poetry readings, newspapers, and intramural athletic teams are a few examples of Commons-sponsored programs. Through such programs each Common has developed its own particular interests and character.

### Student Government

The Student Government Association, the legislative body of the student government, operates under a constitution ratified by the student body and approved by the college administration. The executive branch of the Student Government—the President, Vice-

President, Treasurer, and Commissioners (Athletics, Publications, Social Activities, Welfare, Religion, and Elections)—is elected by the entire student body.

The chief functions of the Student Government are to consider matters pertaining to the welfare of the student body, to promote student body projects, to serve as a liaison agency between faculty, administration, and students, and to conduct all student elections.

### The Honor Council

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

### Social Regulations Council

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

The general duties and responsibilities of the Council fall into two categories. First, the Council is charged with the power to initiate and put



into effect all campus social legislation, subject to approval by the college administration. Secondly, the Council has the authority to enforce all social legislation. This responsibility includes hearing all appeal cases from the Council's constituent groups and hearing cases in which precedents would be set. The Council may impose penalties extending to expulsion from the college.

### Honor Societies

The Southwestern Chapter of Phi Beta Kappa Society is Gamma of Tennessee. Students are elected to Phi Beta Kappa by the faculty members of the chapter chiefly on the basis of outstanding academic achievement. Students are eligible for election at the middle of their senior year on the basis of ten terms' work at Southwestern, or at the end of their senior year on the basis of twelve terms' work at Southwestern. Students graduating from Southwestern who have transferred from other colleges may be elected on the basis of at least six terms of residence and grades of comparable quality at the colleges previously attended.

Omicron Delta Kappa, Phi Chapter, was established at Southwestern 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 Southwestern April 17, 1964, for the purpose of recognizing eminence in scholarship, leadership, and service.

The Chi Beta Phi scientific fraternity, Tau Chapter, was established at Southwestern in 1935. Membership in this organization is limited to students majoring in laboratory science and mathematics who have completed not less than twenty term hours of work in these fields with a high average. At regular meetings, lectures and demonstrations by members of the group or by specially invited guests are presented, and interested visitors may attend. The

chief purpose of the organization is to stimulate interest in the study of the sciences.

The Pi Kappa Lambda honorary academic music fraternity was established at Southwestern 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 at Southwestern 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.

Psi Chi, the national honorary psychology fraternity, was established at Southwestern in 1952. Its purpose is to stimulate further interest in psychology by affording its members contact with psychology as a profession. Membership in this fraternity, which is affiliated with the American Psychological Association, is by invitation and is limited to psychology majors with at least a B average.

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

### The Social Fraternities and Sororities

Six national fraternities and four national sororities have active chapters at Southwestern. The fraternities, listed in order of their estab-

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

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

The Interfraternity Council for the fraternities and the Panhellenic Council for the sororities, made up of two representatives from each of the groups, in cooperation with the Dean of Students, are in charge of the social activities of the groups and all matters of interfraternity relations.

### **Chaplain and Religious Activities**

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

### **Musical Activities**

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

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

of Teachers of Singing, the American Guild of Organists, Pi Kappa Lambda, and local performing groups such as the Masterpiece Festival Chorus and Orchestra.

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

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

### **Theatre Activities**

Southwestern's McCoy Theatre provides excellent opportunities for students interested in any aspect of theatre from acting to technical support. The theatre facility is unique in the mid-south offering space that can be configured in number of ways to accommodate a variety of set designs and arrangements for seating. The theatre is an integral part of the Department of Theatre and Media Arts, and a full complement of courses is available in this area under capable instructors.

A subscription theatre series brings local actors, directors, musicians, and Southwestern students together in productions throughout the year. The inaugural production in the theatre was *CANDIDE*, selected as one of the best theatrical productions in Memphis in 1982. In the first full year there were five productions including *CARNIVAL* and *THE TEMPEST*. In the second year there were four productions, including the first production in the mid-south of *SWEENEY TODD*. These productions depend on active student participation. The students have the opportunity to work with creative and talented persons and hence to develop their own talents either for the personal satisfaction involved or as part of an academic program.

### **The International House**

The Southwestern International House is a residence hall for students who are interested in foreign languages and cultures. The International House consists of two separate sections, male and female, each of which houses

speakers of French, Spanish and German. This special living arrangement was designed to provide students with an opportunity to practice their language skills with native speakers and other students, to stimulate international awareness on campus, and to assist foreign students during their years at Southwestern. Residents of the International House also sponsor international awareness events throughout the year.

For more information, contact Southwestern International House, %Professor Jim Vest, 2000 N. Parkway, Memphis, TN 38112.

### Departmental Clubs

The French Club at Southwestern, named *Sans Souci*, consists of a group of students who meet regularly for the purpose of increasing their experience in spoken French and their knowledge of French civilization. Cultural and musical programs and social activities are featured. Membership in the Club is open to students in or above second year French.

The German Club (*Der Deutsche Verein*) endeavors to promote interest in German life and civilization and offers experience outside the classroom in hearing and speaking the language. Cultural and musical programs and social activities are featured. Membership is open to students in or above second year German.

The Spanish Club is maintained to promote interest in the life, art, and literature of the Spanish world, and to provide special occasions for hearing and speaking the language. Its programs include social activities, dramatic performances, lectures, and informal discussions. The Club is open for membership to all students in intermediate and advanced classes in Spanish.

### Student Publications

All student publications are governed by the Publications Board, which is chaired by the Publications Commissioner and is composed of editors and elected representatives of each of the four classes and four representatives from the faculty and administration. The Publications Board appoints editors and business managers of the various publications who are responsible to the Board, not only in all financial matters, but also for the proper conduct of

the publications. The *Sou'wester* is the weekly student newspaper, and the *Lynx* is the college annual. *Currents* is the college literary magazine which includes academic papers by students and faculty. The *SFA* is the weekly newsletter publicizing campus activities. Other student publications include *Faces*, the student directory, and *The Freshman Handbook*.

### WLYX-FM

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

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

### Other Organizations

The "S" Club is the athletic organization on the campus which serves the purpose of bringing together all those who have won letters in athletics at Southwestern.

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

Southwestern 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.

### **The Laurence F. 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 Southwestern 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, these service programs have been continued by Southwestern because of the enthusiasm of a large number of students who participate in them 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 and Physical Education administers extensive sports, physical fitness and recreational programs. Included in the department offerings are the following.

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

Southwestern is a member of the NCAA and competes in Division III. The men's varsity teams compete with the other five teams in the College Athletic Conference. Three of the last six years Southwestern has won or tied for the conference championship in football. The men's basketball team won the conference championship 1979-80 and 1980-81 and in both years

qualified for the NCAA championship tournament. In recent years the team has ranked in the top 20 NCAA Division III teams in the nation in the weekly rankings during the season.

The women's tennis team won state championships in two of the last three years and competed in regional playoffs in South Carolina and Kentucky. In those years a member of the team qualified for the national tournament. Women's varsity teams compete in the Women's Intercollegiate Athletic Conference.

Many varsity athletes at Southwestern are awarded financial aid based upon the family's financial need as established by the College Scholarship Service. Financial aid for all students is the responsibility of the Dean of Financial Aid and the Committee on Admissions and Financial Aid.

*Intramurals:* A large percentage of Southwestern men and women participate in a highly competitive intramural program. Teams are organized by a wide variety of groups. Intramural teams compete in flag football, volleyball, basketball, softball, tennis, track and swimming. There is racquetball competition in singles, doubles and mixed doubles.

*Physical Education:* Varsity coaches offer classes in many areas. The specific courses are listed in the Physical Education section of the Courses of Instruction. Four hours of credit towards graduation may be earned by taking Physical Education courses. Emphasis in the courses is placed upon the individual student's growth in competence and appreciation for the particular sport or activity. The majority of the courses are in areas which can be continued on an individual basis after graduation.

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

## STUDENT SERVICES

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

### Career Planning and Job Placement Services

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

Recognizing that most undergraduates will explore several career options before deciding on one they will pursue, the office is committed to supporting this exploration process. A counselor is available by appointment to assist students in clarifying goals, assessing personal abilities and values and systematically exploring major areas of study and career options. Vocational testing and interpretations may be included as part of counseling when deemed necessary by the counselor. Those seeking employment are aided in job search techniques, including resume writing and interviewing.

A Career Library is maintained by the office housing information on a wide variety of career areas. Information is available in book, pamphlet and periodical form. Guides listing universities offering graduate and professional programs in all fields are available. In addition, a Placement Library houses annual reports and other literature on local, regional, and national organizations and companies. Reference guides are available for locating potential employers.

### Counseling and Advising

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

Students with normal problems of college life, students in crisis situations, and those who wish assistance in personal development may come

to the Counseling Center for both individual and group counseling. The Center offers workshops, testing, counseling, and referral services for the Southwestern 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.

Current lists of full-time, part-time, and summer employment are available.

Special presentations and career programs are offered on campus regularly throughout the academic year. Students have the opportunity to learn more about and ask questions relating to specific career interests, job search techniques, and achieving career goals.

As students prepare to find a job upon graduation, the Career Planning and Placement Office aids them in their job search. Recruiters from business, industry, education, government, and non-profit organizations visit the college each year to interview graduating seniors. The office establishes contacts with other employer representatives to whom students can be referred.

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

### Medical Services and Insurance

Students may be treated for ordinary illnesses by the physician retained by the college, who at stated times during the week visits the student infirmary on-campus, where a registered nurse is on duty during the day. The doctor's services include treatment of those disorders which would be treated by the family physician in his office or at the patient's home. Where unusual problems involving the eyes, skin, bones, etc., or instances requiring special studies are brought to the college physician, he may refer the student 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 physician, arrangement is made for hospitalization and emergency service in one of the several well-equipped local hospitals, and an appropriate specialist is asked to take charge. Minor emer-

gencies occurring at night or when the college physician 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 physicians 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. A folder indicating the benefits is furnished each student.

When acute emotional disorders are brought to the attention of the college physician or college counselor, he will refer the student to a psychiatrist for emergency care. The parents will then be notified and will take responsibility from this point. In emergency situations, if the parents cannot be reached, the Dean of Students may make the decision to hospitalize the student. The parents will be notified as soon as possible and will assume responsibility. In the event of chronic emotional disorder, the parents will be notified, and they will then assume responsibility for the student's treatment.

## **CAMPUS REGULATIONS**

A desire to promote responsible maturity undergirds policies and procedures in the area of student life at Southwestern At Memphis. Responsible maturity demands the highest regard both for one's own humanity and for harmony within one's community — all set in the context of personal freedom. Personal freedom is to be viewed as an appropriate setting for the development of personal standards and social ethics of the highest order, and not as sanctioning a disregard of either.

Broad policies relating to extracurricular affairs and campus life are recommended to the Dean of Students by the Community Life Committee, composed of a widely representative group of faculty, students, and administrators. The administration of rules pertaining to student behavior are chiefly in the hands of the Honor Council, the Social Regulations Council, the Dean of Students, and the Academic Dean.

The aim of the college is that regulations shall have an educational justification and shall be kept at a minimum. In brief, members of the college are expected to conduct themselves as responsible citizens of an academic community. Persistent departures from this standard will lead to restrictions and may result in suspension. Through the agencies mentioned above, Southwestern seeks to preserve all the rights and responsibilities of individuals, but at the same time it reserves the right of the community to exclude at any time persons whose conduct is undesirable. In such cases, no refunds of tuition, fees, board or room will be made, and neither the college, nor its student, faculty, or administrative judicial committees, nor its officers shall be under any liability therefor.

### **Student Government Association**

The Student Government Association has responsibility for determining the allocation of resources to student-led activities. It attempts to see that the various groups on campus, continuing student interests — social, educational, religious, etc. — and general student welfare are properly supported.

### **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, along with several faculty and administrative advisers. Its responsibility is to frame social regulations subject to approval of the college administration and to enforce these regulations.

The Administrative Policy Committee, composed of faculty members, administrative officials, and students, has general oversight of policies concerning college facilities and their use by individuals and groups outside the college as well as by students and faculty. This group exercises disciplinary functions only in cases referred to it by the Social Regulations Council or when some matter, outside the purview of the Council, arises.

All members of the college share in the responsibility for the quality of campus life and participate through their representatives in the formation and administration of college regulations.

### **Disciplinary Probation**

Students may be placed on disciplinary probation for a violation of college regulations, and their parents notified, by the Dean of Students or the Social Regulations Council.

### **Policy on Alcohol**

Mature personal and community responsibility is expected of all Southwestern students. Rowdiness, drunkenness, and other socially offensive conduct will result in disciplinary action.

The college attempts through counseling to make known the effects of the use or misuse of alcohol. 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 per-

sonal responsibility in regard to these laws, and no member can assume Southwestern provides a sanctuary for the misuse of alcohol or other drugs.

College policy prohibits the consumption of alcoholic beverages in the following public areas: all academic and administrative buildings; the gymnasium and stadium; the Burrow Library; all maintenance and security buildings or facilities; the Infirmary. No variance from this policy will be permitted except for special occasions, for which a petition to the Social Regulations Council and approval by the Council are required. Specific regulations of the Student Center govern use of alcohol in that place.

A member of the Southwestern community should always give thoughtful consideration to the image of the college reflected by the posture of its members before the public. Therefore the college expects individuals and groups to refrain from excessive or public use of alcoholic beverages on the campus.

The Social Regulations Council is authorized to interpret and apply the policies referred to above. The Council will sit in judgment on instances of abuse or violation of policy and on objectionable behavior associated with over-indulgence, such as destruction of property and interference with another's right to privacy and quiet. Students, faculty, and staff members of the college have the responsibility to report to the Council any observed instances of violation of these policies.

### **Policy on Drugs**

The unauthorized possession, use, sale, or transfer of marijuana and certain other drugs violates federal laws and laws of the State of Tennessee. The campus of Southwestern is subject to these laws and does not in any sense afford a refuge from enforcement of them. Any place on campus is subject to search by law enforcement officers on presentation of usual credentials and warrants. If any member of the college community is apprehended, detained, and charged with illegal possession, use, sale, or transfer of drugs on campus or off campus, college officials cannot be expected to intervene to shield that person from the machinery of legal processes.

Through the Southwestern Counseling Ser-

vice the college offers professional counseling, on a strictly confidential basis, to any student who is concerned about his or her own behavior with regard to drug use. The offer of such confidential help by the college is not to be construed as its sanctioning the continuing or regular use of illegal drugs.

The college reserves the right to determine what kinds of response are appropriate to protect individuals and the campus community from the deteriorating effects of addiction and illegal activity. Any student determined through due process to have illegally sold or transferred drugs will be subject to separation from the college.

### **Residence Halls and Campus Property**

A college regulation of long-standing prohibits students from having guns on the campus and from keeping animals in their rooms or elsewhere on the campus. The only exception is guide dogs for visually handicapped students.

Marring and destruction of furnishings and defacement of walls, doors and woodwork, breakage of windows, etc., will not be tolerated. Compensatory damages will be assessed for any violation and disciplinary action taken with respect to those responsible. Cost of damage to common areas of dormitories will be prorated among the residents.

The college reserves the right to use the individual rooms in the residence halls as it wishes during any scheduled recess or vacation period. Ample notification will be given to students of any such planned use of the rooms.

The college is not responsible for theft or damage to students' personal items and personal property of students is not insured by the college. In many cases insurance coverage can be obtained through the parents' existing homeowners or rental insurance policy.

### **Social Functions**

The calendar of social events for all student activities is maintained by the Office of the Dean of Students.

### **Automobiles**

All automobiles to be used on campus or parked on campus must be registered with Campus Security and have a Campus Safety



Sticker displayed on the rear window of automobiles, driver's side, or on the rear fender of motorcycles. The college has provided parking areas which are designated primarily for student use. Certain other parking areas are reserved for faculty and/or visitors. Copies of current parking and traffic regulations are available at the Security Office.

### **Student Agreements**

No agreement of students with individuals or organizations, such as students or officers of other institutions, or business concerns, will be recognized as binding upon the college unless and until approved by the Dean of Administrative Services. This provision does not apply to those matters concerning student publications which are properly safeguarded by the Publications Board.

### **New Organizations**

Students desiring to form any new organization must apply for permission, in writing, to the Dean of Students. Aims and membership of the proposed group should be stated clearly. Any local campus group wishing to become affiliated with a national organization must make similar application. In order to be recognized as college organizations, all groups, whatever their purpose may be, must have the official sanction of this committee. This same committee shall have the authority to remove official recognition from an organization by due process.

### **Use of Campus Facilities**

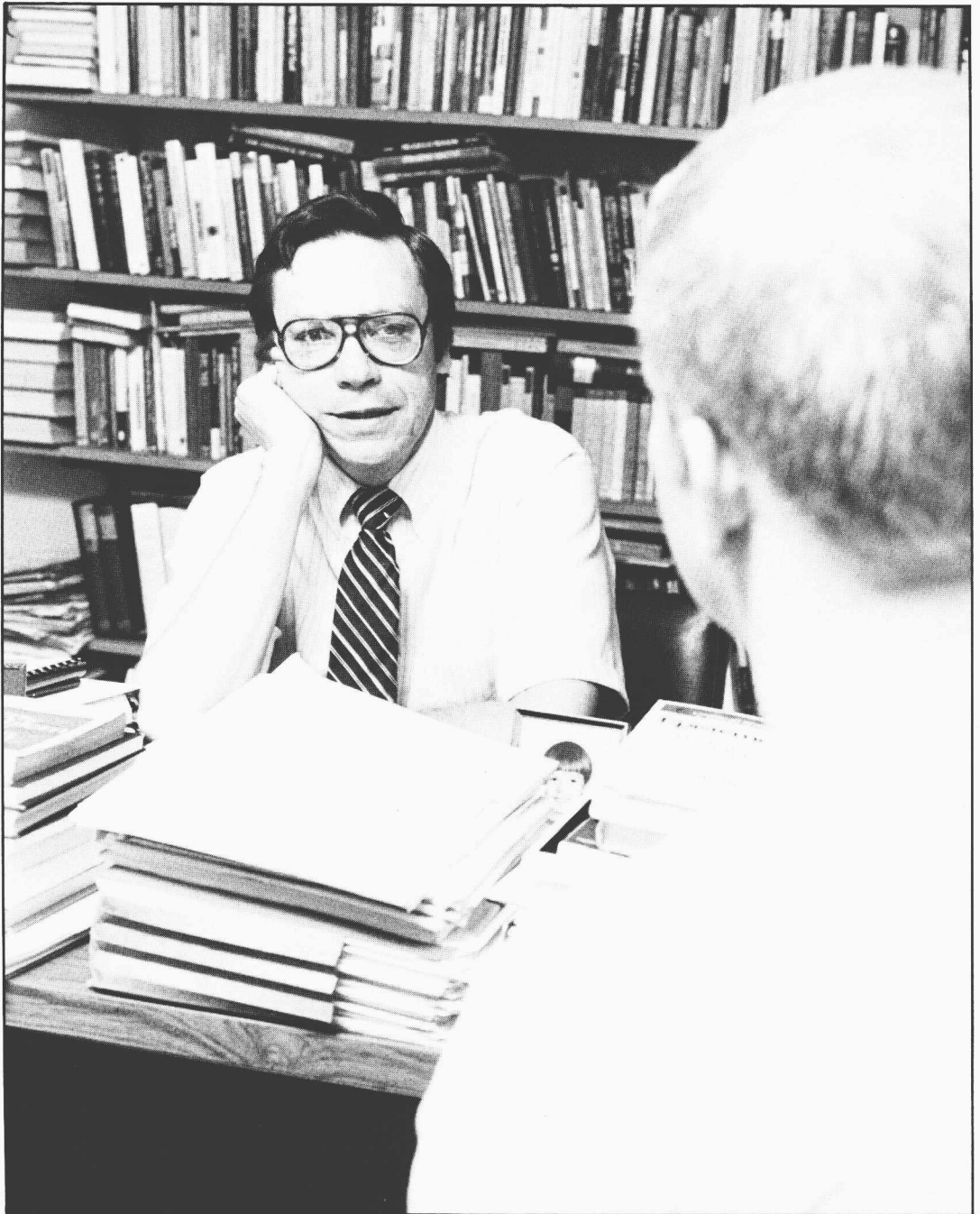
All campus facilities are for the use of the academic community of Southwestern. Campus organizations or informal groups of students (minimum of five) may request the use of a hall, classroom, or auditorium through the Dean of Students or the administrative official who has direct oversight of the facility.

The following statement of policy was framed by the faculty to express Southwestern's traditional support of free dialogue and debate:

"We believe that the free exchange of ideas, including the right to express minority and unpopular opinions, is vital to the pursuit of knowledge. Indeed, we believe that the greatness of an institution of higher learning

is, in significant ways, reflected in its willingness to provide a broad forum for differing attitudes and ideas."

Non-Southwestern organizations requesting the use of campus facilities are cautioned that their meetings should not be for money-raising purposes and shall not be advertised or publicized in such a way as to suggest that Southwestern sponsors the purpose of the off-campus organization. All public announcements of such meetings will include the statement: "Facilities for this meeting are provided as a public service by Southwestern At Memphis. This service in no way implies college sponsorship or endorsement."



# THE EDUCATIONAL PROGRAM

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## PLANNING A DEGREE

### Degrees Offered

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

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

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

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

- Anthropology/Sociology and Psychology
- Economics and Business Administration
- Economics and Mathematics
- Economics and International Studies
- Business Administration and Mathematics
- Business Administration and Computer Science
- Business Administration and International Studies
- Foreign Languages
- Computer Science/Mathematics
- International Studies and History

- International Studies and Foreign Languages
- International Studies and Political Science
- Religion and Culture
- Religion and Psychology

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

- Biology
- Chemistry
- Chemistry (with certification by the American Chemical Society)
- Mathematics
- Physics

The B.S. degree may also be awarded for study resulting in a major in either of the following areas:

- Chemical Biology
- Computer Science/Mathematics

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

- American Studies (Art-History)
- American Studies (English-History)
- Art-Biology
- English-Psychology
- English-International Studies
- English-Communication Arts
- French-International Studies
- German-Business Administration
- Spanish-International Studies
- Political Science-Psychology
- Religion-Philosophy-Psychology

The provisions governing interdisciplinary majors are described below.

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

### Residence and Other Requirements

To obtain a degree from Southwestern a student must earn in residence a minimum of sixty-

two credit hours. The senior year (thirty credit hours) must be spent in residence. Of the thirty credit hours required, six may be transferred from other academic institutions in the summers preceding or following the senior year. A minimum of 124 credit hours is required for graduation with no more than four credit hours in physical education to be counted. In addition to the 124 credit hours, the student must obtain a number of quality points double or greater than the number of credit hours attempted.

The requirement in a major must be satisfied. A 2.00 (C) average is required in the major field.

A second degree may be awarded upon the completion of a minimum of thirty additional credit hours. The appropriate major requirements and comprehensive examinations must be completed satisfactorily.

A student may satisfy the general degree requirements as set forth in any catalogue during his or her residence. The student may satisfy major requirements as set forth in that same catalogue, or in a later one, but not in an earlier one. Students reentering the college after a prolonged interruption of their education may elect to graduate under the current catalogue provided they carry a minimum of twelve credit hours during the academic year.

Students wishing to participate in special programs at other accredited institutions are required to obtain permission and approval in advance from the Curriculum Committee. In the case of a temporary transfer for a term or more, students should consult with the Registrar to work out a program which will facilitate acceptance of credit upon their return to Southwestern. The Registrar, in consultation with department chairpersons and the Dean of the College, 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 planning to leave the college for other than academic reasons may petition the Registrar for a leave of absence. The granting of a leave of absence indicates a continuing relationship with the college and allows students to resume studies at a specific time without reapplying for admission to the college. A leave

of absence is not given for the purpose of study at another institution. Failure to return to the college at the specified time will result in termination of the relationship and will require application for readmission. A leave of absence will generally not exceed one year in length.

### **The Major Field of Study**

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

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

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

All candidates for a degree must pass comprehensive examinations in the major field of study, taken in the senior year. The special requirements of a department may be obtained from the chairperson of that department.

Attendance at the commencement exercises is required for all candidates for a degree, including those whose work was completed in the first two terms and those needing summer courses for completion.

### Interdisciplinary Majors

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

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

The following procedures have been established to help a student construct an interdisciplinary major. The procedures are designed to insure that the proposed major is feasible within Southwestern's educational resources and that it is educationally acceptable.

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

Other departments may be combined to create unique academic programs for students. In the past the following interdisciplinary majors have been developed by individual students:

- American Studies (Art-History)
- English—International Studies
- English—Communication Arts
- English—Psychology
- Art—Biology
- Religion—Philosophy—Psychology
- Political Science—Psychology
- French-International Studies
- German-Business Administration

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

- 1) Consult with faculty members in the departments that will be combined in the major to determine the feasibility of the interdisciplinary major.
- 2) Prepare, in consultation with the departments, a petition requesting the Faculty's approval of the interdisciplinary major. This petition is addressed to the Chairperson of the Committee on Curriculum, Standards, and Standing. The petition should contain these items:
  - (i) An essay in which a rationale for the interdisciplinary major is developed. Some clear academic link or tie between the departments is essential; simply taking courses in two departments is not sufficient. The rationale should be such that only by combining work in the departments can the rationale be realized.
  - (ii) A complete listing of courses, with numbers and titles and dates when the courses are to be taken, which comprise the interdisciplinary major. Though it is customary that the number of courses in the departments will be less than expected of a major in the departments, it is essential that courses be included in the departments that result in reasonably advanced work. Introductory level courses in a large number of areas is not sufficient.
  - (iii) A complete description of the manner in which comprehensive examinations will be structured and administered, and when the examinations will be taken.
  - (iv) Some indication of how the departments will work cooperatively with the student in realizing the rationale for the interdisciplinary major. This may take the form of a specially designed directed inquiry or tutorial for the student, participated in by representatives of the departments; it may be a major project in one area reviewed and evaluated by members of the other department. Whatever form it takes, some academic program sponsored by the departments in the interdisciplinary major is necessary.
- 3) The petition should be endorsed in writing by the Chairpersons of the departments. This endorsement should give an assessment of the student's ability to undertake and com-

plete successfully the work projected in the petition. The departmental endorsements should also specify who will serve as the principal faculty advisor for the student.

- 4) The petition is submitted to the Dean of the College for initial 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 Term II of the Junior year. It is expected that work on the petition, interviews with faculty, consultation with the academic deans will take place no later than Term I of the Junior year. The student who submits an interdisciplinary major petition will have already declared a major by the end of Term II of the Sophomore year. If the interdisciplinary major can be worked-out in time for the Sophomore year deadline for declaring a major, it should be submitted earlier.
- 6) Any changes in the approved interdisciplinary major must have departmental approvals and the approval of the Curriculum Committee before changes are made.

### Transfer Credit

Students who transfer to Southwestern will have their previous college work evaluated for transfer credit upon their acceptance for admission. Transfer students are responsible for having final copies of transcripts sent from each institution attended. Official evaluation of transfer credit will not be completed until these final transcripts have been received by the Registrar's Office at Southwestern.

Academic work from other institutions is evaluated for transfer credit according to the guidelines below. Transfer students must satisfy all of the degree requirements outlined in this catalogue. The Humanities requirement may be fulfilled using Alternative One or Alternative Two, depending upon the acceptance of transfer credit for previously completed coursework. Religion, Philosophy, Bible, and certain other Humanities courses may be accepted for part or all of the Humanities 101-102, 201-202 requirement (Alternative One); or the courses may be credited toward fulfilling requirements in Biblical studies or Bible-related studies (Alternative Two).

Southwestern allows its students to enroll in courses at other colleges and universities and to transfer credit hours to Southwestern. 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 Southwestern and by the Dean of the College, 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 Southwestern. Final evaluation of transfer work must be completed within twelve (12) weeks of the completion of the course(s) in question.

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

1. The institution at which the coursework is taken must be an accredited college or university.
2. Each course must be judged comparable in terms of content and quality to a course in the curriculum at Southwestern or it must be judged to be consistent with the liberal arts and science curriculum of Southwestern and of a quality comparable to that expected of courses at Southwestern. 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 Southwestern degree in such a way as to match comparable work at Southwestern.
3. A maximum of 62 credit hours (1 credit hour=1 semester hour) may be accepted towards a Southwestern degree. Of the thirty hours earned to qualify for the senior year in residence, no more than six credit hours may be earned in the summer preceding or in the summer following the senior year.
4. Transfer credit hours are not accepted if the grade is D+ or below. Transfer credit hours are credited to the Southwestern transcript as credit hours only; they are not used to determine the Southwestern grade point average.
5. Transfer credit hours may be used to sat-

isfy degree and major requirements where appropriate.

6. Transfer hours based on a quarter system are converted to the Southwestern credit hour basis using the formula that one (1) quarter hour equals two-thirds ( $\frac{2}{3}$ ) credit hour. A student may use a 4 quarter hour course, equivalent to 2 and  $\frac{2}{3}$  credit hours, to satisfy course requirements for a Southwestern degree, up to a maximum of five courses. Fractional transfer credit hours will be credited.

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

#### **Academic Achievement**

The candidate for the degree who attains an overall average of 3.5000 or above in all academic work at the college or university level and, in addition, an average grade of B or better on the comprehensive examinations will be recommended for the degree *cum laude*.

The candidate for the degree who attains an overall average of 3.8500 or above in all academic work at the college or university level and, in addition, an average grade of A- on the comprehensive examinations, will be recommended for the degree *magna cum laude*.

The candidate for the degree who attains an overall average of 3.9500, and a grade of A on each comprehensive examination, will be recommended for the degree *summa cum laude*.

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

#### **Requirements for the Bachelor of Arts Degree**

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

- I. COMMUNICATION SKILLS: English 151, Writing. This course is required of all students except those for whom the require-

ment has been waived by the Department of English.

- II. FOREIGN LANGUAGE COMPETENCY: One course at the intermediate (200) level. This requirement may be met in any one of the following ways:

—By scoring three or higher on the Advanced Placement Test in a language.

—By achieving a satisfactory score on a departmental placement-proficiency test.

—By completing successfully any three or four hour credit course numbered 200 or higher.

In the modern languages, the placement-proficiency tests will cover reading, writing, and listening comprehension; in Greek and Latin, reading and writing. The tests: (1) must be taken by any student who wishes to fulfill the degree requirement in foreign languages by demonstrating satisfactory proficiency; (2) may be taken by any student who wishes to continue at Southwestern the study of a language previously studied elsewhere, and who needs help in determining what language course to enter. Ordinarily, a student who has completed two units of a language in high school enters the intermediate-level course (201) in that language. It is recommended that the foreign language competency requirement be satisfied no later than the end of the sophomore year. The foreign language requirement is waived for those students for whom English is not their native language.

- III. AREA AND DISTRIBUTION REQUIREMENTS: Course descriptions for the courses listed below may be found in the "Courses of Instruction" section of this catalogue.

#### *The Humanities Requirement*

This requirement may be completed by choosing one of two alternative approaches to the study of the humanities. The interdisciplinary approach is Alternative One below. Because the interdisciplinary course "Man in the Light of History and Religion" is a prominent part of this alternative, Alternative One is frequently called the "Man" option. The departmental approach is Alternative Two below. Because of the Bibl-



ical heritage orientation of courses in this alternative, Alternative Two is termed the "Life" option.

**Alternative One—The Interdisciplinary Approach**

**A. and B. Humanities 101-102, 201-202**

Man in the Light of History and Religion.

Freshman year (I-II); sophomore year (I-II) [3-3, 3-3]. A two-year interdisciplinary study of the ideas, beliefs, and cultural developments that have formed Western man.

**C. Literature, History and Philosophy**—three (3) additional courses from the following areas, subject to the conditions stated:

- (1) *Literature*, both English and foreign; no more than two courses to be chosen from those coded C2 in the "Courses of Instruction."
- (2) *History and Philosophy*; no more than two courses to be chosen from those coded C4 and C5 in the "Courses of Instruction."

**Alternative Two—The Departmental Approach**

**A. Biblical Studies**—two (2) courses to be chosen from the following courses; the courses are to be taken in the freshman year. Either Religion 100 or 110 or 120 must be taken as a prerequisite for the other Bible courses. Religion 100, 110, and 120 are offered in Term I.

- Religion 100, 110, 120, 200
- Religion 212, 213, 214, 215, 218-219
- Religion 223, 224, 225, 226, 228-229.

**B. Philosophy and/or Religion**—two (2) courses to be chosen from the following courses:

- Philosophy 201, 304, 334, 350, 357, 510, 515
- Religion 131, 231, 334, 335, 342, 345, 346, 151, 357, 160, 161, 263, 264

**C. Literature and History**—three (3) additional courses from the following areas, subject to the conditions stated:

- (1) *Literature*, both English and foreign; no more than two courses to be chosen from those coded C2 in the "Courses of Instruction."
- (2) *History*; no more than two courses to

be chosen from those coded C4 in the "Courses of Instruction."

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In the event that a student changes from the interdisciplinary approach to the departmental approach, the following principles apply:

- Humanities 101 will be reckoned as one course under "A. Biblical Studies."
- Humanities 102 will be reckoned as one course under "A. Biblical Studies."
- Humanities 201 will be reckoned as one course under "B. Philosophy and/or Religion."
- Humanities 202 will be reckoned as one course under "C. (2) History."
- Religion 100, 110, or 120 must be taken in order to take any other course in "A. Biblical Studies." Humanities 101 is not sufficient as a prerequisite for other courses in "A. Biblical Studies."

Changes from Alternative Two to Alternative One are permitted only at the beginning of the Sophomore year (that is, a student may begin Alternative One with Humanities 201-202 after taking the Biblical studies courses in Alternative Two).

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In addition to Humanities courses in either Alternative One or Alternative Two, courses must be completed in the areas of Natural Science, Social Science, and Fine Arts. The area and distribution requirements are stated below.

*The Natural Science Requirement*

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

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

See courses in the "Courses of Instruction" coded D1 (Biology), D2 (Chemistry), D3 (Mathematics or Computer Science), D4 (Physics or Astronomy), D5 (Geology). No

more than one course in Computer Science may be used to fulfill this degree requirement.

*The Social Science Requirement*

Three (3) courses are to be chosen from at least two of the following areas:

- (1) Anthropology/Sociology
- (2) Economics
- (3) Political Science or International Studies
- (4) Psychology or Education

See courses in the "Courses of Instruction" coded E1 (Anthropology/Sociology), E2 (Economics), E3 (Political Science or International Studies), E4 (Psychology or Education).

*The Fine Arts Requirement*

Two (2) courses are to be chosen from at least two of the following areas:

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

See courses in the "Courses of Instruction" coded F1 (Art), F2 (Music), F3 (Theatre and Media Arts).

**Requirements for the Bachelor of Science Degree**

(Offered only for majors in Biology, Chemistry, Chemical Biology, Computer Science/Mathematics, and Physics)

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

*The Natural Science Requirement*

Six (6) courses to be chosen from Biology, Chemistry, Physics, and three or four courses in mathematics as required by the department major.

**Preparation for Professional Careers**

Southwestern graduates have prominence in their chosen professional fields. Forty-three percent of Southwestern's graduates have obtained advanced, professional degrees. The top five occupational classifications for graduates are: Business-Finance, Education (on all lev-

els), Medicine-Health Sciences, Law, and Ministry.

Southwestern's academic program 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.

Pre-professional advisors are available for special consultation with those students interested in the following areas:

**Career Advisors**

- Accounting,  
Professor Legge
- Advertising and Journalism,  
Professors Cooper and Ray Hill
- Business,  
Professor Grinspan
- Church Professions,  
Professors Brown and Neal
- Engineering,  
Chairperson of the Science Coordinating Committee, or Chairperson of the appropriate science department
- Finance,  
Professor Doug Southard
- Foreign Service,  
Professor Hammond
- Health Professions,  
Professors Amy, Barnhardt and Gilow
- International Business,  
Professor Iskander
- Law,  
Professor Grunes
- Media Arts,  
Professor Ray Hill
- Museum Careers,  
Professor Anthony
- Music,  
Professor Eckert
- Psychological Services,  
Professor Queener

Public Administration,  
 Professor Sweetser  
 Social Services,  
 Professor Ekstrom  
 Teaching (Secondary, Elementary),  
 Professor McClay

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 (on all levels), and Law. The advisors named above have this information and should be consulted early in one's undergraduate work. Special meetings are scheduled during orientation period to outline the recommended courses and to discuss the best schedule of courses at Southwestern.

There are obvious correlations between certain professions and academic majors. For example, a career in the foreign diplomatic service might result from a major in International Studies or from a major in one of the modern foreign languages. An appointment in the field of public administration or in state and local government might result from a major in Political Science. Social work frequently requires an academic background in Psychology or in Anthropology/Sociology. The choice of major therefore may be influenced by definite professional objectives. The college offers series of workshops designed to help students identify career and professional objectives and relate these objectives to the choice of a major. The faculty members in a department are also invaluable sources of information about the use of majors in a particular profession. The descriptions of the courses in the departments, found in the Courses of Instruction section of this catalogue, contain further information along these lines.

### **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 freshman year if possible, and certainly before entering the junior year. The student's undergraduate program should be planned in such a way as to include a maximum

of study in the chosen major field and in related fields without lessening general knowledge of other fields. As most graduate schools require a reading knowledge of either French or German for all higher degrees, and some schools require a knowledge of both languages, the prospective graduate student is strongly urged to include courses in these languages in the undergraduate program.

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

### **Preparation for Engineering**

Southwestern's science departments provide educational opportunities for students who anticipate engineering as a profession. Science faculty members are helpful sources of information about engineering schools, and they work with students in preparing applications for study at engineering schools after completion of degree work at Southwestern.

The best preparation for engineering through a liberal arts and sciences degree program is to major in the appropriate science and to master the necessary mathematical and computer skills. Southwestern's science departments have an enviable reputation for science training, and the College now offers substantial instruction in computer science, well-grounded in mathematics. The prospective engineering student gains at Southwestern not only the strong science and mathematics background required for engineering but also the more comprehensive perspective engendered by the study of the liberal arts.

## SPECIAL STUDY OPPORTUNITIES

### The Honors Program

The honors program provides the principal means whereby a student may do more independent, intensive, and individual work than can be done in the regular degree programs. The honors work offers an excellent introduction to graduate study as it employs the full resources of library and laboratory and promotes independence of thought and study.

All honors programs include a project of either a scholarly or 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 will be placed in a permanent file or display in the library.

The candidate for honors submits the application to read for the honors to the chairperson of his or her major department during Term III of the junior year. The Individualized Study Committee must receive the completed and endorsed application by September 21 of the next academic year. Students considering honors work are encouraged to take a one-hour tutorial in Term III of the junior year. Emphasis in the tutorial will be selection of a topic, preliminary research and definition of project, and preparation of the honors application.

To be eligible for the honors program a student must have a minimum grade point average of 3.25 in all studies outside the major and a minimum grade point average of 3.25 in the courses taken in the major department. In computing this average all work attempted by the student at Southwestern or at other colleges shall be included, not omitting D and F grades, except under unusual circumstances.

At least four examinations of three to four hours each will be given in the candidate's final term. (At the discretion of the instructors, honors students may be exempted from final examinations in courses in their major in the term in which the honors paper is submitted.) The examinations will be judged by at least three examiners. To receive the honors award the student's general performance in honors work

and departmental comprehensive exams 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.

The honors student will earn in the major field three to six credits per term which may be distributed among class courses, tutorials, and the honors course. Normally, the honors course will call for twelve hours total credit for the year. This work is to be completed during Term I and Term II of the senior year.

Special attention is necessary to ensure the completion of the honors project in time for it to be evaluated and approved. For this reason, final copy of the honors project is due in the department by the last day of classes in Term II. The corrected final copy is due to the Individualized Study Committee along with required signatures and evaluations by readers no later than the end of the second week of Term III.

### The Tutorial Plan

The tutorial plan of instruction, like the honors program, has as its chief purposes the individualizing of instruction, the avoiding of mass production methods in education, and the provision of means whereby students may go beyond the scope of a class course, both in the amount of work done and the kinds of interests pursued. The tutorial courses are an adaptation to American conditions of the tutorial plan as followed in the English universities of Oxford and Cambridge. The method is that of extensive reading under guidance, and conferences with the tutor on the material read. This plan was inaugurated in September, 1931, with the aid of a grant from the Carnegie Corporation.

The tutorial course may be a broad survey of a field, or may involve intense specialization in some of its aspects. The student has the privilege of requesting special courses in which he or she is interested, if a member of the faculty is available to direct study in those fields. At a minimum, forty 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.

Credits for a directed inquiry range from one to six hours. Forty hours of work, including outside reading, experiments and conferences, are required for one hour of credit. No more than twelve hours credit may be earned in any one department. The maximum number of hours for all directed inquiries allowed is twenty-four. Normally, a freshman may not undertake a directed inquiry until after the completion of two terms 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. Normally, a student will not be permitted to take more than one directed inquiry at a time.

Applications for directed inquiries are to be submitted in time for the Committee to act before the date set for the project to begin.

In the event that more than one student is interested in a directed inquiry on the same topic, a tutorial on the topic may be taught, subject to review and approval by the Individualized Study committee. The design of such tutorials must conform to the standard tutorial format.

### **Internships**

Southwestern recognizes the need and the value of integrating traditional academic work and practical application. Internships 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. Intern-

ships 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 his or her academic work with on-the-job activities. At present internships are parts of the departmental programs for Anthropology/Sociology, Art, Economics and Business Administration, Education, History, Political Science, Psychology, Religion, International Studies, and Theatre and Media Arts. Special internship opportunities can be proposed subject to approval by the department concerned and the Curriculum Committee.

A maximum of nine credit hours toward the 124 credit hours for graduation may be earned by taking internships, and no more than six credit hours in internships maybe earned in one department per term.

### **Special Opportunities in Term III**

Term III at Southwestern is six weeks in duration, lasting from mid-April to the end of the school year in May. A full-time load for a student is six or seven credit hours, usually two courses. The length of the term and a student's course load make Term III a particularly good time to offer courses of a different nature from those offered during Terms I and II. It presents an especially good opportunity for special study options such as foreign study, directed inquiries, field trips, and interdepartmental courses. In the past several years, groups of students have traveled to Spain, France, Italy, Mexico, and Poland as well as New York City and Washington, D.C. There are two regularly scheduled field trips, one sponsored by the Biology Department and one by the Departments of Anthropology/Sociology and Geology.

Innovative courses, especially those which are interdisciplinary or interdepartmental in nature, pose unique offerings to Southwestern students during Term III. Some of the courses which have been introduced in Term III in the past include "Women's Studies," "Law, Politics and Education," "Human Intuition and Judgment," "Human Heredity," "Opera for Amateurs," and "World Hunger."

Traditional courses are offered as well, giving students the opportunity to work on degree or

major requirements as well as investigate new or other areas of interest. Term III is also a good time for directed inquiries and internships.

### **Southern College University Union**

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

### **Science Semester At Oak Ridge National Laboratory**

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

### **FOREIGN STUDY**

All foreign study programs proposed by a student must be submitted to the Individualized Study Committee in advance of the intended study. Information concerning foreign study opportunities available to Southwestern students can be obtained from the Dean of Students.

Southwestern At Memphis is an Associate Institution of the Institute of European Studies with programs in Durham and London, Great Britain; Freiburg, Germany; Paris and Nantes, France; Madrid, Spain; Vienna, Austria; and Mexico City, Mexico. The college coordinator for these programs is the Dean of Students.

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

Southwestern At Memphis has had continuing relationships with several organized pro-

grams of study in France, Latin America and Spain. Students interested in studying in these countries for a summer, a term, or a year, are invited to consult with the chairperson of the appropriate language department.

As with all foreign study, students intending to study abroad during the regular academic year should prepare with their major departments a full plan for both their junior and senior years. The plan is submitted to the Individualized Study Committee in advance to be sure that the foreign study will fit appropriately into the degree program at Southwestern.

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

Southwestern At Memphis has a formal relationship with the University of Tübingen which allows the two institutions to exchange students without the students paying tuition to the host institution. To be eligible, a student must have at least two years of German at the college level.

Interested students should consult with the Chairperson of the German Department about qualifications and details of the academic experience.

### **France, Germany, Latin America, Spain: Summer Study Programs**

Student groups accompanied by a Southwestern professor utilize on occasion Term III and/or the summer for language study in France, Germany, Latin America or Spain. Student interest and the availability of Southwestern instructors determine when foreign-study groups are formed.

### **England: British Studies At Oxford**

In 1970, Southwestern initiated a summer program of British Studies at University College, Oxford, England. In 1972, the program was expanded and Southwestern was joined in its sponsorship by the other colleges and universities which, with Southwestern, comprise the Southern College University Union. During the six weeks of the program, now conducted at St. John's College, Oxford, students attend lectures by eminent British authorities on the Arts, History, Philosophy, and Literature of one period of British cultural development: Medieval,

Renaissance, The Enlightenment, and Nineteenth and Early Twentieth Century Britain. The particular period is announced from year to year. In addition, a number of seminars in related, but more restricted subjects are offered by tutors drawn from Southwestern and other participating institutions. Of these, a student normally elects two. In this way the program offers an excellent background of the period while conducting the mechanics of the school along lines familiar to American students. In addition to the experience of living and dining in the sixteenth century buildings of the college, students make weekend excursions to Stratford-on-Avon, Canterbury, Stonehenge, and other places rich in the cultural history of England.

The program is co-educational and undergraduate, although it is also open to recent graduates and students from other colleges and universities. At least one year of college level instruction is a prerequisite for acceptance.

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

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

### **Challenges of the Multinational Economy: International Politics, Economics and Business**

Challenges of the Multinational Economy (CME) is a summer study program which emphasizes the contemporary problems in international political economy. The international setting of the program may be changed from year to year. Each year, a particular theme will be chosen as the focus of that program. In 1982, it was "Energy and Economic Development," and in 1983 it was "The Multinational Corporation." The program is usually held in London, England, at the London School of Economics for 6 weeks. Participants in the program take two of

the four or more courses offered by the program faculty; hear guest speakers on international economics, business, and politics; take field trips; and explore the centers of commerce in the host city. The CME program is sponsored by the Southern College University Union but is open to undergraduate students from other colleges and universities. For further information and application forms, contact Dr. Wasfy B. Iskander at Southwestern At Memphis or write directly to Program's Director: Dr. Derek Waller, Box 27, Station B, Vanderbilt University, Nashville, Tennessee 37235.

## 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 necessary procedures to insure that the instructional standards and aims of the college are met. The Individualized Study Committee, also subject to faculty review, is responsible for developing college policies in regard to honors work, tutorials, directed inquiries, and individual foreign study arrangements, and implementing the policies in individual cases.

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

### Registration

Qualification as a regular student requires registration in four courses (12 credit hours) in Term I and in Term II and two courses (6 credit hours) in Term III. Registration for additional or fewer courses must be approved in advance by the Curriculum Committee.

No student may carry more than 16 credit hours in Terms I and II or more than 8 credit hours in Term III. Computation of the total credit hours permitted per term 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 the College, 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 31 credit hours are required for admission to the sophomore class; 63 for admission to the junior class; 93 for admission to the senior class. It should be noted that to generate the 124 credit hours needed for graduation, a minimum of 31 credit hours per year should be earned.

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

### Class 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 reasons will provide the professor with an explanation of the absence. Whenever possible this explanation should be given prior to the absence so the student's work may be continued with minimal interruption.

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

If continual absences make a student unable to complete a course satisfactorily, the instructor will make a written recommendation to the



Dean of the College that the student be dropped from the course with a grade of F. If a student is recommended for exclusion from as many as two courses in the same term, the student will be urged to withdraw from the college.

### **Schedule Changes**

During the first week of classes in Terms I and II, and the first three days of classes in Term III, the student may make an approved change of schedule. After the above time periods, no changes may be made without approval of the Curriculum Committee.

### **Withdrawal From Class**

In Terms I and II, students withdrawing from a class between the beginning of the second week and the end of the eighth week will receive a grade of W (withdrew). Unauthorized withdrawal from any class constitutes a failure in the course. Courses dropped after the eighth week during Terms I and II will carry the grade of F except in cases of prolonged illness. Withdrawal from all classes must be requested in writing from the Dean of the College.

During Term III students withdrawing from classes in the first three days will have no record made of the enrollment in the class. During Term III, the W grade will be in effect from the fourth day of classes through the end of the fourth week. A grade of F will be recorded for courses dropped during the last two weeks of Term III.

### **Examinations**

The Honor Code represents what the students, the Faculty, and the administration believe to be the best environment for the pursuit of our educational aims. All tests and examinations are conducted under the Honor Code, and students are asked to indicate on their tests and final examinations that they have abided by the principles contained in the Honor Code.

Normally every course for which credit is given has a final examination as a component. Final examinations are intended to assess students' mastery of the subject matter of the course and are normally comprehensive in scope.

Final examinations are given during the examination week according to the published schedule. This schedule allows for alternative

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

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

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

### **Grades and Grade Points**

In official recording of academic work, the following symbols are employed: A, excellent; B, good; C, average; D, passing; P, pass; E, reexamination; X, incomplete; IP, honors work

in progress; F, failure; W, withdrew; NG, grade not submitted by professor. E and X grades are conditional and may be removed. (See below.) A, B, C, D are employed with plus and minus notations as follows:

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

Quality points are used to determine a student's grade point average. The quality points earned are divided by the number of credit hours attempted. Pass/Fail credit hours are not included in the determination of the grade point average. Conditional grades (see below) are treated as grades of F and earn no quality points and no credit hours until they are removed.

### Repeating A Course Because of Grade

Any student who has received a grade of D-, D, or D+ in a course may repeat the course for a higher grade. Written permission of the instructor is required. No additional hours 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. When calculating a student's overall 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 term, or two courses per year. No more than a total of six courses are permitted under this program. The Pass/Fail option may not be used in courses taken to satisfy general degree requirements or courses taken to satisfy major requirements including cognate courses.

Courses with grades of Pass count neither for nor against a student in the computation of averages. Permission of the instructor is required and must be obtained during the first two weeks of the class in Term I and II, by the end of the first week in Term III.

### 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 term 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 term of attendance are eligible for reexamination without delay if they fail a final examination.

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 the payment of a \$10.00 fee for the removal of a conditional grade, the student will receive whatever final grade is merited.

All unfinished work must be completed and all conditional grades must be removed by the professor submitting a final grade to the Registrar's Office no later than the end of the fourth week of classes of the following term. After the removal of an X or E grade by the professor, the student must clear the record with the Registrar and Cashier by the end of the sixth week of classes of the following term. 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. Seniors are required to remove all conditions by the end of the first week in May.

### Grade Reports

Reports of students' grades will be sent to the students at their home addresses at the end of each term. Except during Term III, mid-term deficiency reports are mailed to those students who have any grade of D+ or below. For a grade of F, specific reasons for the grade may be indicated on the report. Complete mid-term reports are available for all students from their faculty advisors.

### Honor Roll and Dean's List

An Honor Roll and a Dean's List are compiled at the end of Term I and II. To qualify for the

Honor Roll, a student must be enrolled in twelve or more credits of academic work, and must achieve all grades of A- or above, plus a term grade point average of 3.85 or better. To qualify for the Dean's List, a student must achieve a term grade point average of 3.7 in twelve or more hours.

### **Academic Probation and Suspension**

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

- Freshman—1.60
- Sophomore—1.80
- Junior—2.00
- Senior—2.00

Notification of probation will be on the student grade report. Notification of possible academic suspension after Term I grades have been received and after Term II grades have been received will be by letter from the Subcommittee. The letter will set forth the particular reasons the student may be suspended.

A student will be suspended at the end of the academic year if the following minimum cumulative grade point averages are not attained by the end of Term III of the appropriate year:

- Freshman—1.50
- Sophomore—1.70
- Junior—1.90

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 year.

The period of academic suspension will be for at least one academic term. A student is eligible for readmission upon recommendation of the Vice-President and Dean of the College and approval of the Subcommittee on Probation and Suspension.

Term grade point averages are affected by the conditional grades of 'X' and 'E'. The above pro-

visions will apply when either of these grades are on the record in question. The action to suspend, however, will not be taken until it is determined what the grades will be when the conditional grades are removed.

### **Transcripts**

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

## COURSES OF INSTRUCTION

Normally courses numbered in the one-hundreds and two-hundreds are for freshmen and sophomores; those in the three-hundreds and four-hundreds are for juniors and seniors; tutorial courses are numbered in the five-hundreds. The college reserves the right to cancel any course for which there is insufficient enrollment.

The Roman numerals, in parentheses, following the course titles indicate the term 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 term.

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

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

### Special Provisions Concerning Degree Requirements

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

Listed below is an explanation of the codes used to designate courses which meet degree requirements:

### C. LITERATURE, HISTORY, AND PHILOSOPHY

- C2 Literature
- C4 History
- C5 Philosophy

### D. NATURAL SCIENCE

- D1 Biology
- D2 Chemistry
- D3 Mathematics or Computer Science
- D4 Physics or Astronomy
- D5 Geology

### E. SOCIAL SCIENCE

- E1 Anthropology/Sociology
- E2 Economics
- E3 Political Science or International Studies
- E4 Psychology or Education

### F. FINE ARTS

- F1 Art
- F2 Music
- F3 Theatre and Media Arts

## THE ACADEMIC CALENDAR

The academic year consists of three terms. Term I and Term II include twelve weeks of instruction and an additional week for examinations. Students enroll in four courses, normally twelve to fourteen credit hours, during each of these two terms. Term III includes six weeks of instruction and an additional two and one-half days for examinations. Students enroll in two courses, normally six to seven credit hours, during Term III. One credit hour is equivalent to one semester hour.

Term I begins in early September and ends before the Christmas recess. Term II begins in early January and ends in early April. Term III begins in mid-April and ends in late May or early June. A detailed calendar which includes dates for recesses and for special academic days may be found at the front of this catalogue.

Courses which are taught in two terms are normally scheduled for Term I and Term II with the Term I course being the first in the sequence. In most instances the second course in the sequence will require completion of the first course. During Term III a variety of special courses are offered. Interdisciplinary courses are important parts of the curriculum in Term

III as well as opportunities for study off-campus. See the section on Special Opportunities in Term III for additional information.

**Class Schedules**

During Terms I and II, classes meet on Monday, Wednesday and Friday for sixty minutes, a total of 180 minutes per week. On Tuesday and Thursday, classes meet for an hour and thirty minutes for a total of 180 minutes per week. Class periods in Term III are 90 minutes in length, Monday through Friday, for six weeks of instruction.

## **AEROSPACE STUDIES**

**Colonel Douglas W. Stockton.** B.S., United States Military Academy (West Point); M.A., Auburn University.

**Captain William M. Aven.** B.B.A., Memphis State University; M.S., Air Force Institute of Technology.

**Captain Randall M. Fountain.** B.B.A. and M.B.A., Memphis State University.

**Captain Benard H. Simelton.** B.A., Mississippi Valley State University; M.A., University of North Dakota.

**Dr. Wilmer A. Sweetser,** *Southwestern Coordinator*

### **No Major Offered**

Through a crosstown agreement between Southwestern At Memphis and the United States Air Force, Southwestern students may participate fully in the AFROTC program based at Memphis State University. *Students should note that the beginning date for fall classes is about a week earlier than the normal fall beginning date for Southwestern classes.*

The program is in two parts, the General Military Course at the freshman-sophomore level, and the Professional Officer Course at the junior-senior level. The freshman-sophomore level program, open to all students, involves one hour per week of classroom instruction and one hour per week of corps training. The junior-senior level program is available only to selected, eligible students who desire to qualify as officers in the United States Air Force while pursuing their academic studies at Southwestern. On successful completion, the program leads to a commission in the Air Force as a Second Lieutenant. 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 March 1.

Air Force ROTC scholarships which pay full college costs (tuition, books, travel to Memphis, and a subsistence allowance) are avail-

able, on a competitive basis, to entering freshmen and to cadets enrolled in the AFROTC courses. Details are available from the Office of Admissions and Financial Aid at Southwestern, or from the AFROTC office in Jones Hall at Memphis State University.

Students wishing to participate should contact the Southwestern Registrar, the Southwestern coordinator for the program, or the AFROTC Commander at Memphis State University. All the courses listed below are taught on the Memphis State campus by officers who are detailed by the Air Force to administer the program, and who are subsequently approved by the Memphis State University President. In every other respect the courses are treated as Southwestern courses. A maximum of 16 credit hours total may be earned in the Departments of Aerospace Studies and Military Science.

## **COURSE OFFERINGS**

### **General Military Course**

#### **111-112. Air Force Today. (I-II) [1-1]**

This course deals with the Air Force in the contemporary world through a study of the total force structure, strategic offensive and defensive forces, general purpose forces, and aerospace support forces. One class hour per week and one hour of Leadership Laboratory.

#### **211-212. The Development of Air Power. (I-II) [1-1]**

This course is a study of air power from balloons and dirigibles through the jet age; a historical review of air power employment in military and non-military operations in support of national objectives; and a look at the evolution of air power concepts and doctrine. One class hour per week and one hour of Leadership Laboratory.

### **Aerospace Studies**

#### **301-302. Field Training. (Summer) [0]**

AFROTC Field Training is offered during the summer months at selected Air Force bases throughout the United States. Students in the four-year program participate in four weeks of Field Training, usually between their sophomore and junior years. Students applying for entry into the two-year program must success-

fully 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 hour per week throughout the student's period of enrollment in AFROTC: 60 hours in the General Military Course and 60 hours in the Professional Officer Course. Two-year program students participate in the latter only. Instruction is conducted within the framework of an organized cadet corps with a progression of experiences designed to develop each student's leadership potential. Leadership Laboratory involves a study of Air Force customs and courtesies; drill and ceremonies; career opportunities in the Air Force; and the life and work of an Air Force junior officer. Students develop their leadership potential in a practical, supervised laboratory, which typically includes field trips to Air Force installations throughout the U.S.

### **Professional Officer Course**

#### **311-312. Air Force Management and Leadership. (I-II) [3-3]**

An integrated management course emphasizing the individual as a manager in an Air Force milieu. The individual motivational and behavioral processes, leadership, communication, and group dynamics are covered to provide a foundation for the development of the junior officer's professional skills as an Air Force officer (officership). The basic managerial processes involving decision-making, utilization of analytic aids in planning, organizing, and controlling in a changing environment are emphasized as necessary professional concepts. Organizational and personal values, management of forces in change, organizational power, politics, and managerial strategy and tactics are

discussed within the context of the military organization. Actual Air Force cases are used to enhance the learning and communication processes.

#### **411-412. National Security Forces in Contemporary American Society. (I-II) [3-3]**

This is a full year course focused on the Armed Forces as an integral element of society, with an emphasis on American civil-military relations and context in which U.S. defense policy is formulated and implemented. Special themes include: societal attitudes toward the military; the role of the professional military leader-manager in a democratic society; the values and socialization processes associated with the Armed Services; the requisites for maintaining adequate national security forces; political, economic, and social constraints on the national defense structure; the impact of technological and international developments on strategic preparedness; the variables involved in the formulation of national security policy; and military justice. In each semester, students will be expected to prepare individual and group presentations for the class, write, report and otherwise participate in group discussions, seminars, and conferences.

#### **413. Elementary Aeronautics. (I) [0]**

An introduction to aviation and the fundamental principles of flight; basic meteorology and its applications to aviation; use of navigation computers, instruments, and radio aids; basic regulations governing airmen, aircraft operations, and flight safety. This course is designed to prepare for the FAA Private Pilot Written Examination. Prerequisite: AS311, 312, or permission of the Professor of Aerospace Studies. Three class hours per week.

## ANTHROPOLOGY AND SOCIOLOGY

### ASSOCIATE PROFESSOR

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

### ASSISTANT PROFESSORS

**Grace M. Marvin.** B.A., College of William and Mary; M.S., Virginia Commonwealth University; Ph.D., University of Virginia. (Social theory, community studies, research methods; U.S.A.)

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

**Assistant Professor to be announced.**

### PART-TIME INSTRUCTORS

**David Dye.** B.A., Memphis State University; M.A., Louisiana State University; Ph.D., Washington University. (Archeology-methodology and theory; Southeastern U.S.A.)

**Patricia McLain.** B.A., University of New Orleans; M.A., Memphis State University. (Anthropology, urban studies, medical anthropology.)

### VISITING ASSOCIATE PROFESSOR

**John D. Bates.** B.A., Milton College; M.S.S.W., University of Wisconsin. (Social service methods and practicum.)

**The Department of Anthropology-Sociology** unites two major social science disciplines. Although the areas differ in origin, boundaries, and methodology, they share a common task: the discovery and analysis of general principles which explain human social and cultural life. To that end, Southwestern's Department emphasizes the comparative development of person-

ality, social institutions, and culture; the structure and functioning of human communities; and the conditions which produce continuity and change, consensus and conflict.

*Opportunities for Majors.* The objectives of the Department are to prepare students for professional careers in anthropology and sociology, to enrich general education, and to assist in the preparation of qualified persons for careers in social service, teaching, research in governmental or private organizations, foreign service, and programs in developing countries.

A departmental major may select one of several tracks, each of which affords study and work toward specific goals and career options. These possibilities include intensive preparation for graduate work in either anthropology (Mr. Ekstrom) or sociology (Ms. Marvin), an intern program in social service (Mr. Bates), and a bridge with psychology (Ms. Marvin) or religion (Ms. Sachs). Additional bridge combinations are possible. Detailed descriptions of each track are available from the member of the Department named, or from the chairman.

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

*Internships and Off-Campus Study.* Participation in the work of some thirty social service agencies in Memphis may be arranged under sponsorship of the Department. See A/S 365. Off-campus projects in archeology, ethnology, and urban studies, either during the school year or in summers, are encouraged. Students may also



participate in projects sponsored by other colleges and universities, or arrangements may be made with the Department for such projects to be developed as Directed Inquiries.

**Requirements for a major:**

All majors take the two introductory courses: A/S 103 (General Anthropology) and A/S 105 (General Sociology), as well as A/S 261, 262 (Research Methods, A/S 275 (History of Social Theory) and A/S 526 (Senior Tutorial). Five additional courses are required. They are chosen in conference with members of the Department, and closely align a student's personal interests with his or her career needs. (See "Opportunities for Majors")

**Requirements for a major in Anthropology/Sociology and Psychology:**

- (1) Anthropology/Sociology 103, 105, 206, 261, 301 or 313, and 365.
- (2) Psychology 101-102, 219, 229, and 304.
- (3) Anthropology/Sociology 262 or Psychology 211, Anthropology/Sociology 303 or Psychology 223, Anthropology/Sociology 466 or Psychology 407 or Psychology 411.
- (4) Anthropology/Sociology-Psychology 474.

**COURSE OFFERINGS**

**101. Contemporary Concerns (III) [3] E1**

Several key dimensions of contemporary anthropology and/or sociology will be explored by faculty now researching in these areas. Freshmen only.

**103. General Anthropology. (I, II) [3] E1**

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. General Sociology. (I, II) [3] E1**

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

**107. General Archeology. (III) [3] E1**

Study of the major systems of archeological method. Principles and practice of site surveying, excavation, and analysis. No prerequisite.

**203. Evolution and Early Man. (I) [3] E1**

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

**206. Social Problems. (II) [3] E1**

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

**215. Field Anthropology. (III) [3] E1**

An analysis of selected archeological sites leading to an understanding of the evolving relationship of native American cultures and the physical environment through time. The physical and cultural dimensions of time will be a common theme of both this course and its pairing with Geology 215. Four weeks will be spent in the field. Prerequisites: Geology 111-113L, Anthropology 103, and/or consent of the instructor. Students must concurrently enroll in Geology 215. Course to be offered in alternate years. Next offered in 1985.

**261. Qualitative Research Methods. (I) [3] E1**

Basic methods and techniques of anthropological field work. Includes participant observation, interviewing, data collection, analysis, and presentation. Prerequisite: A/S 103 or 105.

**262. Quantitative Research Methods. (II) [3] E1**

Basic concepts and methods of sociological research. Includes research design, sampling, measurement, data collection, analysis and interpretation. Prerequisite: A/S 103 or 105.

**275. History of Social Theory. (I) [3] E1**

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

**301. Psychological Anthropology. (I) [3] E1**

A synthesis of materials from cultural anthropology, sociology, and ethnopsychology as they relate to personality development. Prerequisite: A/S 103 or 105.

**303. Individual and Society. (I) [3] E1**

Analysis of the relationship between the individual and society; emphasis on symbolic in-

teraction, social roles, mental disorders, deviance, and contemporary social issues. Prerequisite: A/S 103 or 105.

**309. The Family. (III) [3] E1**

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

**312. Social Organization. (II) [3] E1**

A survey of the basic organizational principles of human society. A variety of theoretical viewpoints will be explored. Prerequisite: A/S 103.

**313. Medical Anthropology. (II) [3] E1**

Social aspects of health and illness. Cross-cultural and subcultural study of the incidence, causation, diagnosis, and treatment of physical and mental health problems. Prerequisite: A/S 103 or 105.

**316. Religion and Society. (II) [3] E1**

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

**318. The Arts and Society. (II) [3] E1**

The nature and functions of the arts in society. Includes a study of primitive art, music, and dance of Africa, the Americas, and the South Pacific. Prerequisite: A/S 103.

**321. Ecological Anthropology. (I) [3] E1**

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

**327. Social Stratification. (I) [3] E1**

The study of social classes or status differentiation within human societies. An in depth review of how and why stratification occurs at different levels of societal development. Prerequisite: A/S 105.

**329. Urban Society. (III) [3] E1**

Forms, functions, and dynamics of the city explored in terms of theory, ecology, demogra-

phy, major institutions and stratification. Includes case studies and field work. Prerequisite: A/S 105.

**334. Social Change. (II) [3] E1**

Basic processes of cultural dynamics — innovation, cultural transmission, and cultural adaptation. Prerequisite: A/S 103 or 105.

**335. Modernization and Culture Change. (I) [3] E1**

The major theoretical approaches to the study of socio-cultural change. Special attention to contemporary change in traditional cultures. Prerequisite: A/S 103 or 105.

**336. Social Movements. (II) [3] E1**

The examination of social collectives acting to promote or resist change in society. Such collectives include political, economic, religious and cultural movements. Prerequisite: A/S 105.

**341. Peoples of Africa. (I) [3] E1**

An introduction to sub-Saharan Africa, covering environment, history, art, political, and religious organizations. Prerequisite: A/S 103 or 105.

**343. Racial and Ethnic Minorities. (I) [3] E1**

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

**346. Peoples of South America. (II) [3] E1**

Introduction to a variety of aboriginal peoples of South America. Emphasis on ecological adaptation to both physical and cultural environments. Prerequisite: A/S 103 or 105.

**363. Audio-visual Methods. (III) [3] E1**

The use of cameras and recorders as research tools in the analysis of cultural systems. Prerequisite: A/S 261 and basic knowledge of dark-room technique.

**365. Social Service Methods. (I) [3] E1**

Contemporary social work theory and professionally supervised participation in social service

agencies. Prerequisites: A/S 105; Psychology 101; and one of the following: A/S 261, 301; Psychology 303, 304.

**373. Culture History. (III) [3] E1**

Basic features of contemporary culture traced through time with emphasis on innovation, culture contact, and diffusion. Prerequisite: A/S 103 or 105.

**375. Contemporary Social Theory. (II) [3] E1**

Deals with recent and contemporary theoretical positions in anthropology and sociology. Current trends toward a wider synthesis with related disciplines will be stressed. Prerequisite: A/S 275.

**401-402-403. Special Problems. (I, II, III) [3-3-3]**

Designed to encourage senior or advanced junior majors to study intensively in an area of *their* special interest. Prerequisite: Two or more 300 level A/S courses.

**451-452-453. Research. (I, II, III) [3-3-3]**

This course allows senior and advanced junior majors to become active participants in ongoing departmental research projects. Prerequisite: A/S 261 or 262, and four or more 300 level A/S courses.

**466. Social Service Practicum. (II) [3]**

Especially recommended for students who anticipate careers in social service. Seminars and field placement in local agencies. Prerequisite: A/S 365.

**474. Interdepartmental Seminar. (II) [3]**

Discussion of topics integrating Anthropology/Sociology and Psychology. Required of bridge majors. Seniors only.

**525-526. Senior Tutorial. (I, II) [3-3]**

Designed to afford graduating seniors a thorough review of all courses taken in the department and thereby prepare them for the comprehensive examinations.

**527-528. Honors Tutorial. (I, II) [6-6]**

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

**Honors in Anthropology/Sociology**

- (1) Courses required: fulfillment of the requirements for a major in the department.
- (2) Honors course: A/S 527-528, and a substantial research paper in an area of special interest to the candidate.
- (3) Examinations: superior scores on examinations from four of the departmental course areas.

## ART

### PROFESSOR

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

### Assistant Professor To Be Announced.

### PART-TIME INSTRUCTORS

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

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

**Murray Riss.** B.A., City College of New York; M.F.A., Rhode Island School of Design. (Photography.)

**Jean Sizemore.** B.A. and M.A., University of Arkansas; M.A., University of Iowa. (Women in art, American architecture.)

**Cheryl Cape West.** B.A., Vanderbilt University; M.A., Memphis State University. (Survey of Western Art.)

**William C. Womack.** (Calligraphy.)

### The Clough-Hanson Gallery

Professor Anthony, *Director.*

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

### The Jessie L. Clough Art Memorial for Teaching

In 1953, Miss Etta Hanson gave to the college the important collection of oriental woodcut prints, porcelains, fabrics, and other objects that she and her sister had collected. Named in honor of Miss Jessie L. Clough, the collection forms the basis of the college collections of art. The

collection is dedicated to teaching and provides resources for periodic exhibits.

**The Art Department** sees as its primary function that of offering to the Southwestern student, regardless of experience or major, the opportunity to develop a sensitivity to the visual language, through studio work and the study of art history. The department offers the major a balanced program in studio and art history together with more specific professional options outlined below. In the studio courses the student is encouraged, through the assigning of specific problems designed to develop visual awareness, to find creative and independent solutions. Structured studios are offered in basic design, drawing, painting, sculpture, weaving, 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 inter-departmentally through a Directed Inquiry.

Offices and studios of the Department are located in Clough Hall.

The Art major, depending on the reasons for majoring in art, should pursue one of the following "tracks." These "tracks" are approved courses of study, but majors may petition to pursue their own course of study to meet particular goals.

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

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

- (1) Studio Art: 201, 202, 207, 525, 526.
- (2) Art 200, 420.
- (3) Art History: 331, 332, 333, plus 3 additional hours.
- (4) Studio Art: Art 300 (4 credits) plus 12 additional hours in at least 3 different media.

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

For those students interested in the study of art history to the end of research, writing, or teach-

ing, with graduate school as a definite goal, this program of study is suggested. The following courses are required:

- (1) Studio Art: 201, 202 or 205, 207, 211.
- (2) Art 200, 420.
- (3) Art History: 331, 332, 333, plus 15 additional hours.
- (4) 2nd year competency in a modern or classical foreign language.
- (5) 3 hours from Art 203, English 343, Anthropology 318.

### III. Requirements for a major in Art with **emphasis in Pre-Architecture**:

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

- (1) Studio Art: 201, 202, 205, 207, 211.
- (2) Art 200, 420.
- (3) Studio Art: 300 (2 credits).
- (4) Art History: 331, 332, 333, 328, 329, 346.
- (5) Economics: 211.
- (6) Physics: 103, 104, 107, 108.
- (7) Mathematics: 103, 104, 105.
- (8) Architectural Internship: 525, 526 (3-6 credits)

\*Studio courses require 120 hours work per term for three hours of credit.

*Off-campus Study.* Through a consortium arrangement, full-time Southwestern students may take courses at the Memphis Academy of Arts without payment of additional tuition, and for full credit at Southwestern. Courses in museum methods are possible through an arrangement with the Memphis Brooks Museum of Art and The Dixon Gallery. The Academy and the Brooks Gallery, both near the Southwestern 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.

## COURSE OFFERINGS

### 200. Art Fundamentals. (I & III) [3] F1

An introduction to the visual language of art through the study of the elements of art; the

technical processes of various media; and the functions of art for the artist and for society.

### 201. Basic Drawing. (I) [3] F1

An introduction to fundamental drawing problems in various media.

### 202. Two Dimensional Design. (II) [3] F1

Elements of color theory as they relate to design and pictorial concepts.

### 203. Aesthetics. (III) [3] C5

A consideration of some philosophical problems which arise in connection with the description, interpretation, and evaluation of works of art. Same as Philosophy 203.

### 205-206. Painting. (I-II, III) [3-3] F1

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

### 207. Three Dimensional Design. (I) [3] F1

A course to develop, through studio problems, an awareness of the expressive potential of three dimensional form.

### 208. Sculpture. (II, III) [3] F1

Further exploration of three dimensionality by carving in wood and stone, modeling in clay, casting or constructing in metals.

### 211-212. Photography. (I-II) [3-3] F1

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

### 215-216. Fiber Arts. (I-III) [3-3] F1

An introduction to designing with fiber. Weaving is emphasized. Off-loom projects such as basketry, spinning, dyeing, and stitched fabrics are options.

### 217. Calligraphy. (II) [3] F1

A study of the history and forms of letters of the basic Roman alphabet, the Foundational Hand, the Italic and Chancery cursive hand, and calligraphic composition including the Classical and contemporary forms.

### 300. Life Study. (I, II) [1-1]

Drawing, clay modeling from life. Prerequisite: Art 201-202.

**305-306. Advanced Painting. (I-II, III) [3-3]**

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

**307-308. Advanced Sculpture. (I-II-III) [3-3-3]**

Studio problems in clay modeling, molding, casting in metals and plastics and carving and welding. Prerequisite: Art 207.

**311-312. Advanced Photography. (I-II) [3-3]**

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

**315-316. Advanced Fiber Arts. (I-II, III) [3-3] F1**

A continuation of Art 215-216. Prerequisite: Art 215-216.

**328. American Architecture. (I) [3] F1**

A study of American architecture from the colonial period to the late 19th century, considering its European background and native development.

**329. Introduction to Modern Architecture (II) [3] F1**

A study of the technical and stylistic developments in architecture from the late 19th century to the present.

**331. Survey of Western Art I. (I) [3] F1**

Ancient and medieval western art. A study of the origins and the development of style in western art through the Middle Ages.

**332. Survey of Western Art II. (II) [3] F1**

Renaissance through Impressionism in western art.

**333. Survey of Western Art III. (I) [3] F1**

Modern art in the western world from Post Impressionism to the present day.

**339. Indian Art.**

From the Indus Valley Civilization through the Mughal Dynasty, pottery, sculpture, architecture and painting produced for royalty, Buddhist and Hindu worshippers. The spread of Indian styles to Southeast Asia.

**340. Chinese Art.**

From the Shang through the Ch'ing dynasties, archaic bronzes, jades, ceramics, sculpture, architecture and painting produced under the patronage of the imperial court, the Buddhist church and the intellectual class.

**341. Japanese Art.**

From the Jomon through Edo periods, ceramics, bronzes, sculpture, architecture, painting and woodblock prints produced for royalty, warriors, literati, merchants, Buddhist and Shinto worshippers.

**346. American Art. (II) [3] F1**

A survey of style in American art, architecture, and the decorative arts from the Colonial Period to the present.

**351. Women in Art. (III) [3] F1**

A study of the traditional female arts, the work of women "fine artists," the concepts of female imagery, and the ways in which contemporary feminist scholarship is challenging our understanding of art history.

**420. Art Theory and Criticism. (II) [3]**

A study of the major historical writers and their works on art theory and criticism. Emphasis will be placed on understanding their ideas as both directive and reflective of their societies and societies' visual images. Prerequisite: Art 331, 332, 333 or permission of the instructor.

**525-526-527. Senior Seminar. (I-II-III) [3-3-3]**

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

**600. Studio Art. (I-II-III) [1-1-1]**

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

**650-651-652. Gallery Management. (I-II-III)**

[1-1-1]

An internship involved with the various aspects of gallery management, such as: selection,

framing, mounting, crating, shipping, publicity design, printing, computer entries, preparation and designing of exhibitions, hanging, receptions, security, etc. One hour credit per term.

**532. The Teaching of Art.** [3]

(See Education.) A study of the methods and materials of classroom and studio instruction in art.

**529-530. Honors in Art** [6-12 hours]

- (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 525, 526. 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 examinations is required.

## **ASTRONOMY**

**Professor John L. Streeke**, Department of Physics. *Program Chairman.*

### **No Major Offered**

The course in Astronomy is designed to be of general interest and is open without prerequisites to all students.

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

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

## **COURSE OFFERINGS**

### **115. Astronomy. (II, III) [3] D4**

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

### **117. Astronomy Laboratory. (II) [1]**

Laboratory instruction in the use of astronomical instruments and data.



## BIOLOGY

### PROFESSOR

**Robert Lewis Amy.** B.S., Thiel College; M.S., University of Pittsburgh; Ph.D., University of Virginia. (Developmental biology; radiation biology, effects of radiation on development.)

### ASSOCIATE PROFESSORS

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

**John S. Olsen.** B.S. and M.S., University of Illinois; Ph.D., University of Texas. (Taxonomy of vascular plants, chemosystematics, plant morphology and anatomy.)

### ASSISTANT PROFESSORS

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

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

**James M. Olcese.** B.S., Emory University; Ph.D., Marquette University. (Comparative physiology, vertebrate endocrinology, neuroendocrinology.)

### VISITING ASSISTANT PROFESSOR

**Joyce Diamond Stone.** B.S. and M.S., Memphis State University; Ph.D., University of Tennessee Center for the Health Sciences. (Toxicology, pharmacology, cytogenetics.)

**The Biology Department** serves at least three different types of students: (1) non-science majors seeking a broad understanding of biology, (2) majors who desire a general education focused through the science of biology, and (3) majors who intend to enter a biologically-related professional career.

*Non-science majors.* Biology 100 and Biology 101 are intended to give the non-science major insight and confidence in his or her opinions and decisions regarding topics in the biological sciences. Non-science majors may also choose instead to take the regular introductory Biology 111-115 series. Several intermediate courses may also be open to non-majors, with permission of the instructor.

*The major as a focus for general education.* A major in biology may serve to focus on: (1) understanding of a modern scientific discipline, with practice in its methods of investigation, (2) acquaintance with biological problems, and some knowledge of how biology may contribute to their solutions, (3) a concept of the breadth of modern biology and its various disciplines.

*Career preparation.* In recent years a large percentage of biology majors have pursued careers as professional biologists (teachers and/or workers) or as medical doctors. Others have entered careers in dentistry, laboratory research (as technicians), medical technology, physical therapy, nursing, forestry, or wildlife management.

For the student majoring in biology the three terms of introductory biology are prerequisite to further work. The advanced courses provide a thorough coverage of the zoological and botanical areas of biology with in-depth treatments of anatomy, physiology, systematics, ecology, genetics, development, microbiology, cell biology and behavior. These courses form a sound foundation for postgraduate education leading to a professional career in the field. Only a few specific courses are required in a biology major's program; thus, the course selections should reflect the student's interests and goals. Such planning is carried out by the student in consultation with a biology professor and is reviewed each year to be sure that it is accomplishing the desired results.

*Independent study and off-campus opportunities.* Students are encouraged to include some independent study in their major programs. This may take the form of a Directed Inquiry, a Senior Tutorial, or an Honors Program. If the nature of the study justifies it, a por-

tion of this type work may be done at other educational or research institutions, such as University of Tennessee Medical Units, St. Jude Children's Research Hospital, or Memphis-Shelby County Health Department.

An off-campus field course is offered during Term III of alternate years. This utilizes the Department's Mobile Environmental Studies Laboratory and enables students to make on-site field studies in a wide variety of habitats in the southwestern and southeastern United States.

Biology students may participate in the Oak Ridge Science Semester Program (see the section in the catalogue on Special Study Opportunities).

### **Requirements for a major in Biology:**

#### **A. General requirements for the B.A. or the B.S. degree in biology:**

- (1) Introductory biology series: 111-113L, 112-114L, 115.
- (2) Advanced biology: at least five 4-hour courses. All students are required to take at least one course from each of the following categories: Category 1. 315, 206, 310, 403A and 403B. Category 2. 301, 304, 402, 407. Category 3. 203, 204, 207, 208. The remaining two courses may be taken from any category. These courses should be chosen with the aid and guidance of a departmental faculty member, so that they form a coherent program that will best prepare the student for his or her chosen vocation. To help achieve this goal, each student is urged to declare his or her intention to major in biology to the department chairman as early as possible, and to secure a biology faculty member as an advisor.
- (3) At least two hours of credit in biology courses numbered 500 or above, or a Directed Inquiry in Biology, and taken during the Junior or Senior years.
- (4) Introductory (111, 112, 113, 114) and Organic (211, 212, 213, 214) Chemistry.

#### **B. Other requirements for the B.A. degree in biology:**

- (1) Two courses in mathematics (111, 112 or 211 are recommended).

#### **C. Other requirements for the B.S. degree in biology:**

- (1) Three courses in mathematics (111, 112, 211 or 103, 104, 111 or other combinations approved by the department).
- (2) Two courses in introductory physics (107, 103 and 108, 104).

#### *Interdepartmental Major Programs:*

Students may form a major program using courses from Biology and one other department. At present a Chemical Biology major program has been activated. Interested students should contact faculty members of the departments concerned for details of this program.

#### **Requirements for a Major in Chemical Biology (the B.S. degree):**

This program is jointly administered by the Biology and Chemistry Departments and leads to the B.S. degree in Chemical Biology. It was established in recognition of a trend in which certain previously discrete disciplinary areas are becoming closely aligned and integrated. Students with a strong interest in sub-disciplines such as Biochemistry, Cell Physiology or Molecular Biology should benefit particularly from this approach and would be well-prepared for graduate study in these areas.

Interested students should make application to the Chemical Biology Committee chairman during Term III of the sophomore year.

Required courses:

- (1) Biology: 111-113, 112-114, 301, 304, 320 and 407.
- (2) Chemistry: 111-113, 112-114, 201, 211, 212, 213, 214, 414 and either 311 and 313 or 321 and 323.
- (3) Physics: 107-103 and 108-104.
- (4) Mathematics: 103, 104 and 203.
- (5) One elective from the following one-term courses: Biology 204 or 402, or Chemistry 312 or 314 or 406.

### **COURSE OFFERINGS**

#### **100. Natural Science: Biology. (I, II) [3] D1**

A course designed for the non-science major, presenting selected basic biological concepts and principles. These involve understanding organisms, their physicochemical and biological environment, and adaptations to all of these in space and time. Not open to premedical stu-

dents or students who plan to major in the natural sciences. Students may take either this course or Biology 111, but not both, to satisfy natural science requirements. Two lectures and a third period for lecture-demonstration, laboratory, or discussion.

**101. Human Heredity. (III) [3] D1**

A course designed for the non-science major, presenting the basic concepts in genetics with emphasis on human genetics. Topics of study will include: Rules of inheritance, pedigree construction, data gathering, human chromosomes, errors in sex development, nondisjunction, gene transmission, population genetics and application of genetic techniques to human populations. Six hours of lecture per week. No prerequisites. Students may take this course and Biology 100 for Natural Science credit but students can not receive credit for this course and Biology 111. There is not laboratory with this course.

**\*111-113L. Biology of Cells. (I) [3-1] D1**

A course designed to provide the student with a basic understanding of the structure and function of the living cell, its molecular constituents, and metabolic phenomena. Three hours of lecture and not less than three hours of laboratory per week.

\*Primarily for declared or prospective science majors.

**112-114L. Biology of Organisms (II) [3-1] D1**

A course relating the biology of the cell to the organismal concept emphasizing structural and functional aspects of organisms, their development, life histories, behavior, and diversity. Prerequisites: Biology 111, 113L. Three hours of lecture and not less than three hours of laboratory per week.

**115. Evolution of Organisms. (III) [3] D1**

A study of evolution beginning with the historical development of the simple Darwinian concepts of change and natural selection to a modern synthetic analysis of the mechanisms of populational change and the origins of taxa. Prerequisite: Biology 112, 114L, or Biology 100.

**203. Biology of the Invertebrates. (II) [4]**

A survey of the invertebrate phyla, Protozoa through chordates, emphasizing evolutionary

relationship as well as structure and function of representative examples. Parasitic forms and insects are included but not given extensive treatment. Prerequisite: Introductory Biology series. Three hours of lecture and not less than three hours of laboratory per week. (Alternate years; offered 1984-85).

**204. Developmental Biology. (I) [4]**

A study of developmental processes in living organisms. Both descriptive and experimental aspects of the subject will be covered with particular emphasis on the animal embryo. Prerequisite: Introductory Biology series, or permission. Two hours of lecture and not less than six hours of laboratory per week.

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

A study of the organisms classically included in the plant kingdom, including blue-green algae, fungi, bryophytes and vascular plants. Emphasis is on morphology, life history and phylogenetic relationships of the groups examined. Prerequisite: Introductory Biology series. Three hours of lecture and not less than three hours of laboratory per week. (Alternate years; not offered 1984-85).

**207. Animal Behavior. (II) [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. Prerequisite: Introductory Biology series. Three hours of lecture and not less than three hours of laboratory per week. (Alternate years; not offered 1984-85).

**208. Vertebrate Anatomy and Histology. (II) [4]**

A study of the macro and microanatomy of mammals with emphasis on the human. Laboratory work involves dissection of the cat, studies of prepared tissue slides, and histological technique. Two hours of lecture and at least six hours of laboratory a week. Prerequisite: Introductory Biology series, or permission.

**301. Microbiology. (II) [4]**

A study of the principles of microbial growth, metabolism, genetics, and diversity, with pri-

mary emphasis on bacteria. Interactions between microbes and other organisms will be discussed along with the roles played by microorganisms in the environment and in commercial processes. Prerequisites: Introductory Biology series and introductory chemistry. Three hours of lecture and not less than three hours of laboratory per week.

**304. Genetics. (II) [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, as well as the use of techniques in biochemical genetics, human cytogenetics, and population genetics. Prerequisite: Introductory Biology series, or permission. Three hours of lecture and not less than three hours of laboratory per week.

**310. Plant Anatomy. (II) [4]**

Structure and function of cells, tissues and organs of vascular plants. Two lab practical exams will be given during the course of the term. Prerequisite: Introductory Biology series. Three hours of lecture and not less than three hours of laboratory per week. (Alternate years; offered 1984-85).

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

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

**320. Chemistry-Biology Seminar (I-II-III) [1]**

A course designed to explore current topics and trends in areas such as membrane chemistry, molecular design, biochemical regulation, molecular genetics and others.

**402. Animal Physiology. (I) [4]**

A study of the organs and organ systems of animals using both physical and chemical rela-

tionships to describe their functional activities and roles in controlling the organism's internal environment. Although the emphasis is on mammals, lower organisms are also studied where appropriate. Prerequisites: Introductory Biology series and Organic Chemistry. Three hours of lecture and not less than three hours of laboratory per week.

**403A. Field Biology. (III) [6]**

Ecological and field biological studies of the flora and fauna encountered on an off-campus trip, usually to southwestern U.S. Prerequisites: Introductory Biology series and permission of instructor. (Not offered 1984-85).

**403B. Local Flora and Fauna. (III) [4]**

Taxonomic, morphological and ecological aspects of local terrestrial and aquatic organisms are studied. Identification, field recognition, sampling and preservation techniques will be included. Prerequisites: Introductory Biology series. (Offered 1984-85).

**407. Cell Physiology. (I) [4]**

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: Introductory Biology series and Organic Chemistry. Three hours of lecture and not less than three hours of laboratory per week.

**503. Electron Microscopy. (II) [2]**

The theory and principles underlying the operation and structure of the transmission electron microscope will be studied. Students will be instructed in the use of the instrument, appropriate photographic techniques, etc. Prerequisite: Introductory Biology series and permission of instructor. A knowledge of Physics is strongly recommended. Four hours of lecture and laboratory per week.

**504. Preparation of Specimens for Ultrastructural Study. (O.D.) [2]**

The theoretical and practical aspects of the preparation of biological materials for ultra-

structural study will be covered. Prerequisite: The same as for Biol. 503. (May be taken concurrently with Biol. 503.) Four hours of lecture and laboratory per week.

**507. Radiation Biology. (III) [2]**

The principles underlying the effects produced by electro-magnetic radiations in living organisms will be stressed along with basic laboratory techniques currently being employed in studying such effects. Prerequisites: Introductory Biology series. A knowledge of organic chemistry and physiology is strongly recommended.

**510. Biological Rhythms. (III) [2]**

The course focuses on the nature and significance of biological rhythms in both plants and animals, with attention directed to current theories about the "biological clock", its ontogenetic and phylogenetic features, and the impact of chronobiology on human activities. Prerequisite: Introductory Biology series; junior or senior standing. (Not offered 1984-85).

**525, 526. Senior Tutorial. (I, II, III) [3, 3]**

Tutorial courses are offered in several areas of study. These courses are normally restricted to senior students majoring in the department, and may be taken only with permission of the instructor involved. Original laboratory research may be included. Prerequisite: Permission of the instructor.

**527-528. Honors Tutorial. (I, II, III) [6 to 12]**

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

**543-544. Biology Symposium. (I, II, III) [1, 1]**

A weekly departmental seminar in which advanced biological topics will be discussed. This course should be taken in the senior year, but with departmental permission, may be taken in the junior year. Designed to keep seniors abreast of developments in the rapidly changing field of biology, it will serve to integrate topics, and will afford students an opportunity to lead discussions.

**Honors in Biology**

Course requirements: All basic degree requirements, plus the honors course, which typically shall be six to twelve hours of supervised honors research and instruction. A thesis on the honors research is required, and an examination on the honors work is required in addition to the regular comprehensive examinations. Applications should be made during the junior year.

**MARINE SCIENCES**

Southwestern 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 our students with the registration, fees and grades being processed by the Southwestern Registrar as though the courses were taken on the home campus. Students interested in these offerings should check with the Biology Department chairman for details.

**COURSE OFFERINGS**

**For schedule details, see Department Chairman**

**Marine Botany. [4]**

Prerequisites: Ten hours of biology, including introductory botany.

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

Prerequisites: Ten hours of biology including introductory botany.

**Marine Invertebrate Zoology. [6]**

Prerequisite: Sixteen semester hours of zoology.

**Behavior and Neurobiology of Marine Animals. [4]**

Prerequisites: Sixteen semester hours of biology and/or psychology and permission of the instructor.

**Marine Microbiology. [5]**

Prerequisites: General microbiology and consent of instructor.

**Marine Vertebrate Zoology and Ichthyology.** [6]

Prerequisites: Sixteen semester hours of zoology including comparative anatomy and junior standing.

**Marine Ecology.** [5]

Prerequisites: General botany, invertebrate zoology, analytical chemistry.

**Aquaculture.** [6]

Prerequisites: General zoology or invertebrate and vertebrate zoology or permission of instructor.

**Oceanography I: Physical, Chemical and Geological (OCE-251).**

This introductory course in oceanography integrates chemical, geological, and physical oceanography to provide a multidisciplinary approach to the fundamentals of oceanography. Prerequisites: college algebra and two semesters of general chemistry. Five semester hours undergraduate credit. Staff.

**Oceanography II: Marine Biology (OCE-252).** A general introduction to marine biology with emphasis on local fauna and flora. Prerequisites: 8 semester hours of biological sciences. Five semester hours undergraduate credit. Staff.

**Coastal Marine Geology (GEO-431).**

A study of inshore and nearshore geological processes, sedimentation patterns and landform development. Prerequisites: undergraduate—6 hours geology credits, graduate—12 hours geology credits. Three semester hours undergraduate or graduate credit. Otvos.

## CHEMISTRY

### PROFESSORS

**Richard D. Gilliom.** B.S., Southwestern At Memphis; Ph.D., Massachusetts Institute of Technology. (Physical organic.)

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

**Harold Lyons.** *Chairman.* B.S., City College of New York; M.S. and Ph.D., Oklahoma State University. (Analytical biochemistry.)

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

### ASSOCIATE PROFESSOR

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

### ASSISTANT PROFESSOR

**Harlie A. Parish,** *Assistant Professor for Research.*

### LABORATORY SUPERVISOR

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

Modern Chemistry is a broadly diverse science, with roots in physics and mathematics, and applications in biology, geology, medicine, and industry.

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

A student who is considering taking a B.S. or a B.A. degree with a major in Chemistry or Chemical Biology is advised to take the Chem-

istry 111 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 Chemistry 111 sequence without prior chemistry courses. The consent of the instructor is required in this case.

Students majoring in other sciences or mathematics may follow the regular sequence of chemistry courses, beginning with Chemistry 111, to the depth appropriate for their fields of study.

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

*Major Work.* As a chemistry major's interests develop, a personalized program suitable to his or her particular objectives is designed in consultations between the student and the Department but the heart of any such program is a regular sequence of core courses. In the first year, the entering major should take Chemistry 111-112, and its accompanying laboratory courses, along with two terms of calculus and Chemistry 201. In the second year the student should take Chemistry 211-212 with laboratory, along with two terms of physics and Math 203 and Chemistry 316. In the third year, the stu-

dent 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 451-452-453.

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

*Off-campus opportunities.* Through cooperative arrangements with St. Jude Research Hospital and with the University of Tennessee Center for Health Sciences, special courses and opportunities for research experience are available to selected students. Chemistry majors may participate in the Oak Ridge Science Semester program. Summer courses in marine chemistry may be taken at the Gulf Research Laboratory. A major should consult with the departmental advisor in advance in making arrangements for off-campus study.

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

#### **Requirements for a major in Chemistry B.A. degree:**

- (1) Chemistry 111-112, 113-114, 201, 211-212, 213-214, 311, 313, and three additional approved one-term courses.
- (2) Physics 101-102, or 107-108, 103-104.
- (3) Mathematics 103, 104, 203. Some computer science is recommended.
- (4) Chemistry 320 — two years.

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

- (1) Chemistry 111-112, 113-114, 201, 211-212, 213-214, 316, 311-312, 313-314, 406, 408, and one additional approved one-term course.
- (2) Physics 101-102, or 107-108, 103-104.
- (3) Mathematics 103, 104, 203. An additional term of Mathematics is recommended as well as Computer Science.
- (4) Chemistry 320 — two years.

#### **Requirements for certification by the American Chemical Society:**

- (1) Chemistry 111-112, 113-114, 201, 211-212, 213-214, 316, 311-312, 313-314, 406, 408, and two of the following: Chem 414, 422, 432, 451, or an approved advanced course in molecular biology, physics or mathematics.
- (2) Physics 101-102, or 107-108, 103-104.
- (3) Mathematics 103, 104, 203. An additional term of Mathematics is recommended as well as Computer Science.
- (4) Chemistry 320 — two years.

#### *Interdepartmental Majors Program*

A Chemical Biology major program is offered. Students may also form a major program using courses from Chemistry and one other department. Any student interested in any interdepartmental major should contact faculty members of the departments concerned for details.

#### **Requirements for a Major in Chemical Biology (the B.S. degree):**

This program is jointly administered by the Biology and Chemistry Departments and leads to the B.S. degree in Chemical Biology. It was established in recognition of a trend in which certain previously discrete disciplinary areas are becoming closely aligned and integrated. Students with a strong interest in sub-disciplines such as Biochemistry, Cell Physiology or Molecular Biology should benefit particularly from this approach and would be well-prepared for graduate study in these areas.

Interested students should make application to the Chemical Biology Committee Chairperson during Term II of the sophomore year.

Required courses:

- (1) Biology: 111-113, 112-114, 301, 304, and 407.



- (2) Chemistry: 111-113, 112-114, 201, 211, 212, 213, 214, 414 and either 311 and 313 or 321 and 323.
- (3) Chemical Biology 320—two years.
- (4) Physics: 107-103 and 108-104.
- (5) Mathematics: 103, 104 and 203.
- (6) One elective from the following one-term courses: Biology 204 or 402; or Chemistry 312 and 314 or 406.

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

### COURSE OFFERINGS

#### 100. Natural Science: Chemistry (III) [3] D2

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. Two lectures per week and laboratory periods. Students who have completed Chemistry 111 or 112 or the equivalent are not eligible for this course.

#### 111-112. Chemical Principles & Inorganic Chemistry. (I-II) [3-3] D2

A study of the fundamental principles of chemistry; the occurrence, preparation, properties, and uses of some of the elements and their compounds. Chemistry 113 and 114 must accompany this course. This sequence or its equivalent is the prerequisite to all advanced courses in the department. Prerequisite: One year of high school chemistry or consent of instructor.

#### 113. General Chemistry Laboratory, I. (I) [1]

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

#### 114. General Chemistry Laboratory, II. (II) [1]

An introduction to volumetric techniques of chemical analysis. One laboratory period a week.

#### 123. Laboratory Glassblowing. (III) [1]

Construction and repair of simple laboratory apparatus made of glass, including glass-to-metal seals.

#### 201. Chemical Separations and Measurements. (III) [4]

A unified treatment of all types of chromatography. An introduction to the basic principles and practice of absorption spectrophotometry and potentiometry. Application of acid-base equilibria to chemical and biological systems. Four laboratory periods a week. Prerequisites: Chemistry 112, 114.

#### 211-212. Introductory Organic Chemistry.

(I-II) [3-3] D2

A general survey of elementary theory, preparation, reactions, and properties of the compounds of carbon, both aliphatic and aromatic, containing the most important functional groups. The laboratory work which must accompany this course is offered in courses 213-214.

#### 213-214. Organic Chemistry Laboratory.

(I-II) [1-1]

This laboratory course must accompany Chemistry 211-212. Emphasis is placed upon synthesis and the common laboratory techniques encountered in organic chemistry. One laboratory period a week.

#### 311-312. Physical Chemistry. (I-II) [3-3]

An introduction to the fundamental study of chemical phenomena using primarily the techniques of thermodynamics, quantum mechanics, and statistical mechanics. Prerequisites: Physics 101-102 or 107-108 and Mathematics 203.

#### 313-314. Physical Chemical Laboratory.

(I-II) [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. Prerequisite: Mathematics 190 or permission of instructor.

#### 316. Advanced Techniques in Chemistry. (III)

[3]

The use of spectroscopic data in structure determination, synthesis using advanced laboratory techniques, methods of using the literature, the use of some computer techniques in research, etc. will be studied. Three laboratory

periods a week. Prerequisites: Chemistry 201 and 212.

### **320. Chemistry Symposium. [1]**

A departmental seminar in which advanced chemical topics will be discussed. Designed to keep students abreast of developments in chemistry, integrate topics, promote independent and original thinking, and give students an opportunity to lead discussions. This course will meet at least twelve times a year and must be taken by all junior and senior chemistry majors. Other students enrolled in chemistry are encouraged to attend.

### **321. Physical Chemistry with Biological Applications. (II) [3]**

A one-term survey of the fundamentals of physical chemistry, with some applications to biological systems. Thermodynamics, quantum mechanics, dynamics, and their applications are included. Prerequisites: Physics 107-108 or 101-102, and Mathematics 104.

### **323. Laboratory for Physical Chemistry with Biological Applications. (II) [1]**

Experimental study of systems whose properties illustrate physical chemistry principles of importance to biological systems. Designed to be taken with Chemistry 321. One laboratory period per week.

### **406. Instrumental Analysis. (II) [4]**

Study of the principles and practice of absorption spectroscopy, emission spectroscopy, mass spectrometry, electroanalytical chemistry, and radioactive tracer techniques. A survey of the function of modern electronic components and their applications in analytical instrumentation. Two laboratory periods a week. Prerequisites: Chemistry 201, 212, and 311. Corequisite: Chemistry 312.

### **408. Advanced Inorganic Chemistry. (III) [3]**

A survey of experimental and theoretical inorganic chemistry, with emphasis on topics of current interest. Five lectures and one laboratory period a week. Prerequisites: Chemistry 201, 211-212, 311-312, 313-314. Recommended: Chemistry 406.

### **414. Biochemistry. (I) [4]**

A survey of the chemistry of carbohydrates, lipids, proteins, and nucleic acids, and their metabolism in living organisms. Bioenergetics and enzyme reactions and kinetics. One laboratory period a week. Prerequisites: Chemistry 211-212. Chemistry 201 recommended.

### **422. Physical Organic Chemistry. (II) [3]**

An introduction to the modern theories of organic chemistry with emphasis upon the methods employed in their development. Electronic structure and reaction mechanisms are stressed. Prerequisites: Chemistry 211-212 and 311-312.

### **432. Advanced Physical Chemistry. (I) [3]**

A continuation of Chemistry 312, with more detailed treatments of quantum chemistry, statistical mechanics, and spectroscopy. Prerequisites: Chemistry 311-312, Mathematics 203. (Not offered 1984-85)

### **451, 452, 453. Introduction to Research. (I, II, III) [3 to 6]**

Properly qualified students are encouraged to undertake an original investigation of some problem in chemistry, usually related to research being carried on by members of the department. Excellent library and laboratory facilities are available. A maximum of 12 credit hours may be earned.

## **Chemical Biology**

### **320. Chemistry-Biology Seminar (I-II-III) [1]**

A course designed to explore current trends in chemical biology. This course is required for all junior and senior chemical biology majors and meets at least 12 times a year.

## **Tutorial Course**

### **532. The Teaching of Physical Sciences. (I) [3]** (See Education.)

A study of the methods and materials of classroom and laboratory instruction in high school chemistry and physics.

## **Honors in Chemistry**

(1) Courses required: the completion of all regular major requirements and Chemistry 451, 452, 453.

(2) An original investigation of some problem

in chemistry, usually related to research being carried on by members of the department, is required. A creditable thesis must be presented at the end of the year.

- (3) An examination on the honors work is required in addition to the regular comprehensive examinations.

## **EAST ASIAN STUDIES**

### **No Major Offered**

The continuing importance of Asia's humanistic tradition and the emerging importance of China and Japan in world affairs have prompted a number of departments at the college to develop various facets of East Asian studies.

While Southwestern does not offer a major in this area, students who would like to give an East Asian focus to their major work may be able to do so by electing courses from various departments and/or by arranging a period of study abroad in one of the East Asian countries. Professors teaching these courses—Professors Apperson, Copper, Patterson, Roper—will be glad to offer their help in developing such a focus, if requested.

Students may also wish to elect individual courses related to their particular interests. For further information and course descriptions please see the departmental listings for Art, History, International Studies, Religion, Music, and Interdisciplinary Study.

## **ECONOMICS AND BUSINESS ADMINISTRATION**

### **PROFESSORS**

**Mel G. Grinspan.** Distinguished Service Professor of Business Administration. B.J., University of Missouri. Formerly President and General Manager, Sam Shainberg Company. (Marketing, management, business policy, Director of Internships)

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

**Marshall E. McMahon.** *Chairman.* B.A., University of the South; Ph.D., Vanderbilt University. (Monetary economics, applied statistics, history of economic thought, comparative systems)

### **ASSOCIATE PROFESSORS**

**Rebecca Sue Legge.** B.B.A., M.B.A. and Ph.D. Candidate, 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. (Macroeconomic theory, industrial organization, government regulation, public finance)

### **ASSISTANT PROFESSORS**

**Michael M. Rollosso.** B.A., Southwestern At Memphis; Ph.D., University of Pennsylvania. (Applied statistics, public finance, energy economics.)

**Douglas K. Southard.** B.A., Southwestern At Memphis; M.B.A. and D.B.A., Indiana University. (Finance, investments, Business Game)

### **PART-TIME INSTRUCTORS**

**Thomas R. Kepple.** B.A., Westminster (Pa.) College; M.B.A. and Ed.D. Candidate, Syracuse University. (Personnel)

**R. Thomas McCormick.** B.B.A. and M.B.A., University of Mississippi. C.P.A., C.M.A. (Advanced accounting)

**John M. Nichols.** B.B.A., Memphis State University; M.S., Florida International University. C.P.A. (Tax accounting)

**Jerry Stauffer.** B.A., Southwestern At Memphis; J.D., Memphis State University. (Business law)

**The Department of Economics and Business Administration** offers a variety of majors to meet students' particular interests and career goals. Students may major in either economics or business administration, or pursue a joint major in economics *and* business administration. In addition, several interdepartmental joint majors are also available with International Studies, Mathematics, and Computer Science. (See descriptions below.)

Economics and business administration are closely related social sciences differing primarily in the problems on which they focus.

Economics is the science concerned with the manner in which a society organizes its scarce productive resources to satisfy the unlimited material wants of its people, and the problems resulting from that organization of society. The emphasis is on the problems of society as a whole, and these problems will differ among societies depending upon how they choose to answer the questions of what goods to produce, how to produce the chosen goods, and how to determine who will receive these goods.

The role of the economist is to try to analyze society's economic problems from an objective point of view and to offer suggestions as to how these problems might be solved. In a free-enterprise or capitalistic economy, such as that of the United States, the economist examines such familiar problems as inflation, unemployment, economic growth and development, and international trade. Also examined are problems which are not as familiar to the layperson, but which are of equal importance to society, such as the role of the price system in allocating society's scarce resources to best meet society's needs.

Business is the primary organization in a market economy directly concerned with the allo-

cation of scarce resources and the production and distribution of goods and services to meet society's needs. A liberal education in business requires administrators to relate to the complex interrelationships of business with the society as a whole in addition to having the technical knowledge required to properly manage an organization.

Technical knowledge is obtained through courses related to the manager's general functions of planning, organizing, leading, measuring, and controlling the specific areas of a particular organization. More specifically, this knowledge relates to problems in management theory, accounting, marketing, and finance.

While the technical aspects of management are important, the successful manager must be able to relate this knowledge to the society in which he or she works and lives. Understanding the interrelationships of business with all other areas of the social sciences is of paramount importance. This understanding relative to business combined with a liberal arts education is the primary objective of a liberal education in business.

The basic differences between economics and business administration stem mainly from the scope and nature of the questions involved in the two disciplines. Business administration is application-oriented, although it draws heavily upon theory. Economics is theory-oriented, although it involves the application of theory to concrete problems. Business administration is concerned with the solution of the problems of a single firm (or a conglomerate of firms), and the effect of its activities on society. Economics is concerned with the solution of the problems of society as a whole as well as the problems of individual firms. Which field the student decides to concentrate in depends primarily upon his or her interests.

A major in either field provides a background for a career in business or government immediately upon the completion of the Baccalaureate degree, or for graduate study in business administration, economics, law, government, and international affairs.

Students majoring in economics and/or business administration may be eligible to participate in one or both of two special programs offered by the department: an intercollegiate

management-simulation game and a business internship program. (See course descriptions for Business 310, 410, and 470 below.)

In planning a major in the department, students should be aware that there are certain basic courses that are prerequisites for most of the advanced courses, and that some of the advanced courses are, in turn, prerequisites for further advanced work in the department. The following list specifies those courses that students interested in the major indicated *should have completed by the end of their sophomore year*.

All department majors (or joint majors):

Economics 103-104, Mathematics 111 and Computer 190.

Major in economics: Economics 201 and 212.

Major in business (or a joint major in business and another field): Business 251-252.

It would be best if the prospective major completed Economics 103-104 in the freshman year, but this is *not* a requirement for majoring in the department. Finally, all majors in the department should plan to take Economics 207 no later than the first term of their junior year.

Students interested in emphasizing accounting in their major, with the goal of sitting for the CPA exam, *must* complete Business 251-252 no later than the end of their sophomore year. In addition, these students should keep in mind that it is necessary to have at least 27 hours of accounting (30 in some states), including the following: Business 251-252, 260, 381-382, 384, 481, and 484. Finally, it is also necessary to have Business Law (Business 261 and 262); and Business 386 is recommended. (PLEASE NOTE: The specific requirements for the CPA exam vary from state to state, and interested students must determine what the requirements are in their own states.)

The department also offers tracks for non-majors interested in either field. Courses which are of general interest to the non-major include Introduction to Economics (103-104), and Personal Financial Management (170). There are no prerequisites for any of these courses. In addition, upper-level courses will meet the needs of students interested in particular areas. Such students should consult with members of the Department to determine a logical sequence of

courses. The following suggestions are listed as representative only and are not exhaustive.

- Urban Studies: Economics 103-104, and 212.  
 Administration: Economics 103-104; Business 251, 271, and 360 (plus other courses depending upon the student's interests).  
 International Affairs: Economics 103-104, 230; 311, and 312.  
 Public Service: Economics 103-104, 212; Business 251-252, 271, and 370.  
 Law: Economics 103-104; Business 251-252, 260, 261, 262, and 370.  
 Secondary Education: Economics 103-104, 230; Business 170, 251-252, 261, 262, and other selected courses.

(NOTE: The numbering system for courses in the department, with exceptions, is as follows: Courses numbered 100-199 are freshman-level courses, those numbered 200-299 are sophomore-level courses, etc. Generally, courses with numbers ending in 00 through 49 are economics courses while those with numbers ending in 50 through 99 are business courses. WITH THE EXCEPTION OF BUSINESS 251-252, ECONOMICS 103-104 IS A PREREQUISITE FOR ALL COURSES IN THE DEPARTMENT NUMBERED 200 OR ABOVE.)

#### **I. Requirements for a major in Economics:**

- (1) Economics 103-104, 201, 207, 212, 305, 306, 332, 401, and 430.
- (2) Mathematics 111 and Computer 190.
- (3) At least twelve (12) additional hours of approved electives from Section A or Section B, of which at least six hours from Section B are recommended. Six (6) hours of mathematics approved by the Chairperson of Economics and Business Administration may be substituted.
- (4) Recommended: Mathematics 112 and 211, Computer 290, Philosophy 304, Political Science 181, and Psychology 101-102. For the student contemplating graduate study in economics or business administration: Mathematics 103-104, 203-204, 261, and Computer 290. (Note: Some of these recommended courses may be used by the student to

satisfy portions of the general degree requirements.)

#### **II. Requirements for a major in Business Administration:**

- (1) Economics 103-104, 207, 305, 306 and Business 251-252, 350, 360, 370-371, 450.
- (2) Mathematics 111 and Computer 190.
- (3) At least six (6) additional hours of approved electives from Section A or Section B. Economics 332 is strongly recommended. Six (6) hours of mathematics approved by the Chairperson of Economics and Business Administration may be substituted.
- (4) See I (4).

#### **III. Requirements for a major in Economics and Business Administration:**

- (1) Economics 103-104, 201, 207, 305, 306, 332, 430; and Business 251-252, 350, 360, 370 and either 371 or 450.
- (2) Mathematics 111 and Computer 190.
- (3) See I (4).

#### **IV. Requirements for a major in Economics and Mathematics:**

- (1) Economics 103-104, 207, 305, 306, 332, 401, and 430.
- (2) Mathematics 103-104, 203-204, 261, 302, and 303-304.
- (3) Computer 190 and 290.

#### **V. Requirements for a major in Business and Mathematics:**

- (1) Economics 103-104, 207, 305, 306 and Business 251-252, 350, 360, 370.
- (2) Mathematics 103-104, 111, 203-204, 261, 302, 303-304.
- (3) Computer Science 190 and either 290 or 395.

#### **VI. Requirements for a major in Business and Computer Science:**

- (1) See V (1).
- (2) Mathematics 111 and either 112 or 211; or 103-104 with 211 or 261.
- (3) Computer Science 190, 290, 392, 395, 490, 495.

### VII. Requirements for a major in Economics and International Studies:

- (1) Economics 103-104, 207, 230, 305, 306, 311, 312, and one of the following: 201, 212, or 332. Recommended: Philosophy 304.
- (2) I.S. 100, 200, 300, 301, 302, 400, and one two-course sequence of the student's choice (see I.S. Department description for alternatives).
- (3) Mathematics 111 and Computer 190.
- (4) An appropriate foreign language through the second year. Recommended: third and fourth years of the foreign language.

### VIII. Requirements for a major in Business Administration and International Studies:

- (1) Economics 103-104, 207, 305, 306, and Business 251-252, 350, 360, and 370. Recommended: Economics 311, 312; and Philosophy 304.
- (2) See VII (2).
- (3) See VII (3).
- (4) See VII (4).

## COURSE OFFERINGS

### ECONOMICS — SECTION A.

#### 103-104. Introduction to Economics. (I-II, II-I) [3-3] E2

Survey of economics: the science concerned with the manner in which a society organizes its scarce resources to satisfy the unlimited material wants of its people. Combines economic theory and analysis with discussion of and applications to the U.S. economic system. First term: economic theory and public policy relating to determination of prices, inflation, national income and output, and employment. Second term: economic theory and public policy relating to pricing and output decisions of individual competitive and monopolistic firms (and the consequences of these decisions for the efficient allocation of resources), pollution, poverty, and international trade. *Prerequisite to all departmental courses numbered 200 or above, except 251-252. Must be taken in sequence.*

#### 201. Money and Banking. (I) [3]

An analysis of the relationship between money and economic activity with an emphasis on commercial banking, financial markets and interest rates. The interface of monetary theory and policy, fiscal policy and debt management is also considered. Prerequisite: Econ. 103-104.

#### 207. Applied Statistics for Economics and Business Administration Majors. (I, II) [3]

An application of basic probability and statistics from Mathematics 111 (required of all majors in the department) to problems of particular interest in the study of economics and business. Topics included are the construction and use of index numbers, decision making under uncertainty, time series analysis, the extension of regression techniques to non-linear and multiple regression analysis, and the problems associated with time series and regression analysis. Research methods are examined and used in completing assigned research projects. Prerequisites: Econ. 103-104, Math. 111, Computer 190.

#### 212. Public Finance. (I) [3]

A study of revenues, expenditures and debt operations of government units and their relationship to both business fluctuations and long-run behavior of the economy. Prerequisite: Econ. 103-104.

#### 214. Industrial Organization and Government Regulation of Business. (III) [3]

A comparative study of pure competition, monopolistic competition, oligopoly and monopoly: how each affects the goals of economic efficiency, stability, growth and equity. The role of antitrust legislation and regulatory commissions in promoting these goals. Prerequisite: Econ. 103-104.

#### 230. Comparative Economic Systems (II) [3]

A study in political economy of the basic assumptions and theories underlying capitalism and socialism. An evaluation of strengths and weaknesses of these systems as they currently exist in the modern economies of the world and an appraisal of proposals for reform. Prerequisite: Econ. 103-104. (Alternate years; not offered 1984-85)

**305. Intermediate Macroeconomic Theory.****(II)** [3]

A study of the determinants of national income, its fluctuation and growth. Contemporary fiscal and monetary theories are analyzed in connection with the causes and control of economic growth and fluctuations. Prerequisite: Econ. 103-104.

**306. Intermediate Microeconomic Theory.****(I)** [3].

A detailed study of the theory of the price system as a regulator of economic activity. Sufficient attention is given to the tools of economic analysis to provide background for graduate study. Prerequisite: Econ. 103-104.

**311. International Economics. (II)** [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 311). Prerequisite: Econ. 103-104. (Alternate years; not offered 1984-85)

**312. Economic Development. (II)** [3]

Problems of economic development and growth; interaction of economic and non-economic factors, population and the labor force, capital requirements, market development, foreign investment and aid, and role of government. Comparison of the growth of advanced and underdeveloped economies. Policy measures to promote development and growth. (Same as International Studies 312.) Prerequisite: Econ. 103-104. (Alternate years; not offered 1984-85)

**332. Managerial Economics. (III)** [3]

Development and practical application of tools of supply, demand, cost, capital and profit analysis, including quantitative models, to decision-making in a business enterprise. Additionally, a study of the problems of economic measurement and forecasting methods, business planning, product strategy and location

analysis. Extensive use of cases. Prerequisites: Econ. 103-104, 207, and 306.

**401. History of Economic Thought and Theory. (II)** [3]

A study of the basic concepts of economic thought, with emphasis upon the contributions of the classical school of British economists, the Austrian school, the neoclassical group, and the institutionalists. Review and appraisal of Keynesian economics. Prerequisites: Econ. 305, 306. (Alternate years; offered 1984-85)

**430. Senior Seminar in Economic Policy. (II)** [3]

Covers the field of economic policy making building upon integrating previous study in economics. Both microeconomic and macroeconomic policies are considered. Prerequisites: Econ. 305, 306, Senior status, or permission of the instructor.

**BUSINESS ADMINISTRATION — SECTION B.****170. Personal Financial Management. (I)** [3]

Emphasis on major financial decisions and judgments required of the average individual and family during a lifetime: consumer economics, insurance, real estate, investment decisions, taxes, and estate planning. No prerequisites. *Does not satisfy requirements for a major in economics or business administration.*

**251-252. Managerial Accounting. (I-II)** [3-3].

Focus on use of accounting and related data by general managers. Covers introductory accounting techniques, cash flow and funds analysis, cost accounting and analysis, budgeting, and alternative-choice decisions. Extensive use of cases. Must be taken in sequence.

**260. Federal Income Tax. (I)** [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. Prerequisite: Econ. 251.

**261. Law of Basic Commercial Transactions.****(II)** [3]

Introduction to legal concepts in those areas of the law essential to commercial transactions,



including creation and performance of contracts for the sale of goods and other property, negotiable instruments, real and personal property, leases, and wills and estates. The course will be taught largely utilizing the case method and problem approach, with an emphasis on illustrating how legal concepts are applied to specific factual situations. Prerequisite: Econ. 103-104. (Alternate years; not offered 1984-85)

**262. Law of Basic Business Organizations. (II)**  
[3]

Introduction to legal concepts in the areas of business associations and government regulation of business, including agency and employment laws, partnerships, corporations and antitrust concepts, protection of trade secrets, and patents and copyrights. This course will be taught largely utilizing the case method and problem approach, with an emphasis on illustrating how legal principles are applied to specific factual situations. Prerequisite: Econ. 103-104. (Alternate years; offered 1984-85)

**271. Personnel and Industrial Relations. (III)**  
[3]

Basic elements of personnel administration; recruiting, developing, utilizing, and remunerating human resources. Includes study of human relations problems and their constructive solutions, governmental regulations, and legal decisions guiding activities of Personnel Departments. Special attention given to areas of collective bargaining, labor contracts, quality of work life. Prerequisite: Econ. 103-104. (Alternate years; not offered 1984-85)

**310, 410. Intercollegiate Business Game.**  
(I) [2, 2]

Course offered for credit to Juniors (310) and Seniors (410). At the end of December, management control of a simulated business is given to students of approximately twenty-four schools linked by telephone transmission to the computer facilities of the Emory University Graduate School of Business Administration in Atlanta. Students travel to Atlanta near March 1 to present a final case analysis before a team of judges. Prerequisites or Corequisites: Bus. 350, 370, or permission of instructor.

**350. Marketing Management. (II) [3]**

A focus upon marketing as a subsystem of the business organization. Marketing involves the matching of markets and products and/or services with consumers' needs. Discussion of the external environment of the components of marketing: the product or service itself, its pricing, promotion and distribution. The subjects of advertising and sales are also covered in a general manner. Prerequisite: Econ. 103-104.

**351. Marketing Communications Strategy. (I) [3]**

Emphasis on advertising, collateral promotion, marketing research from a qualitative viewpoint and public relations as methods which organizations use to communicate and define the needs of customers. Characteristics of each form are evaluated with respect to varying marketing situations in both profit and non-profit situations. Focus is on management aspects, communications planning, development and appraisal. Case histories used extensively and students' marketing creativity encouraged. Prerequisite: Bus. 350.

**360. The Management of Organizations: What makes for efficient management. (I) [3]**

Organizations in any sector are made up of people. Those who master the art and science of management become the leaders of those organizations. This course includes the study of management principles and procedures and the nature of effective management. This class will feature also management's dependence on and influence on the behavior of people and groups in organizations. Prerequisite: Econ. 103-104.

**370-371. Financial Management. (I-II) [3-3]**

Focuses on the problem of managing the funds of a business. Primary objectives of the course include: mastery of the techniques of financial analysis for estimating funds flows, determining the ability of a business to meet its commitments, and rationing available funds among competing alternatives; acquaintance with sources and forms of short and long-term financing; and an understanding of the relation of financial decisions to those in other areas of administration and to overall company objectives and policies. Case discussions and read-

ings emphasizing short-term and long-term financing, in that order. Prerequisite: Econ. 207, Bus. 251-252. Must be taken in sequence.

**380. Investment Theory and Practice. (III) [3]**

An introduction to modern investment theory and portfolio construction. Theoretical topics include risk and return, financial valuation models and efficient market theory. Markets for fixed incomes, securities and equities are reviewed together with the implications of modern investment theory, taxes and inflation on investment decisions. Prerequisite: Bus. 370, or permission of the instructor.

**381-382. Intermediate Accounting Theory. (I-II) [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 AICPA, AAA, and SEC. Prerequisite: Bus. 251-252. Must be taken in sequence.

**384. Cost Accounting. (III) [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. Prerequisite: Bus. 251-252. (Alternate years; offered 1984-85)

**386. Accounting Theory and Current Issues. (III) [3]**

An in-depth study of the concepts, assumptions and principles that form the theoretical framework of financial accounting. Research of current topics will provide additional material for analysis and class discussion to assess changes in accounting theory. Prerequisite: Bus. 381-382. (Alternate years; not offered 1984-85)

**390. Financial Analysis. (II) [3]**

The analysis of financial assets, primarily debt and equities, in order to estimate either credit quality or potential risk and expected returns. Reliance is placed on audited financial information and data that are publicly available. Course will consider individual financial assets

and relate them to particular industries and general economic conditions. Prerequisite: Bus. 370. (Not offered in 1984-85.)

**450. Senior Seminar in Business Policy. (II) [3]**

Covers the fields of policy making and administration, building upon the integrating previous study in economics and business administration. Viewpoint is at the higher levels of management. Emphasis is on appraisal of a company's situation in the light of general social, economic and competitive trends, and of conditions within the company itself; determining objectives; developing policies and plans; and developing, guiding, and maintaining an administrative organization to carry out the plans and meet objectives. Extensive use of cases. Prerequisites: Bus. 251-252, 350, 360, 370, Senior status, or permission of the instructor.

**470. Business Field Experience. (I, II, III) [3 or 6]**

In cooperation with several Memphis business firms, Southwestern offers an opportunity to work on selected projects designed to meet the needs of the student and the firm. The purpose of this internship program is to provide the student with an exposure to actual business operations in a business environment. Students interested in participating in the program will be required to submit a resume, write a pre-work paper on the nature of their project and their participation in the project, engage in selected readings, and submit a final paper on the work experience. Students will be closely supervised and interviewed on a regular basis. Students considering participating in this program should consult with the Director of Internships no later than the middle of the term preceding the term in which participation is desired. 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 124 hours required for graduation. Students desiring to take more than 6 hours (thus adding to the number of hours needed for graduation) must petition the Curriculum Committee for permission to do so. Prerequisite: permission of the Director of Internships.

**481. Advanced Accounting. (II) [3]**

The development of financial accounting theory through the application of specialized problems relating to partnerships, corporate combinations, fiduciary relationships, consignments and installment sales. Prerequisite: Bus. 381-382.

**484. Auditing. (III) [3]**

Conceptual approach to auditing process, procedures, communications and professional environment which includes auditing standards, legal responsibilities and professional ethics. Prerequisite: Bus. 381-382.

**Tutorial Courses**

**425. Senior Research Seminar in Economics and Business Administration. (O.D.) [3]**

For department majors. Advanced study in research methodology. Under faculty guidance, students will select a topic, design a research procedure, and complete an individual or group research project.

**525-526. Senior Tutorial. (O.D.) [3-3]**

For students majoring in the department. The content of this course will be fixed after consultation with each student and in accord with his or her particular needs.

**527-528. Honors Tutorial. (I, II) [3-3]**

Open to candidates for Honors in Economics or Business Administration. Prerequisite: Departmental permission.

**SPECIAL STUDIES**

**Honors in Economics**

- (1) Requirements for a major in Economics.
- (2) Elective courses within the department must include 527 and 528, and two other courses from Section A or Section B.
- (3) A substantial research paper in an area of special interest to the candidate.
- (4) Oral examination on the research paper.

**Honors in Business Administration**

- (1) Requirements for a major in Business Administration.
- (2) Elective courses in the department must in-

clude 332, 527, and 528, and one other course from Section A or Section B.

- (3) A substantial research paper in an area of special interest to the candidate.
- (4) Oral examination on the research paper.

## EDUCATION

### ASSISTANT PROFESSOR

**Gail C. McClay**, *Chairperson*. B.S., Upsala College; M.E., University of North Florida; Ph.D., Washington State University. (Secondary education; language arts, social studies, curriculum and instruction)

### No Major Offered

The members of the **Department of Education** at Southwestern are committed to producing teachers who are highly knowledgeable in their specialized fields. Admittance to the Department of Education is contingent upon a recommendation from the student's major professor. In addition, students must be capable of putting into practice the methods and technical skills available through the most recent educational research and development. The methods and technology alone do not produce highly capable teachers; excellence in the student's major field of study is a prerequisite. It is recognized by the department, however, that knowledge in the major areas of study does not necessarily ensure teacher competence.

*Program:* It is the underlying philosophy of the Department of Education that a major in a specialized field is essential. Therefore, no major in education is offered at Southwestern.

Experiences for the student in education include micro-teaching, tutorials, pre-student teaching opportunities, and student teaching in the Memphis area schools. The professors act as liaisons between the Memphis area schools, public and private, and the Southwestern students. Placements are made to satisfy the students' needs and preferences.

The Department of Education at Southwestern offers all courses necessary for Tennessee and most other states' certification requirements in elementary and secondary education, as well as all courses necessary for certification in kindergarten and non-categorical special education. Most students planning for teaching careers in other states can be certified with no difficulty, providing they plan their curriculum early in their college careers.

Southwestern offers all courses necessary to obtain professional certification in:

### GRADES K-12

- Art
- Music
- Non-categorical Special Education

### ELEMENTARY

### KINDERGARTEN

### GRADES 7-12

- Bible
- Biology
- Business
- Chemistry
- Economics
- English
- French
- General Science
- German
- History
- Latin
- Mathematics
- Multiple Foreign Languages
- Multiple Sciences
- Multiple Social Sciences
- Political Science
- Physics
- Psychology
- Spanish
- Speech
- Sociology

*Special Opportunities:* Students not only receive credit for involvement in the Memphis area schools, but are encouraged to participate in these schools' programs as soon as it is feasible to do so. Observations, teacher aide experiences, one-to-one tutorial experience, and small group instruction are encouraged. Seminars are designed to discuss current legislative, administrative, and organizational issues, as well as to make opportunities available for students to prepare educational articles for publication, when merited.

*Career Opportunities:* Completion of a sequence leading to professional teacher certification enables Southwestern students to acquire the necessary knowledge and skills for careers in teaching upon graduation. The excellent

performance of previous Southwestern graduates who are teaching throughout the South enhances the probability of Southwestern graduates being immediately placed.

A general knowledge of educational procedures is also helpful for people who will be assuming roles as parents, lawyers, politicians, and taxpayers.

## COURSE OFFERINGS

RE = Required for elementary

RS = Required for secondary

RE&S = Required for elementary and secondary

REx = Required for exceptional child

RKg = Required for kindergarten

## INTRODUCTORY COURSES

### 101. Introduction to Education. (III) [3] E4

This course is designed to acquaint the learner with pertinent legislation in education, educational finance, the role of the taxpayer, parental roles in advisory councils, the effect of societal pressure groups on curriculum, political structures in the system, and the process of incorporating change from within and without the system. This course is specifically designed for those who wish to make decisions about teaching as a career, as well as for those interested in education as future parents, lawyers, politicians, taxpayers, or college/university professors.

### 303. Educational Foundations. (II) [3] E4 RE&S

This course combines educational philosophy and theory with their relationships to societal issues, educational trends, and resultant program development. Also included is the process for change to bring about instructional and curricular improvement.

## CURRICULUM AND INSTRUCTION

### 401. General Methods of Teaching. (I) [2]

RE&S

The practical application of technical skills and methods in the schools. Theory and principles are applied during student teaching experiences. This course is taught during the first six weeks followed by student teaching in the second six weeks. Professor's signature required.

Must be taken in conjunction with 402 and/or 403 for secondary students.

### 402. Special Secondary Methods. (I) [1]

English and social studies methods to be taught in the Department of Education. Art, biology, French, history, mathematics, and Spanish to be taught through those departments.

### 403. Secondary Methods Laboratory. (I) [1]

To gain practical experience in the Memphis area schools prior to student teaching. This lab will be in the student's major area. To be taken with 401.

### 407. Reading in the Content Area. (II) [2] RE&S

Developmental reading activities and the teaching of study skills at the 4-12 levels. This course will include the teaching of research skills.

Note: Elementary Education

Check carefully to note all RE courses.

Note: A kindergarten teacher must also have an elementary certificate; a teacher of non-categorical special education must also have an elementary or a secondary certificate.

### 410. Methods of Teaching Reading. (II) [2] RE

Diagnostic and prescriptive techniques, readiness and decoding skills, developmental reading activities, testing and evaluation. This course includes a practicum in the elementary schools. (407 also required for elementary)

### 411. Methods of Teaching Elementary

Arithmetic. (I) [2] RE

Special methods geared to the teaching of Arithmetic. To be taken with 412.

### 412. Methods of Teaching Elementary Science.

(I) [1] RE

Special methods geared to the teaching of science in the elementary schools. To be taken with 411.

### 413. Art and Music for the Elementary Teacher. (II) [3] RE

Appreciation of art and music, including their societal values. Emphasis will be upon incul-

cating appreciation of the arts in children in the elementary grades.

**414. Kindergarten Methods. (O.D.) [1] RKg**  
Special methods geared to kindergarten instructions.

**415. Methods of Teaching Language Arts in Elementary Schools. (I) [2] RE**  
Special methods and materials for Language Arts instruction including speaking, listening, and writing—grades 1 through 6.

**416. Methods of Teaching Social Studies in Elementary Schools. (I) [1] RE**  
Special methods and materials for teaching social studies in grades 1 through 6.

**419. Children's Literature. (O.D.) [3]**  
A study of books and periodicals appropriate for children in grades K-6. This course will include a unit on the writing of children's books.

**420. Classroom Management. (I) [1] RE**  
This course includes all aspects of classroom management including preventative, prescriptive, and punitive. This course also examines legal rulings on punitive disciplinary measures.

**422. Educational Media. (II) [1] RE**  
Audio visual instruction to familiarize students with the uses and operation of audio visual materials and equipment.

**424. Teaching for Creativity. (O.D.) [3]**  
Preserving and nurturing creativity in students. Principles applicable to students of any age. Includes applications of creativity in various subject matter disciplines.

**425. Seminar. (I, II, III) [1]**  
A weekly departmental seminar with emphasis on educational structure, issues, and innovations. The focus will be on classroom management.

**430. Survey of Exceptional Children. (II) [2] RES**  
A survey of the characteristics and needs of atypical students, including teaching strategies

for these students in heterogeneous grouping situations.

**431. Needs of Children with Orthopedic Handicaps. (O.D.) [1] REx**  
A practicum is included in this course.

**433. Methods for Teaching Exceptional Children. (O.D.) [2] REx**  
Informal testing and its interpretation, individual profiles, task analysis, long and short range objectives, IEP's and behavioral management.

**434. Needs of Behavioral Problem Students. (O.D.) [1] REx**  
Etiology, characteristics, and educational services. Treatment of children with social-emotional problems.

**436. Needs of Students with Mental Retardation. (O.D.) [2] REx**  
Educational services and treatment of persons with profound, severe, or moderate learning handicaps.

**437. Needs of Students with Specific Learning Disabilities. (O.D.) [1] REx**  
Etiology, characteristics, and educational services for children with specific learning disabilities, including prescriptive treatment for mainstreaming.

**439. Needs of Gifted Students. (O.D.) [2] REx**  
Characteristics and identification of students with superior abilities. To be taken with 440.

**440. Methods of Teaching Gifted Students. (O.D.) [1] REx**  
Curricular adjustment techniques to meet the needs of the gifted students in varied program structures. Observation of gifted classes is included. To be taken with 439.

**445. Assessment of Exceptional Children. (O.D.) [2] REx**  
Diagnostic and prescriptive techniques for measurement and evaluation of exceptional students.

**APPLICATION COURSES****450-451. Elementary or Secondary Education****Practicum. (I, II, III) [2-2]**

Sixty hours required participation in the Memphis area schools. Experiences could include testing, tutoring, small group instruction and duties normally assigned to teacher aides.

**453. Practicum for Secondary Students.****(I, II, III) [3]**

Ninety hours required participation in the secondary schools. Experiences would be similar to those in 450-451.

**455. Practicum for Elementary Students.****(I, II, III) [3]**

Ninety hours required participation in the Memphis area elementary schools. Experiences would be similar to those in 450-451.

**460. Secondary Student Teaching. (I, II, III)****[2, 3, 4 or 6] RS**

For seniors only. Observation and teaching under supervision in the Memphis area secondary schools. Usually taken in Term I. Seminars are included in this course. The student must make arrangements with the Department of Education well in advance, at the latest by the MIDDLE OF TERM PRECEDING THE COURSE. A fee of \$5.00 per credit hour is charged to compensate the cooperating classroom teacher.

**470. Elementary Student Teaching. (I, II, III)****[4 or 6] RE**

See 460 for description.

**473. Kindergarten Student Teaching. (I, II, III)****[2] RKg**

See 460 for description.

**475. Exceptional Children Student Teaching.****(I, II, III) [2] REx**

See 460 for description.

**ENGLISH****PROFESSORS**

**Yerger Hunt Clifton.** B.A., Duke University; M.A., University of Virginia; Ph.D., Trinity College (Dublin). (English novel.)

**Robert M. Cooper.** B.A., Trinity College; A.M. and Ph.D., Princeton University. (Shakespeare.)

**William L. Daniels.** B.A. and M.A., Vanderbilt University; Ph.D., Harvard University. (Irish literature.)

**Gerald Duff.** B.A., Lamar University; M.A., University of Arkansas; Ph.D., University of Illinois. (English Romantic Period; modern poetry.)

**James E. Roper.** The Charles R. Glover Professor of English Studies. B.A., Southwestern At Memphis; B.A. and M.A., Oxford University; M.A., Yale University. (Poetry; myth and symbol.)

**Distinguished Appointment to be announced.**

**ASSOCIATE PROFESSORS**

**Jeanie Watson.** *Chairperson.* B.A., Baylor University; M.A., Midwestern State University; Ph.D., Ohio University. (Romantic and Victorian periods; children's literature.)

**Richard C. Wood.** B.A., Southwestern At Memphis; M.A., Columbia University. (American literature; creative writing.)

**Assistant Professor to be announced.**

Why should students study English and American literature? Some would say, for a livelihood; others, for a life; and some, happily, for both. John Henry Newman, using the words in their classical sense, said that the same areas of study could be at once either "servile" or "liberal," depending rather on the purpose of the study than its content — servile if undertaken for some ulterior end, commercial or professional; liberal if standing on its own merits, independent of sequel or other end. Servile edu-

cation develops skills and trains one for an occupation. Liberal education develops a habit of mind and prepares one for life as a sentient social being.

The study of English at Southwestern does have its "servile" application, as Newman used the word, and does develop such skills as increased effectiveness in reading, writing, and discussion, and in analysis, organization, and expression of ideas. Some English majors go on to graduate study in English or one of the professions (e.g., medicine, law). Some teach English in elementary or secondary schools. Some go directly into one business or another, or into such fields as journalism, fiction, and advertising.

But the English Department is unabashedly liberal in philosophy and purpose. It seeks to offer, not only for its majors but for non-majors as well, what Newman described: "an education which gives a man (or woman) a clear conscious view of his own opinions and judgments, a truth in developing them, and eloquence in expressing them, and a force in urging them. It teaches him to see things as they are. . . . It prepares him to fill any post with credit, and to master any subject with facility. He is at home in any society, he has common ground with every class. He has the repose of a mind which lives in itself while it lives in the world, and which has resources for its happiness at home when it cannot go abroad."

To this end, non-majors can generally help themselves to as much sampling of English courses as their interests, needs, and other academic requirements warrant, from the Anglo-Saxon beginnings of our literary heritage to modern poetry, novels and drama.

**British Studies at Oxford**

The curriculum of this program of summer studies at Oxford is interdisciplinary, but since Professor Clifton, the Dean, is a member of Southwestern's English Department, it is perhaps fair to note the program as adjunct to Southwestern's Department. The program is more fully described under the section in the catalogue concerning Foreign Study.

**The Writing Center**

The English Department oversees a tutoring



service available to all Southwestern students. Tutors are available daily to assist students with written work. Those receiving tutoring are expected to report this fact to the professor for whom the written work is done.

### Requirements for a major in English:

- (1) English 151-152 or 455-456, plus one other course listed in Group I below.
- (2) English 201-202 and 203 or 323 or 324.
- (3) At least 24 hours from English courses numbered 300 and above, including a minimum of two courses from each of the three periods in Group III.

NOTE: A course in English or American history is strongly recommended.

The curriculum in the Department of English is currently under review. It is anticipated that some changes in course offerings will be made in 1984-85.

## COURSE OFFERINGS

### I. Writing, Criticism, and Language

#### 103. English for Foreign Students. (I, II, III) (O.D.) [3]

Training in reading and in oral and written English. At least some of the instruction will be individual, in order to help overcome special problems. Required of all students whose TOEFL scores or departmentally administered proficiency test results indicate the need for further work in English before enrollment in English 151.

#### 151. Writing. (I-II) [3]

The study and practice of more effective written and oral communication.

#### 152. Introduction to Literature. (I, II, III) [3] C2

An introductory study of the major divisions of literature—poetry, fiction, and drama—with attention to the recognition and analysis of the characteristic features of each. Writing in the course will emphasize the analytical principles of basic literary criticism.

#### 251. Advanced Writing. (II) [3] C2

Emphasis is on writing rather than on genres or content, with extensive practice in the various types of expository prose.

#### 391. Writing Fiction. (III) [3]

Practice in the craft of writing short fiction, beginning with simple tales, fables, sketches, and concluding with more complex forms. Class criticism will be encouraged and consultations between individual students and the instructor held. (Alternate years; offered 1985-86.)

#### 392. Writing Poetry. (III) [3]

Practice in the craft of writing verse in various forms and rhythms. Study of contemporary models is included. Each student accumulates a collection of his or her writings and participates in a public reading. (Alternate years; offered 1984-85.)

#### 451. Studies in Literary Criticism. (I) [3] C2

Critical emphases, theories, and methodologies, with applications to selected literary works. (NOTE: Meets request from students and faculty, and has been taught in Term III.)

#### 455. Study of the Language. (III) [3]

The basic principles of structural, historical, and comparative linguistics, with primary emphasis on the Indo-European family of languages.

#### 456. The History of the English Language. (II) [3] C2

A study of the major periods in the development of the English language, and the distinguishing features of each.

#### 551. Seminar in Research Methods. (I) [3]

Juniors and seniors only, any department. Especially recommended for those planning honors or graduate work. Extensive work in the library and on individual research projects: selecting a topic, taking notes, evaluating sources, developing a working outline, writing and revising preliminary drafts, and proof-reading; summary writing and documentation techniques included. (Alternate years; offered 1985-86.)

### II. Surveys

The department strongly recommends that students wishing to enroll in sophomore-level and other survey courses complete the 151, 152 courses first.

**201, 202. Masterpieces of English Literature. (I-II) [3-3] C2**

A study of the chief periods and movements in English literature, and of the greatest authors, such as Chaucer, Spenser, Shakespeare, Milton. 201: beginnings to 1660. 202: 1660 to the present day.

**203. Masterpieces of American Literature. (I, II) [3] C2**

Selected masterpieces from the chief authors of the last 250 years.

The Department strongly recommends that potential English majors take English 201, 202 before beginning an advanced course of study. The Department requires that freshmen and sophomores who wish to take upper-level courses secure in writing the permission of the instructor and present the written permission at registration.

**III. Periods***A. Old and Middle English; Renaissance***300. Middle Ages. (I) [3] C2**

The major works in Anglo-Saxon and English medieval literature (except Chaucer), including epic, drama, lyrics, and romance, terminating with Malory's *Morte D'Arthur*. (Alternate years; offered 1984-85.)

**301. Chaucer. (II) [3] C2**

A preliminary study of Chaucer's language followed by a careful reading of his major poetry, with special emphasis on the *Canterbury Tales*.

**303, 304. Shakespeare. (I-II) [3-3] C2**

A study of representative plays of Shakespeare, with special reference to his development as a dramatist, the various types of his plays, and the ideas expressed in them. Comedies and history plays Term I. Tragedies Term II.

**309. Renaissance I. (I) [3] C2**

Significant poetry and prose of the 16th and 17th centuries in England.

*B. Seventeenth Century; Restoration and the 18th Century*

**310. Renaissance II. (II) [3] C2**

A continuation of English 309.

**311. Milton and His Times. (I) [3] C2**

A study of the principal works of Milton and some of his contemporaries. Both prose and verse will be included in the course; the main emphasis will be placed on the longer poems.

**312. Renaissance and 18th Century Comedy. (III) [3] C2**

Marlowe through Sheridan.

**313, 314. Restoration and Eighteenth Century Literature. (I-II) [3-3] C2**

A study of the major poets, prose writers, and dramatists of the period. In 313, emphasis is given to Dryden, Pope, and Swift; in 314, attention centers on Dr. Johnson, his contemporaries, and the transition toward Romanticism.

**319. The English Novel, Part I. (I) [3] C2**

An interpretative study of the English novel with emphasis on the development of specific themes in historical context. Each student will be expected to produce a creative analysis of an assigned work. The period studied is 1720-1820, approximately.

*C. The 19th and 20th Centuries***320. The English Novel, Part II. (II) [3] C2**

A continuation of English 319. The period studied is 1820-1920, approximately.

**321, 322. Nineteenth Century Romantic Poetry. (I-II) [3-3] C2**

A study of selected works of the Lake poets, with emphasis on themes which unify the Romantic "quest." Wordsworth and Coleridge, Term I. Byron, Shelley, and Keats, Term II.

**323, 324. American Literature. (I-II). [3-3] C2**

Chief literary movements and principal writers of America from the beginnings to the 20th century.

**325. Twentieth Century Poetry, Part I. (I) [3] C2**

The first three decades, emphasizing Yeats and Eliot, and including the Georgians, Pound and

the Imagists, Frost, Hopkins, Cummings, and others. (Alternate years; not offered 1983-84)

**326. Twentieth Century Poetry, Part II. (II) [3] C2**

From the 1930's to the present day, with major interest in Auden, Thomas, Lowell, and Roethke. (Alternate years; offered 1984-85)

**328. Victorian Prose and Poetry. (II) [3] C2**

A study of English poetry and prose (exclusive of the novel) from 1830 to the end of the century. Especial emphasis is laid on the expression in literature of the intellectual and social problems of Victorian society. (Alternate years; offered 1985-86.)

**329. Twentieth Century British Novel. (III) [3] C2**

A study of the novel in Britain between the two world wars and afterwards, from Virginia Woolf to John Fowles. An effort will be made not only to examine the novels as art, but to read in them the social history of Britain during a half century of rapidly changing values and assumptions.

**330. Dickinson and Frost. (III) [3] C2**

An in-depth study of two of America's most distinguished poets.

**331. Literature of the South. (III) [3] C2**

A study of the cultural background of the "Southern Renaissance," of the major authors of the period 1920-1960. Works by Faulkner, Welty, O'Connor, Ransom, Tate and Warren are featured.

**332. Developments in Contemporary Literature. (III) [3] C2**

A study of the emergence of distinguished new writers since 1950, with selections of poetry, novels and plays for close analysis.

**353. Irish Poetry and Prose. (I) [3] C2**

Studies Yeats and Joyce in light of Irish history and literary tradition. (Alternate years; offered 1984-85.)

**354. Twentieth-Century Irish and English Drama. (II) [3] C2**

Shaw through Beckett and Pinter. (Alternate years; offered 1984-85.)

**355. Joyce's *Ulysses*. (III) [3] C2**

Instructor's consent required. (Alternate years; offered 1984-85.)

**340, 341. Classics of Western Europe. (I, II) [3-3] C2**

Term I: Homer and Virgil.

Term II: Dante and Cervantes.

(Alternate years; offered 1985-86.)

**IV. Comparative Literature**

**342. Folklore. (II) [1]**

The leading types of folk song and story.

**343. Myth and Symbol, Part I. (II) [3] C2**

The approach is via world literature, classical and contemporary together, with the aim of providing knowledge basic for the student of modern literature. A study of myth and of the symbolic mode, using as materials the enduring and versatile myths of the Greco-Roman world.

**344. Myth and Symbol, Part II. (III) [3] C2**

Celtic and Germanic myth in modern literature. The Passion myth, Faust, Don Juan, the Superman, etc.

**345, 346. The Novel and Drama Since 1850. (I-II) [3-3] C2**

A detailed study of representative British, American, and continental novels and plays.

**349, 350. Oriental Humanities. (II, III) [3-3] C2**  
(See Interdepartmental Study)

**V. Special Courses**

**502. Children's Literature. [3] C2**

A study of books and magazines appropriate for children in grades K-6. Numerous illustrated books and magazines will be read and critiques written. Reading selections will include children's classics and Caldecott and Newberry prize books. Each student will be required to write two stories for children on different levels. Those who can create an illustrated book will be encouraged to do so. (Offered when requested. No credit toward English major.)

### **Tutorial Courses**

#### **399. Tutorial for Honors Candidates. (III)[1]**

The department requires that junior English majors wishing to read for honors enroll in a preparatory tutorial in term III before the senior-year concentration.

#### **525-526. Tutorial Courses. (I-II) [3-3]**

Independent study of authors or areas of special interest to the student. These tutorials do not coincide with course offerings.

### **Honors in English**

- (1) Courses required: fulfillment of the requirements for a major in English.
- (2) Intensive work in not less than two nor more than four areas, such as medieval literature, modern literature, Chaucer, and the like.
- (3) A substantial, in-depth thesis in one or more of the areas studied.
- (4) Examinations: the whole field of English literature and the special fields studied.

## FOREIGN LANGUAGES

### PROFESSORS

**William Thomas Jolly.** B.A., Southwestern At Memphis; M.A., University of Mississippi; Ph.D., Tulane University. (Classical languages; linguistics.)

**Donald W. Tucker.** B.S., Davidson College; M.A. and Ph.D., University of North Carolina. (Spanish language and literature — Nineteenth and Twentieth Centuries.)

### ASSOCIATE PROFESSORS

**Johann Bruhwiler.** B.A., Carleton University (Canada); M.A. and Ph.D., University of Cincinnati. (German language and literature — Twentieth Century; comparative literature.)

**Horst Dinkelacker.** *Chairman.* Staatsexamen, University of Tübingen; Ph.D., Vanderbilt University. (German language and literature — Eighteenth and Nineteenth Centuries; comparative linguistics.)

**James M. Vest.** A.B., Davidson College; M.A. and Ph.D., Duke University. (French language and literature — Nineteenth and Twentieth Centuries.)

**Assistant Professor to be announced.**

### INSTRUCTOR

**Rose Marie Kuhn.** B.A., Facultés Universitaires Saint Louis; M.A., Université de Louvain; M.A., Catholic University. (Comparative literature, Romanticism, 19th and 20th century novel.)

### VISITING INSTRUCTOR

**Douglas R. Magrath.** B.A., University of California at Los Angeles; M.A., American University of Beirut. (Arabic; English as a second language.)

### PART-TIME INSTRUCTOR

**Robert A. McLean.** B.A., Southwestern At

Memphis; M.A. and Ph.D., Princeton; J.D., Memphis State. (Russian language and literature).

### ASSISTANTS

**Louissette D. Palazzolo.** B.A., Memphis State University. (Conversational French.)

**Margarita R. Munden.** B.A., Southwestern At Memphis. (Conversational Spanish.)

**The Department of Foreign Languages** regularly offers instruction in Arabic, French, German, Greek, Latin, Russian, and Spanish. Chinese and Portuguese are offered if there is sufficient demand.

The 100-level courses are intended for students who have had no previous training in the indicated language. Students who have studied a language for two years in high school are normally expected to enter a 200-level course if they choose to continue the same language at Southwestern. Likewise, students who have studied a language for four years are normally expected to enter a 300-level course at Southwestern. Courses at that level are generally taught in the foreign language. Students who plan to continue a language they have studied previously should consult the appropriate department for counselling concerning placement.

**NOTE:** The degree requirement in foreign languages may be met by the successful completion of any three or four hour course numbered 200 or higher.

Summer study and Junior-Year-Abroad programs are available in Austria, France, Germany, Mexico, and Spain. For details, students should consult appropriate members of the Department.

A major in a foreign language provides the fundamental linguistic requirements for a career in teaching, diplomacy, international business, translation, and for graduate study, and is useful in travel and in understanding a foreign culture.

Three types of major are offered by the Department:

- A. The major in French, German, Greek, Latin, or Spanish.

This major is designed to provide depth in one language, including its literature and its civilization. Requirements are listed under the appropriate language heading.

B. The major in Foreign Languages.

This major is designed to provide greater breadth of language proficiency than is attained by the individual major in French, German, Greek, Latin, or Spanish. It involves the study of at least 2 foreign languages, a minimum of 6 hours in literature and civilization, and 9 hours of linguistics.

Requirements for the major in Foreign Languages:

1. A minimum of 9 hours from among courses numbered 301 and above in each of two of the following languages: Arabic, French, German, Greek, Latin, Russian, Spanish. (Minimum: 18 hours)
  2. Either of the following:
    - a. 6 additional hours from among courses numbered 301 and above. This requirement is satisfied by 6 additional hours in one of the two languages already studied, or by a 3-hour course in each of those two languages. (Minimum: 6 hours)
    - b. 6 additional hours at any level in a third language. Any foreign language taught at Southwestern satisfies this requirement.
  3. Foreign Languages 455. Study of Languages (Same as English 455.)
  4. Foreign Languages 458. Comparative Language Structures.
  5. Foreign Languages 459. Exercises in Translation.
  6. A 3-part comprehensive examination on language, comparative structures, and on literature and civilization; there is also an oral examination in each of the two major languages.
- C. An interdisciplinary major with International Studies. There are two tracks for this major:
- I. International Studies/Languages  
The following courses will be required:  
In International Studies:  
I.S. 100; 200; 300; 301; 302; 400

6 additional hours on a region or a topic, e.g., USSR, Europe, International Law and Organization, etc.  
Economics 103, 104

In Foreign Languages:  
FL455; 458; 459

A minimum of 9 hours from among courses numbered 300 or above in each of the student's two major languages. Six additional hours from among courses numbered 300 and above; or 6 additional hours in a third language.

II. International Studies/French, German, or Spanish

The following courses will be required:  
In International Studies:  
Same as under I.

In Foreign Languages:  
24 hours from among courses numbered 300 or above, to be determined in consultation with a faculty member in the major language.

In either track, students will be expected to bring their particular emphasis to bear in the courses they take. This may mean, in a literature course, e.g., that students might concentrate on writers who are politically "engagés"; conversely, in International Studies, their awareness of literary and cultural traditions will enhance their understanding of certain political dynamics; they will have to use foreign sources for the courses in which papers are required.

Comprehensive Examinations:

In International Studies:

1. A senior paper for which students are expected to make extensive use of sources in their foreign language(s)
2. A written exam

In Languages (in both tracks I and II):

1. A written abstract in a foreign language of the I.S. senior paper
2. An oral presentation on an I.S. topic (can be the same as the topic for senior paper)
3. Two written exams on language, literature, and civilization

### The Emily Simpson Courtenay Modern Language Center

Professor Donald W. Tucker. *Director.*  
Marjorie M. Stoner. *Secretary.*

The Emily Simpson Courtenay Modern Language Center, housed in the Thomas W. Briggs Student Center, consists of an office, classroom, and language laboratory.

The language laboratory contains booths equipped with especially adapted tape recorders which permit the student to listen to a recording made by native speakers and to record his or her own voice. The student can stop, repeat, erase, and correct his or her own speech in comparison with the "master voice." Students who have their own cassette players may, for a small charge, rent cassette copies of foreign language recordings. The facility is available for use by all Southwestern students, especially those enrolled in courses in modern foreign languages. Special conversation classes in French, German and Spanish are also conducted in the center.

In addition to the languages given as regular undergraduate courses, selected materials in fifteen other languages are available for individual study. A limited conversational ability may be achieved by spending a few hours each week in the center.

#### General Courses

##### FL150. 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, Japanese, Mandarin Chinese, and Greek (modern) have been given from time to time in recent years. Information concerning languages not regularly taught may be obtained from the Registrar, the Dean of the College, or the Chairman of the Department of Foreign Languages.

#### Linguistics

##### FL 455. Study of the Language. (III) [3]

The basic principles of structural, historical and comparative linguistics, with primary emphasis

on the Indo-European family of languages. (Also listed under English 455.)

##### FL 458. Comparative Language Structures.

(I) [3]

A comparative/contrastive analysis of the student's two or more major languages through: lectures in the areas of historical development and grammatical, morphological, and syntactical systems; and practical application of these areas in translation assignments. Prerequisite: FL 455.

##### FL 459. Exercises in Translation. (II) [3]

Designed for language majors to introduce them to the technique and practice of written and oral translation. Mostly literary English texts will be translated into the students' major languages. A paper and oral presentation on some aspect of this work will be required.

#### ARABIC

##### No Major Offered

Regularly offered courses include elementary, intermediate, and advanced language study of Modern Standard Arabic. Classwork for all these courses is to be supplemented by work in the Language Center Laboratory and, when possible, by drills with a native informant. Additional subjects that may be offered as 500 courses, tutorials, or directed inquiries are newspaper Arabic, various spoken dialects of Arabic, Arabic linguistics, and medieval and modern Arabic literature. It is, however, not possible to major in Arabic.

Many of the students who study Arabic intend to use it to further a career in international diplomacy, law, or business, in college teaching, in archaeology, or in scholarly pursuits related to medieval Islamic civilization or the modern Middle East. Thus, they might take Arabic in conjunction with related courses in other departments for a major in International Studies, Economics, Political Science, Anthropology, Foreign Languages, History, Religion, or Art.

**COURSE OFFERINGS****101-102. Elementary Arabic. (I-II) [4-4]**

Four class meetings per week emphasize the sounds and the writing system of the language, basic grammar, basic vocabulary for reading, oral comprehension, and elementary speaking proficiency. No prerequisite.

**200. Continuing Arabic. (III) [4]**

Continuation of Arabic 102, with greater emphasis on conversational skills, vocabulary expansion, and Arab culture. The successful completion of this course fulfills the degree requirement in foreign languages. Offered in Term III only. Prerequisite: Arabic 102 or the equivalent.

**201-202. Intermediate Arabic. (I-II) [4-4]**

A continuation of Arabic and a preparation for Advanced Arabic. Four class meetings per week present 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.

**301-302. Advanced Arabic. (I-II) [3-3]**

The final stage in developing the language skills necessary for using Arabic as a research tool and a means of literary and oral communication. Three class meetings per week provide a review of grammar and a rapid expansion of vocabulary through the reading of varied selections from both classical and modern texts and aim to develop proficiency in oral communication, translation, and elementary composition. Prerequisite: Arabic 201-202 or permission of instructor.

**FRENCH**

Courses include elementary, intermediate, and advanced French language; a complete program in French literature; a course in the Teaching of French.

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 200 course, the normal sequence is 201-202, then 301, 302, 303, 304; thereafter, the student is prepared for other upper-level courses. Prospective majors should consult the staff before entering a 300-level course.

**Requirements for a major in French:** 24 hours in courses numbered 301 or higher, and a 4-part Comprehensive Examination.

**Recommended for the major in French:** a second or third modern language; 2 years of Latin; related courses in English, history, philosophy, and art.

**Honors in French:** a minimum of 30 hours above the 200-level courses; a paper on a specific literary topic; reading for the Comprehensive Examinations, covering French language, literature, and civilization.

**COURSE OFFERINGS****100. French for Travel. (III) O.D. [3]**

Getting along in French: emphasis on menus, travel, hotels, shopping; useful vocabulary and summary grammar in a practical context.

**101-102. Elementary French. (I-II) [4-4]**

Fundamentals of the language. Corequisite: 103-104 (conversation and laboratory).

**200. Continuing French. (III) [4]**

Continuation of French 102, with greater emphasis on readings in French literature and culture. The successful completion of this course fulfills the degree requirement in foreign languages. Offered in Term III only. Prerequisite: French 102 or the equivalent. Corequisite: conversation and laboratory.

**201-202. Intermediate French. (I-II) [4-4]**

Extension of 101-102. Corequisite: 203-204, (conversation and laboratory).

**301-302. Composition and Conversation. (I-II) [3-3]**

Composition based upon readings in French civilization; training in oral French. Prerequisite: 200-level courses, or the equivalent.

**303-304. Survey of French Literature. (I-II) [3-3] C2**

Chief French authors from Middle Ages to present; lecture, discussion, composition. Prereq-



quisite: 200-level courses, or the equivalent. Students are advised to take French 301-302 prior to Survey.

**307. Modern French Civilization. O.D.** [3] C2  
Life in France and the francophone world. French readings on contemporary society, lifestyles, values, art and fashion mores, commerce, and advertising. Readings in current periodicals, realia, substantial unit on commercial French. Research project. Prerequisite: French 301 or 302 and 303 or 304 or permission of instructor.

**308. French Cultural Heritage (III)** [3] C2  
Exploration of a major focus of French civilization; may include field trip to Paris, Quebec, etc.

**331. The French Novel. (I)** [3] C2  
Readings in French prose fiction. A study of the concept and practice of the *roman* from the Middle Ages to the present, with emphases on novels from the nineteenth and twentieth centuries and on the idea of *mimesis* in prose fiction. Prerequisite: French 301 or 302 and 303 or 304 or permission of instructor.

**332. French Drama (II)** [3] C2  
Plays by representative French dramatists from the French classical period to the present. Prerequisites: French 301 or 302 and 303 or 304 or permission of instructor.

**333. French Poetry (III)** [3] C2  
Study of French poetics and survey of principal forms with focus on major French poetical movements. Prerequisites: French 301 or 302 and 303 or 304 or permission of instructor.

**336. Contemporary French Literature. O.D.** [3] C2  
Topics in French literature since World War II. Focus on existentialism, structuralism, theater of the absurd, *nouveau roman*, theories since 1960. Prerequisite: French 301 or 302 and 303 or 304, or permission of instructor.

**337. French Language Studies O.D.** [1, 2, or 3]  
Special studies in contemporary French usage. Focus on practical analysis of the French lan-

guage. Prerequisites: French 301 or 302 and 303 or 304 or permission of instructor.

#### **460. The Teaching of French: Advanced Grammar. (III)** [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.

### **GERMAN**

Courses are offered in the language, culture, and literature of Germany and the German speaking countries.

At the elementary and intermediate levels, courses provide training in understanding, reading, speaking and writing German. There are also conversation classes conducted by native speakers who generally are exchange students from Germany. At the elementary level, students also have the option of enrolling in an individualized program where they can proceed at their own pace. Upper-level courses are all in German; students continue to develop a growing language proficiency and an understanding of German culture and literature.

Of particular interest may be the direct exchange program with the Eberhard-Karls-Universität Tübingen; consult a member of the staff for details.

#### **Requirements for a major in German:**

Minimum Requirements: 24 hours in German courses above the German 202 course or the equivalent, and a 4-part Comprehensive Examination.

Recommended: Related courses in English, philosophy, or history (especially History 511-512 or History 341 or History 342).

#### **Honors in German**

- (1) Courses required: a minimum of 30 hours of credit beyond German 202.
- (2) Honors course: reading for the examinations, and a paper on a specific literary topic.
- (3) Examinations: (a) the German language;

- (b) German literature; (c) German culture;  
(d) German history.

### COURSE OFFERINGS

#### **101-102. Elementary German. (I-II) [4-4]**

Fundamentals of the German language: pronunciation, grammar and writing, reading of simple contemporary texts; oral practice based on special language films. Corequisite: 103-104, Conversation Laboratory.

#### **105, 106, 107, 108. Individualized Elementary German. (I-II, III) [2, 2, 2, 2]**

An alternate to German 101-102, designed for students who wish to proceed at their own pace. The subject matter is divided into learning units and the student has to master a unit before he or she may go on to the next one. Mastery is determined by tests, administered at the student's request. There are no formal class sessions. The instructor and special tutors are available for guidance and testing. Prerequisite: Consultation with the instructor. Credit: 2, 4, 6 or 8 per term, depending on the number of courses for which a student is registered and the learning units completed.

#### **200. Continuing German. (III) [4]**

Continuation of German 102 or 108, with greater emphasis on readings in German literature and culture. The successful completion of this course fulfills the degree requirement in foreign languages. Offered in Term III only. Prerequisite: German 102 or 108 or the equivalent. Corequisite: conversation and laboratory.

#### **201-202. Intermediate German. (I, II) [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: 203-204, conversation and laboratory.

#### **213. Modern German Literature in Translation. (III) [3] C2**

Major German authors of this century (Hesse, Kafka, Mann, Brecht, Boell, Grass, Dürrenmatt,

Frisch, Handke, and others). Credit not applicable toward major in German or toward the fulfillment of the degree requirement in foreign languages. Prerequisite: None.

#### **290. Conversation. (III) [1]**

Oral practice in small group(s) to meet specific needs or interests. Prerequisite: German 200 or the equivalent.

#### **291. Readings. (I, II, III) [1-3]**

Readings designed to meet individual interests and needs. Prerequisite: German 200 or the equivalent.

#### **301. Composition and Conversation. (III) [3, 3]**

Training in written and oral German expression; discussion of topical subjects and various aspects of the contemporary German speaking world. Prerequisite: German 202 or the equivalent.

#### **303-304. German Culture and Civilization. (I, II) [3, 3] C2**

A survey of the cultural history of the German speaking peoples with particular emphasis on the last two hundred years. Readings from a variety of areas (literature, philosophy, politics, etc.), lectures, reports, and discussions. Prerequisite: German 202 or the equivalent.

#### **407-408. Twentieth Century Literature. (I-II) [3-3] C2**

Study of the principal authors. In the second term, the emphasis will be on postwar literature. Prerequisite: German 303 or 304 or the equivalent.

#### **417-418. The Age of Goethe. (I-II) [3-3] C2**

A survey of the literature from the mid-eighteenth century through Classicism and Romanticism. Prerequisite: German 303 or 304 or the equivalent.

#### **419. Nineteenth Century Literature. O.D. [3] C2**

German literature from Romanticism through Naturalism, with emphasis on the *Novelle* as a literary genre.

**420. Faust. C2**

This course examines various treatments of the Faust theme from the sixteenth to the twentieth century, focusing on Marlowe's and Goethe's plays and Thomas Mann's novel.

**425-426. Senior Tutorial. (I-II, III) [3-3] C2**

Study of selected authors, literary types, styles, movements, or trends, to be determined by a student's needs.

**460. The Teaching of German. (III) [3]**

Methods and techniques of teaching grammar, reading, conversation, and composition.

**GREEK AND LATIN**

Courses in Greek and Latin at the elementary and intermediate levels are designed to develop the student's ability to read classical Greek and Latin; advanced courses introduce the student to the masterpieces of Greek and Latin literature in the original language. Classics courses in English are designed to introduce the student to our Greek and Roman heritage and require no knowledge of the Greek or Latin language.

**Requirements for a major in Classics:**

- (1) At least 30 hours in Greek and Latin courses, with the majority of these hours in one of the two languages.
- (2) If the majority emphasis is on Greek, at least 6 hours in Latin, preferably above Latin 201-202.
- (3) If the major emphasis is on Latin, at least 18 hours beyond the level of Latin 201-202 and 6 hours of Greek.
- (4) In addition to the language concentration, Ancient History or Classics 209-210.

**Honors in Greek**

- (1) Eight courses in Greek and two in Latin.
- (2) Greek 525-526.
- (3) Examinations: (a) Greek language; (b) Greek literature; (c) Greek history; (d) Greek art, architecture, and philosophy.
- (4) A written thesis.

**Honors in Latin**

- (1) Six courses above Latin 201-202 and two courses in Greek.
- (2) Latin 525-526.
- (3) Examinations: (a) Latin language; (b) Latin literature; (c) Roman history; (d) Roman art, architecture, and philosophy.
- (4) A written thesis.

**COURSE OFFERINGS****Greek****101-102. Elementary Greek. (I-II) [3-3]**

An introduction to the fundamentals of Greek grammar and to the reading of Greek authors.

**103. Readings. (III) [1-3]**

Readings in Greek at the elementary level.

**201. Intermediate Greek. (I) [3]**

Readings from Xenophon and Plato.

**202. Homer. (II) [3] C2**

Iliad, Books I-IV.

**203. Readings. (III) [1-3]**

Readings in Greek at the intermediate level.

**204. New Testament. (II) [3] C2**

The Greek New Testament.

**301-302-303. Prose Writers. (I, II, III) [3-3-3] C2**

Readings from the historians and Attic orators.

**401-402-403. Drama. (I, II, III) [3-3-3] C2**

Selected plays of Aeschylus, Sophocles, Euripides, Aristophanes, Aristotle's Poetics. Reading in translation of other works of the dramatists.

**Tutorial Course****525-526. Senior Tutorial. (I, II) [3-3]**

For students majoring in Greek, adapted to their particular needs.

**Latin****101-102. Elementary Latin. (I, II) [3-3]**

An introduction to the fundamentals of Latin grammar and to the reading of Latin authors.

**103. Readings. (III) [1-3]**

Readings in Latin at the elementary level.

**201. Intermediate Latin. (I) [3]**

Review of principles of syntax. Readings from Latin prose and poetry. Prerequisite: Latin 101-102 or two years high school Latin.

**202. Vergil. (II) [3] C2**

Aeneid, Books I-VI.

**203. Readings. (III) [1-3]**

Readings in Latin at the intermediate level.

**301, 302, 303. Republican Literature. (I, II, III) [3-3-3] C2**

Readings from Plautus, Terence, the philosophical essays and correspondence of Cicero, Ca-tullus, and Lucretius.

**401, 402, 403. Augustan Literature. (I, II, III) [3-3-3] C2**

Readings from Vergil, Horace, and Livy.

**405, 406, 407. Silver Age Literature. (I, II, III) [3-3-3] C2**

Readings from Tacitus, Juvenal, and Seneca.

**460. The Teaching of Latin. (I) O.D. [3]**

Methods of presenting grammatical, literary, and historical materials.

**Tutorial Courses**

**525-526. Senior Tutorial. (I, II) [3-3]**

For students majoring in Latin, adapted to their particular needs.

**Classics Courses in English**

**Classics 209. Greek Art, Archaeology, History, and Literature. (I) [3] C2**

**Classics 210. Roman Art, Archaeology, History, and Literature. (II) [3] C2**

**Classics 211. Greek and Roman Mythology. (I) [3] C2**

**Classics 214. Etymology. (II) [3]**

A study of basic prefixes, suffixes, and roots of English words derived from Greek and Latin.

**PORTUGUESE**

**No Major Offered**

**101. Brazilian Portuguese. (III) O.D. [3]**

Intensive introductory course, with attention to the similarities to and the differences from Spanish and other Romance Languages. Enrollment with instructor's permission.

**RUSSIAN**

**No Major Offered**

**101-102. Elementary Russian. (I-II) O.D. [4-4]**

Elementary grammar, reading, and conversation, supplemented by drill in Language Center Laboratory. No prerequisite.

**200. Continuing Russian. (III) O.D. [4]**

Continuation of Russian 102; with greater emphasis on conversational skills, vocabulary expansion, and Russian culture. The successful completion of this course fulfills the degree requirement in foreign languages. Offered in Term III only. Prerequisite: Russian 102 or the equivalent.

**201-202. Intermediate Russian. (I-II) O.D. [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.

**401-402. Survey of Russian Literature. (I-II) O.D. [3-3] C2**

Summary of the chief periods of Russian literature, with emphasis on and critical reading of classics of the nineteenth century. Prerequisite: Russian 201-202 or equivalent.

**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 na-

tive 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 and 302 courses are designed for students who have completed the 201-202 sequence in college or the equivalent in high school. Courses above 302 deal with particular authors, movements, types of literature, or periods. Upper-level courses are conducted in Spanish and stress growing proficiency in language skills, the understanding of Hispanic culture, and competence in the analysis and interpretation of literature. Spanish 460 is offered for prospective teachers but does not count toward the hours required for a major.

#### **Requirements for a major in Spanish:**

Minimum requirements: 24 hours above Spanish 201-202, to include Spanish 301-302, 303.

Recommended for the major in Spanish: other modern foreign languages; Latin; History 511 (c); literature, classics, philosophy, art.

#### **COURSE OFFERINGS**

##### **101-102. Elementary Spanish. (I-II) [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: 103-104, Conversation Laboratory.

##### **105-106. Accelerated Elementary Spanish. (II-III) [3-3]**

Training in the four basic skills of language proficiency with special emphasis on speaking and understanding. This course is designed for students who are already proficient in another foreign language.

##### **200. Continuing Spanish. (III) [4]**

Continuation of Spanish 102, with greater emphasis on readings in Hispanic literature and culture. The successful completion of this course fulfills the degree requirement in foreign languages. Offered in Term III only. Prerequisite: Spanish 102 or the equivalent. Corequisite: conversation and laboratory.

##### **201-202. Intermediate Spanish. (I-II) [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: 203-204, Conversation Laboratory.

##### **212-213. Conversation. (II, III) [1-1]**

Materials for oral practice will be chosen to meet the individual's special needs or interests. These courses do not count toward the fulfillment of the degree requirement in foreign languages. Prerequisite: Spanish 102 or the equivalent, and instructor's permission.

##### **214-215. Readings. (II, III) [1-1]**

Materials for developing the reading skills will be chosen to meet the individual's special needs or interests. These courses do not count toward the fulfillment of the degree requirement in foreign languages. Prerequisite: Spanish 102 or the equivalent, and instructor's permission.

##### **220-221 or 320-321. Spanish in Madrid. (III) [6]**

Study abroad program in Spanish language and culture, in conjunction with the Estudio Internacional Sampere. Instruction at the intermediate and advanced levels by the Sampere faculty, with emphasis on the improvement of communication skills. The group will be accompanied by a Southwestern professor. The program also includes social and cultural activities in Madrid and excursions to nearby points of interest. Prerequisites: (1) for Spanish 220-221: completion of Spanish 101-102 or the equivalent; (2) for Spanish 320-321: completion of Spanish 201-202 or the equivalent.

##### **301-302. Advanced Spanish Language and Civilization. (I-II) [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 201-202 or the equivalent.

**303. Introduction to Spanish Literature. (III) [3]**

C2

Reading and analysis of selected works of Spanish (peninsular) literature with emphasis on the twentieth century. Prerequisite: Spanish 201-202 or the equivalent.

**460. The Teaching of Spanish. (III) [3]**

Techniques of teaching secondary school Spanish. Methods and materials used in teaching pronunciation, grammar, composition, and conversation. Consideration of suitable reading.

**Tutorial Courses**

**501-502. Modern Spanish Literature.**

(I-II) [3-3] C2

Poetry and drama of the Romantic Period; the nineteenth century regional novel; the Generation of '98; selected recent poets, dramatists, and novelists.

**503-504. Latin America. (I-II, III) [3-3] C2**

Survey of Latin American literature and civilization, or a detailed study of selected movements, authors, or types.

**505-506. The Golden Age. (I-II) [3-3] C2**

Spanish literature of the sixteenth and seventeenth centuries, with particular emphasis on *Don Quixote* and the outstanding dramatists.

**525-526. Senior Tutorial. (I-II, III) [3-3] C2**

Study of selected movements, authors, or types, to be determined by the student's individual needs.

**Honors in Spanish:** A minimum of 30 hours above the 200-level courses; 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.

## GEOLOGY

### INSTRUCTOR

**Carol L. Ekstrom.** B.S., Beloit College; M.S., George Washington University.

### No Major Offered

Geology is the basic science of the earth: the study of its materials, its internal structure, its chemical and physical processes, and its history. The courses are designed to give the student a greater understanding and appreciation of the physical environment and to help teach how a student's own field of experience can be applied to obtain a better understanding of the earth. The science major will gain the basic groundwork for graduate study in geology, geochemistry, or geophysics. Students intending such graduate study should consult with the instructor in formulating an appropriate undergraduate curriculum.

### COURSE OFFERINGS

#### **111-113L. Physical Geology. (I)** [3-1] D5

An introduction to the materials, structures, and processes shaping the earth; and an analysis of ways geological knowledge is acquired. Geology of the Mid-South is emphasized. Three hours of lecture and three hours of lab per week, plus a short field trip to the Ouachita Mountains.

#### **112-114L. Evolution of the Earth. (II)** [3-1] D5

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. Prerequisite: Geology 111, 113L.

#### **215. Field Geology. (III)** [3]

An analysis of field evidence for the interpretation of changes in depositional environments through time. Various geologic provinces will be studied during the four-week field trip. The physical and cultural dimensions of time will be a common theme of both this course and its pairing with Anthropology 215. Prerequisites:

Geology 111-113L, Anthropology 103, and/or consent of instructor. Students must concurrently enroll in Anthropology 215. Course to be offered in alternate years. Next offered in 1985.

#### **301. Special Problems in Geology. (O.D.)** [1-3]

Designed to encourage students to do research on current problems in geology. Prerequisite: Geology 111, 113L, and approval of instructor.

#### **Physical Marine Geology** [3]

(See Biology — Marine Sciences)

#### **Chemical Marine Geology** [3]

(See Biology — Marine Sciences)

## HISTORY

### PROFESSORS

**Douglas W. Hatfield.** B.A., Baylor University; M.A. and Ph.D., University of Kentucky. (Modern Europe; German history.)

**Franklin M. Wright.** B.A. and M.A., Cornell University; Ph.D., Johns Hopkins University. (Medieval history; English history; American Colonial history.)

### ASSOCIATE PROFESSOR

**James Carpenter Lanier.** *Chairman.* B.A., Stetson University; M.A. and Ph.D., Emory University. (American Intellectual and Cultural history; U.S. in the Twentieth Century.)

### ASSISTANT PROFESSOR

**George M. Apperson, Jr.** B.S., Davidson College. B.D., Th.M. and Th.D., Union Theological Seminary (Virginia). (Early modern Europe; non-Western art history.)

### Visiting Distinguished Professor to be announced.

**The Department of History** offers courses designed to provide liberal arts students with a comprehensive understanding of the main historical forces which have shaped our civilization. This understanding 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. Regardless of the vocation one chooses after graduation, the liberal arts student will find that knowledge of historical processes and forces is a valuable asset as one attempts to understand the world we live in.

*Planning a major.* Many freshmen contemplating a history major find it useful to take History 101-102 or 111 and 113; some begin work toward a major by taking History 151-152. Prospective history majors should complete History 151-152 by the end of their sophomore year. In

the junior year, the student usually takes the required sequence in European history as well as other courses in the department. In the senior year, requirements for a major will be completed, including the second term Senior Seminar (History 482). Complete requirements for a major are listed below. The prospective major should work out an overall plan in consultation with a member of the Department.

*Objectives for majors.* By carefully selecting advanced courses in consultation with members of the Department, the history major can design a program to meet one of several specific objectives:

1. For a broadly based liberal arts education, the student may choose a broad group of courses in American or European history, or both.
2. For the teaching of history at the secondary level, one should stress advanced courses in American history, and should make arrangements to take History 462. (The student should also consult the Chairperson of the Department of Education to take appropriate courses for state certification.)
3. As preparation for graduate work in history, the student should concentrate on seminar-research courses.
4. Since the requirements for a history major are relatively light, students with a variety of career objectives may major in history and choose appropriate corollary courses from other departments:
  - (a) A pre-law student should choose corollary courses in English, logic, and political science.
  - (b) For a business or government service career, corollary courses should be chosen in economics, business administration, political science.
  - (c) For a career in foreign service, the major should choose additional courses in international studies and modern foreign languages.
  - (d) A pre-ministerial student should choose corollary courses in religion, philosophy, English, and psychology.

### Requirements for a major in History:

- (1) History 151-152.



- (2) One of the following two-term sequences: 251-252, 261-262, 271-272, 281-282, 301-302.
- (3) Four additional terms of advanced history, numbered over 200.
- (4) History 482. Senior Seminar.

#### **Requirements for a major in History and International Studies:**

- (1) History 151-152, 271-272.
- (2) I.S. 100, 200, 301-302.
- (3) Economics 103-104
- (4) Area Requirement: Choose one
  - (a) Western Europe: History 281-282, I.S. 281-282
  - (b) Russia: History 351-352, I.S. 241-242
  - (c) China: History 361-362, I.S. 261-262
- (5) Senior Seminar: Either History 482 or I.S. 400

#### **COURSE OFFERINGS**

##### **101. Western Civilization to 1815. (I) [3] C4**

A general political and social survey of the Western World from the High Middle Ages to the era of Napoleon.

##### **102. Western Civilization from 1815 to Present. (II) [3] C4**

A study of the internal transformation and external expansion of the European World from 1815 to the present.

##### **111. The Century of Imperialism, 1783-1914. (I) [3] C4**

A survey of the spread of Western economic, political, and cultural influence over the whole world.

##### **151. American Society to 1877. (I, II) [3] C4**

A chronological study of American society from the early settlements to the end of Reconstruction in 1877, giving special attention to the processes of social, economic, and cultural change.

##### **152. American Society Since 1877. (I, II) [3] C4**

Traces the emergence of modern American institutions, from the middle of the nineteenth century to the present. Emphasizes the impact

of industrialism and urbanization, political developments, and the emergence of the United States as a world power.

##### **221. History of the American Family. (I) [3] C4**

Focuses on the evolution of the family in American society, from the stable rural family of colonial society to the highly mobile urban family of the present. The relationship of the family unit to its cultural environment will be treated through the examination of such diverse American cultures as that of the Puritans, the Virginia aristocracy, the Indians, blacks in slavery, immigrants, Victorians, farmers and factory workers.

##### **222. Introduction to Historical Methodology.**

###### **(II) [3] C4**

Designed to introduce both major and non-major students to methods of collecting, evaluating, and interpreting historical evidence. The class will focus on one event or problem in American history which it will investigate by using primary sources: newspapers; letters and diaries; court transcripts; census, land and tax records; literature; oral interviews. No prerequisites.

##### **231. American Intellectual History: The Nineteenth Century (I) [3] C4**

Examines attitudes of Americans toward nature, their own culture, and Europe, from 1820 to 1900. Focuses on the Romantic tradition and the emergence of realism and naturalism.

##### **232. American Intellectual History: The Twentieth Century (II) [3] C4**

Examines patterns of American social thought from 1900 to the present; emphasizes the emergence of a modern sensibility after 1910 and the reaction of intellectuals to major events of the twentieth century.

##### **251. Early Medieval Europe. (I) [3] C4**

The growth of Western European civilization from the disintegration of the Roman Empire to the emergence of feudal states and the urban revival of the eleventh century. Offered 1984-85 and thereafter in alternate years.

**252. Europe in the High Middle Ages. (II)** [3] C4

Emphasizes the major political, social and cultural developments in the history of England, France, the Holy Roman Empire and their borderlands from the twelfth through the early fifteenth centuries. Offered 1984-85 and thereafter in alternate years.

**261. The Age of the Renaissance. (I)** [3] C4

A survey of the intellectual movements and of the religious, social and political characteristics of European history from the Renaissance in Italy to the end of the Counter Reformation and the English Civil War, 1300-1600.

**262. The Age of Enlightenment. (II)** [3] C4

Europe from the beginning of the scientific revolution to the French Revolution, with emphasis on intellectual movements and their social and political backgrounds, 1600-1789.

**271. The Age of Revolutions. (I)** [3] C4

An examination of the last era of aristocratic domination in Europe and an analysis of the Liberal and Nationalist forces which came to challenge it, 1789-1850. Offered 1984-85 and thereafter in alternate years.

**272. The Triumph of Nationalism. (II)** [3] C4

How the advance of Nationalism, Liberalism and Materialism in Europe in the late nineteenth century set the stage for the First World War, 1850-1919. Offered 1984-85 and thereafter in alternate years.

**281. The Age of Fascism. (I)** [3] C4

The development of totalitarian regimes in Europe and the coming of the Second World War, 1919-1945. Offered 1985-86 and thereafter in alternate years.

**282. The Age of Interdependence. (II)** [3] C4

The regrouping of the European states in the era of Cold War and decolonization, 1945-present. Offered 1985-86 and thereafter in alternate years.

**301. History of England to 1603. (I)** [3] C4

Traces the development of the English nation from the Anglo-Saxon conquest through the

Anglo-Norman, Plantagenet and Tudor eras. Emphasizes major political, social and economic factors and closes with the death of Elizabeth I.

**302. History of England Since 1603. (II)** [3] C4

The growth of modern Britain from the accession of James I to the end of World War II. Constitutional and social developments are stressed together with the expansion of Britain's overseas empire. Emphasizes the impact of the Industrial Revolution on British society since 1815.

**351. History of Russia. (I)** [3] C4

A seminar course devoted to projects covering the period from Kievan Russia to the death of Tsar Alexander II in 1881. Offered 1985-86 and thereafter in alternate years.

**352. Twentieth Century Russia. (II)** [3] C4

Treats the background of the twentieth century revolutions and the subsequent development of the Soviet Union. Offered 1985-86 and thereafter in alternate years.

**361. Chinese Civilization to 1500. (I)** [3] C4

The history of China from its early development to 1500, covering major aspects of culture, art, politics, literature and philosophy from the Neolithic era to the height of the Ming Dynasty. Illustrated with slides.

**362. Chinese Civilization Since 1500. (II)** [3] C4

Covering the decline of the Ming Dynasty and the rise of the Qing, emphasis is placed on the conflict between Chinese and Western Civilizations, the internal and international problems of the nineteenth and early twentieth centuries and the rise of the Peoples' Republic after 1949. Illustrated with slides.

**371. The Age of German Unification. (O.D.)** [3] C4

From the collapse of the Holy Roman Empire to consolidation of the Bismarckian Reich, 1789-1890.

**372. Germany in the Twentieth Century. (O.D.)** [3] C4

From the Empire of William II to the post-war partition, 1890-present.

**422. The Era of the American Revolution. (II)**

[3] C4

Covers the period from the end of the Seven Years War in 1763 to the inauguration of Washington as President in 1789. All aspects of the American Revolution—causes, events, consequences—will be examined in the light of social, economic, and political developments. Prerequisite: History 151 or permission of the instructor.

**431. Civil War America. (I)** [3] C4

An examination of the Civil War as a manifestation of the radical changes in social, economic, and intellectual patterns which took place in American society between 1840 and 1880. Prerequisite: History 151 or permission of the instructor.

**450. Recent History of the United States. (I)**

[3] C4

The evolution of American society since 1945. Special attention is given to the Cold War, political developments and the cultural transformation of the 1960's. Prerequisite: History 152 or consent of the instructor.

**461. Research Practicum. (I, II)** [3] C4

An introduction to the public uses of historical study which provides an opportunity to work in community agencies. The student will spend six hours a week at a designated archive or museum and four hours in related reading and study. Assigned projects in these archives and museums will involve the research and evaluation of primary historical evidence—material, literary, and quantitative—as well as its interpretation in some form of public presentation or a scholarly research paper. Prerequisites: History 151-152 or consent of the instructor.

**462. The Teaching of History. (O.D.)** [3]

A seminar course. Standard books on the meaning and purpose of the study of history, and the methods of teaching it at the secondary school level, will be read and discussed. (See Education.)

**482. Senior Seminar. (II)** [3]

Required of every major. A different topic will be examined each year.

**485-486-487. Select Periods or Topics in American History. (O.D.)**

[3-3-3] C4

A detailed study of events and problems of a selected period or topic in American history. Choice will be suited to the needs and interests of the individual student.

**491-492-493. Select Periods or Topics in European History. (O.D.)**

[3-3-3] C4

The following are fields currently offered. Detailed descriptions of these, or the possibility of study in others not listed below, may be determined through consultation with the department. (a) European Intellectual History; (b) Iberian and Latin American History; (c) The Ancient World; (d) Middle Eastern History.

**495-496-497. Honors Tutorial. (O.D.)**

[3 or 6-3 or 6-3 or 6]

Maximum of 12 hours credit.

**THIRD TERM OFFERINGS****113. Century of the World Wars. (III)** [3] C4

The decline of European hegemony and the emergence of the non-Western World, 1900-present.

**123. The Novel as History. (III)** [3] C4

The study of selected periods and themes of modern history through the examination of representative pieces of imaginative literature.

**223. Topics in Memphis History. (III)** [3] C4

Students in this course will focus on a topic such as the Memphis race riot of 1866, the Nashoba utopian community, the yellow fever epidemic, or the assassination of Martin Luther King, Jr. A wide variety of sources will be utilized, possibly including literature, music, oral interviews, local newspapers, and quantitative data such as census and tax records. Field trips to historic sites, local archives, and museums will be an integral part of the course. No prerequisites.

**383. The History of Modern Japan. (III)** [3] C4

Background cultural and political history from 552 to 1614 will be used to introduce two major modern epochs, the Edo period (1615 to 1867) and contemporary Japan (1868 to the present).

Emphasis will be placed on the Meiji Restoration and the rise of Japan as a world power, with special attention to social and economic developments since 1945.

**413. Colonial America. (III) [3] C4**

The settlement and development of the English Colonies in North America to 1763. Prerequisite: History 151 or consent of the instructor.

**Honors in History**

- (1) In the spring of the student's junior year, a qualified history major, in consultation with a member of the history department, may work out a proposal for an honors program to be undertaken in the senior year. This proposed program must be discussed and approved by the history department before the petition to read for honors is submitted to the Individualized Study Committee.
- (2) Courses required: Same as for a history major except that the Honors Tutorial (527-528-529) is substituted for two of the advanced courses.
- (3) Examinations required: (a) Advanced History Test of the Graduate Record Examination; (b) three-hour written examination in the same general field as the honors project; (c) oral examination over the subject of the honors thesis. According to college regulations, the overall performance of the candidate in these examinations must equal "A" work.
- (4) An honors thesis (research paper) must be prepared over some special topic related to the general field of honors study. The thesis must be read and approved by two members of the history department before it is submitted to the Individualized Study Committee.

## INTERDISCIPLINARY STUDY

**Robert G. Patterson.** B.A., Washington and Lee University; B.D., Union Theological Seminary (Virginia); Ph.D., Yale University.

The "Man" Staff includes over twenty faculty members from various departments and disciplines.

### COURSE OFFERINGS

#### HUMANITIES

**101-102, 201-202. Man in the Light of History and Religion.** Freshman year (I-II); Sophomore year (I-II) [3-3-3-3]

Students interested in oriental humanities and Asian studies should review the courses offered in Art, International Studies, History, Religion, and Music. Specific courses in these disciplines focus attention on aspects of non-western heritage and culture.

"Man in the Light of History and Religion" is an interdisciplinary study of the ideas, beliefs, and cultural developments that have formed Western man. In the first year, students examine original documents in translation from the history and literature of the Hebrews, the Greeks, the Romans, and the Early Christians. They read and discuss selected texts from the Old Testament in conjunction with the ideas and themes of Mesopotamian culture. They study the Gospels and selected letters from the New Testament in conjunction with Graeco-Roman history, life, and thought.

In the second year, as the course proceeds through the history of Western Civilization, the students trace the roles of Judeo-Christian and the Graeco-Roman heritages in the shaping of the values, character, and institutions of Western man and his understanding of himself and of the 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.

The "Man in the Light of History and Religion" course is a fundamental part of the Hu-

manities degree requirement, Alternative One. See the section titled "Planning a Degree."

### SPECIAL TERM III COURSES

Term III in the academic calendar provides an excellent opportunity for interdisciplinary study. Special topics are part of the curriculum as proposed by the faculty. In past terms, interdisciplinary studies have included Women's Studies, Matter-Mind and Religion, Law-Politics and Education and Humanism and Destiny. See the description of Term III in the section titled "Special Study Opportunities."

#### ORIENTAL HUMANITIES

Primarily to broaden the student's liberal education, these courses also offer a useful approach to non-Western culture for the citizen of today's world in which the East is playing an increasingly important role. Credits may be applied towards majors in either English or history. Alternate years; not open to freshmen.

#### **349. Chinese Literature and Cultural History.**

(II) [3]

Literature, history, fine arts (painting, music), philosophy, and religions of China.

#### **350. Japanese Literature and Cultural History.**

(III) [3]

Literature, history, fine arts (painting, music), philosophy, and religions of Japan.

#### INTERDISCIPLINARY MAJORS

Students interested in interdisciplinary study are encouraged to consider interdisciplinary majors. Details about such majors may be found in this catalogue under "Planning A Degree."

## INTERNATIONAL STUDIES

### ASSOCIATE PROFESSORS

**John Franklin Copper.** B.A., University of Nebraska; M.A., University of Hawaii; Ph.D., University of South Carolina. (Asian studies, international relations)

**Grant Tedrick Hammond.** *Chairman.* B.A., Harvard University; M.A., Ph.D., School of Advanced International Studies, Johns Hopkins University. (National security, foreign policy, Europe.)

### ASSISTANT PROFESSOR

To be announced.

**The Department of International Studies** at Southwestern is one of the few undergraduate departments of International Studies in a liberal arts college. It is also one of the oldest and largest undergraduate programs in International Studies in the country. The main objective of the Department is to prepare students within the framework of a sound liberal arts education to meet the requirements of leading graduate schools, law schools, the business community, journalism, teaching, research, positions in government or international organizations, and the diplomatic service. The International Studies curriculum gives the student a realistic understanding of international politics, foreign policy making, political development, international law and international organization, and U.S. national security problems and the government, politics and cultures of other regions of the world.

The Department offers concentrations in two areas: (1) International and Comparative Politics, and (2) Area Studies. In addition, the department offers a number of interdisciplinary majors in combination with other departments. These include, but are not limited to:

- 1) International Studies/Business Administration
  - 2) International Studies/Economics
  - 3) International Studies/Foreign Languages
  - 4) International Studies/History
  - 5) International Studies/Political Science
- Other such programs can be arranged ac-

ording to student interests. Students have double majored with English, Religion and other fields. For further details, contact the chairman. Specific requirements are available from the Chairman of each department and can be obtained by requesting the course listing for the interdisciplinary major in which you are interested.

### Requirements for a major in International Studies:

- (1) Required Courses:  
I.S. 100, 200, 300, 301, 302, 400 (or 490)
- (2) Cognate Courses:  
Economics 103-104. (Required)
- (3) 24 additional hours in International Studies taking at least 15 hours from one area and at least 9 hours from the other. Most courses selected are to be taken in pairs as listed below.
- (4) A Senior Paper
- (5) Recommended electives:  
The department will recommend courses in other departments based on an evaluation of each student's particular interest within the discipline and career goals.

### Areas of Concentration:

#### Area "A" Functional Specializations

- 311-312 (Economics)
- 331-332 (Political Development)
- 351-352 (International Organization and Law)
- 371-372 (U.S. Foreign Policy)
- 373-374 (Defense Policy)

#### Area "B" Area Specializations

- 241-242 (Soviet Union)
- 243-244 (Middle East)
- 261-262 (China)
- 263-264 (E. Asia)
- 281-282 (W. Europe)

#### Other Courses

- 115—Area B
- 215—Area B
- 315—Area A
- 415—Area A
- 420—Area A or B
- 421—Area A or B
- 422—Area A or B

**Rationale for Course Numbering:**

The first digit gives the level of the class (1 = Freshman, 2 = Sophomore, 3 = Junior, 4 = Senior). The second indicates the course subject: 0) Required Course, 1) Economics, 2) Selected topics/Internships, 3) Political Development, 4) Middle East/Soviet Union, 5) International Organization and Law, 6) Asia, 7) U.S. Foreign Policy/Defense Policy, 8) W. Europe, 9) Honors. The third digit indicates the term in which the course is offered (1 and 3 = Term I, 2 and 4 = Term II, 5 = Term III). I.S. 100, 200, 300 and 400 will be offered at least once per year (sometimes more) with 100 and 400 offered in Term I and 200 and 300 in Term II.

**Interdisciplinary Majors**

In each of the interdisciplinary majors listed below, the International Studies component consists of the following courses:

I.S. 100, 200, 301-302

I.S. electives: one two-course sequence  
Economics 103-104

**I. International Studies and Business****Administration**

I.S. Requirements:

As above plus I.S. 300, 400

Business Requirements:

Economics 207, 305, 306

Business 251-252, 350, 360, 370

Cognate Requirements:

Math 111, Computer 190

2 years of a foreign language

Students will take a comprehensive exam in I.S., another in Business Administration and a jointly designed one linking the two fields of study based on the focus of the student's interest. In addition, students will complete a senior paper on a topic utilizing methods and information from both fields with readers from each department.

**II. International Studies and Economics**

I.S. Requirements:

As above plus I.S. 300, 400

Economics Requirements:

Economics 207, 230, 305, 306, 311, 312, and one of the following: 201, 212, or 332

Cognate Requirements:

Math 111, Computer 190

2 years of a foreign language

Students will take a comprehensive exam in

I.S. and another in Economics and a jointly designed one linking the two fields of study based on the focus of the student's interest. In addition, students will complete a senior paper on a topic utilizing methods and information from both fields with readers from each department.

**III. International Studies and Foreign Language**

Track A (Foreign Languages)

I.S. Requirement

As above plus I.S. 300, 400

Foreign Languages

FL 455, 458, 459

A Minimum of 9 hours in courses above  
300 in each of 2 major languages

Six additional hours from among courses  
numbered 300 and above OR 6 additional  
hours in a third language.

Track B (I.S. and French, German, or  
Spanish)

I.S. Requirements

Same as track A

Foreign Language

24 hours from among courses numbered  
300 or above to be determined in con-  
sultation with faculty in major language.

In both foreign language options, students will write a senior paper making extensive use of foreign language sources, write an abstract of the senior paper in a foreign language, and give an oral presentation in a foreign language on their senior paper or other approved topic. Students will take one comprehensive exam in I.S. and two on language, literature and civilization.

**IV. International Studies and History**

I.S. Requirements:

As above

History Requirements:

History 151-152, 271-272

Area Requirements (Choose one):

Western Europe

History 281-282

I.S. 281-282

Russia/Soviet Union

History 351-352

I.S. 241-242

China

History 361-362

I.S. 261-262

Senior Seminar

Either History 482 OR I.S. 400

The Senior paper will be focused on a topic of the student's choice in the area study emphasis and will have both historical and contemporary significance. Comprehensive exams will be taken in History, International Studies and in the area selected for emphasis. Faculty from both departments will oversee the student's senior paper and prepare the interdisciplinary comprehensive examination.

#### **V. International Studies and Political Science**

I.S. Requirements:

As above

Political Science Requirement

P.S. 151, 181, 201, 250; 183 or 184

Six additional hours in Political Science Senior Seminar

One of the following

I.S. 400 or P.S. 524-525

Students will take comprehensives in each field and another in the area of their choice, either I.S. or P.S. The senior paper will be written on a subject of the student's choice and involve a combination of the two disciplines written for members of each department.

### **COURSE OFFERINGS**

#### **100. Introduction to International Studies.**

[3] E3

A survey of the formation of the nation-state, the development of the international political system, the nature and instruments of power and diplomacy, and the conflict among the superpowers. Emphasis will be placed on the impact of nuclear deterrence, and East-West conflict and the North-South conflict.

#### **113, 114. Model United Nations Participation.**

(I, II) [1-1]

Students participate in Model United Nations sessions to which the college is invited on an annual basis. Delegation members engage in detailed topical research in political, economic and social problems relating to assigned countries. Students will represent the country or countries assigned them. No more than 4 credit hours may be earned for Model U.N. participation.

#### **115. Islam: Religion as the Basis of Political Thought. (III) [3] E3**

A study of Islam as a way of life. The diverse elements of Islam with an emphasis on the traditional doctrine and an analysis of the laws that unite all Muslims through the centuries and the political thought of Islam, its origin and purpose. The emphasis will be on the chief traditions of Islamic political thought.

#### **200. Introduction to Comparative Politics. (II)**

[3] E3

An introduction to the study of comparative political systems and the methods of comparison. Particular attention will be paid to the major analytic models and theorists in the field, different types of regimes and the roles of various political actors: elites, parties, interest groups, bureaucracy, etc. A variety of case studies will be presented.

#### **215. Communism. (III) [3] E3**

A study of the formation, evolution and diversity of Communist political theory and its implementation in a variety of states. The thoughts of Marx and Engels, Lenin, Stalin and Mao will be emphasized. Ideological diversity, the role of communist ideology in the Third World and problems of Communism in the USSR, Eastern Europe and China will also be examined.

#### **241. The USSR. (I) [3] E3**

An analysis of the political, nationalistic, imperialistic and economic and ideological factors that have influenced the development of the Soviet system from Bolshevik Revolution to the present. Central planning, succession, the role of ideology and the party will be emphasized. Prerequisite: I.S. 200 or permission of the instructor.

#### **242. Soviet Foreign Policy. (II) [3] E3**

Soviet foreign policy from the Revolution of 1917 to the present. Topics to be examined include the treaties of Brest-Litovsk, Riga and Rapallo, the period of diplomatic isolation, the politics and alliances of World War II, origins of the Cold War, Soviet hegemony and interventions in Eastern Europe, the Sino-Soviet split, wars of national liberation and client states, and the Soviet-American confrontation and rivalry. Em-



phasis will be placed on phases of expansion and coexistence and their causes. Prerequisite: 100 and 241.

**243. Government and Politics of the Middle East. (I) [3] E3**

An introduction to the variety of political cultures, institutions and practices in the Middle East. A survey of the more important states and their recent evolution will be made as well as a detailed examination of one of them. The twin themes of the similarity of Islamic religion and the diversity of political forms and styles will be emphasized. Prerequisite: I.S. 200 or permission of the instructor.

**244. Issues in Middle East Politics. (II) [3] E3**

An analysis of contemporary forces and issues in the nations of the Middle East. The political structures, legal systems, religious basis, socio-economic development of selected countries in the region will be covered as well as the major foreign policy constraints and opportunities such as the Arab-Israeli dispute, oil and OPEC, the PLO, and the super power confrontation in the region. Prerequisite: I.S. 200 or 243.

**261. Government and Politics of China. (I)**

[3] E3

A study of the political system of the People's Republic of China, including an examination of the three centers of power (party, government, and military), ideology, leadership, political change, provincial and local governments. The Chinese political system will be assessed as a unique and model communist system and revisions of the political system and current political problems will be analyzed. Prerequisite: I.S. 200 or permission of the instructor.

**262. China's Foreign Policy. (II) [3] E3**

An analysis of China's foreign policy from 1949 to the present. Particular emphasis will be placed on China's bid for Third World leadership, Sino-Soviet rivalry in ideology and foreign policy, and China's relations with the United States. Prerequisite: 100 and 261.

**263. Government and Politics of Japan. (I)**

[3] E3

A study of the Japanese political system focusing on political culture, constitutionalism, the

party system, elections, political leadership, local governments, the relationship of business and government, and the bureaucracy. The Japanese political system will be assessed as a mixed presidential-parliamentary system and as a model in terms of bureaucratic efficiency and the smooth relationship between business and government. Prerequisite: I.S. 200 or permission of the instructor.

**264. Government and Politics of Southeast Asia. [3] E3**

A study of political structures, parties, bureaucracies, leadership hierarchies, foreign policies in selected Southeast Asian countries. Particular attention will be given to political development, the impact of war in Indochina, the threat of communism and the potential for regional organizations—especially the Association of Southeast Asian Nations (ASEAN). Prerequisite: I.S. 100 and 200.

**281. Government and Politics of Europe. (I) [3] E3**

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 and their political evolution in recent decades will be emphasized. Prerequisite: I.S. 200 or permission of the instructor.

**282. Contemporary European Politics. (II)**

[3] E3

An examination of the post World War II transformation of Europe: the loss of empire, the evolution of the European Communities, NATO and the European Parliament, and the development of new national, regional and international roles. Emphasis will be on France, the UK and the FRG and the political issues, economic problems and defense debates of the last decade. An effort to define and explain the current role of Europe and Europeans, as opposed to various nations and nationalities, both at home and abroad will be made. Prerequisite: I.S. 100 and 281.

**300. Research Methods in International Studies. (II) [3]**

This course will review a wide array of print and non-print data sources, research methods and

reference materials of use to students in International Studies. The primary purpose of the course is to prepare students for major research projects (Senior Paper) and to expose them to major theories and theorists in international studies. Prerequisite: Junior standing and 100, 200, and 301.

**301. International Relations. (I) [3] E3**

An examination of the nature of international relations, how it has evolved as a field of study and the various approaches to studying it. Emphasis will be placed on theories and approaches to international relations, the major scholars in the field and their foci of analysis. Notions about the structure, function and "rules" of international relations, the array of actors (state and non-state) and the role of power will all be studied. A central theme will be the analysis of conflict, its causes and its role in the international system. Prerequisite: I.S. 100.

**302. International Politics. (II) [3] E3**

Based upon the work done in I.S. 301, a review of contemporary international politics will be made. The evolution of the international system since 1945, its major issues and actors, and the most salient events will be studied as background to an assessment of the contemporary scene. Major issues will include nuclear weaponry and deterrence, the expansion and transformation of the state system, E-W and N-S conflict, the role of non-state actors and increasing interdependence amid super power antagonisms. Prerequisite: I.S. 301.

**311. International Economics: Theory, Practice, and Foreign Policy. [3] E3**

The same as Economics 311.

**312. International Economics: Economic Development. [3] E3**

The same as Economics 312.

**315. Politics of Peace. (III) [3] E3**

This course will review the relationship between peace and war, the political problems encountered in promoting peace and the dilemmas in the risks of war and the costs of peace. A variety of peace plans throughout history will be assessed as will various political, economic, re-

ligious, ethical and moral assessments of peace and war. Historical examples and future scenarios will be explored. Prerequisite: I.S. 100 or permission of the instructor.

**331. Political Development. (I) [3] E3**

A study of the theories of political development, focusing on the building of political institutions, political culture and models for analysis. Case studies from different regions exemplifying different strategies will be explained. Prerequisite: 301-302 or permission of the instructor.

**332. The Politics of the Emerging Nations. (II) [3] E3**

A study of the problems of emerging nations, mainly viewed from their own perspective. The influence of the struggle between the great powers, the significance of non-alignment, regional economic and political organizations, foreign aid, trade, population growth, and resources are studied. Prerequisite: 301-302 or permission of the instructor.

**351. International Organization. (I) [3] E3**

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: 301-302 or permission of instructor.

**352. International Law. (II) [3] E3**

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: 301-302 or permission of instructor.

**371. U.S. Foreign Policy Since World War II. (I) [3] E3**

After some attention to the historical evolution and conduct of U.S. foreign policy, the phases of isolation and intervention and American "style" in foreign policy, the major focus will be on the evolution of post World War II foreign

policy. Major issues to be investigated include the origins of the Cold War, U.S.-Soviet relations, the problems in the Western alliance, Third World crises, and the rise of non state actors and North-South problems. Major crises, the changing machinery of foreign policy making and new initiatives will be noted. Prerequisite: I.S. 301-302 or permission of the instructor.

**372. Contemporary U.S. Foreign Policy. (II)**  
[3] E3

After an intensive review of the organizational structure of the foreign policy establishment and its membership and evolution, vital areas of current American foreign policy will be examined. The focus will be on selected regions and topics of preeminence currently and their likely future impact. Among issues or regions to be studied will be the Middle East, disarmament negotiations, alliance maintenance, Central America and Soviet American rivalry. Emphasis will be on formulating policy options available to U.S. decision makers in the present and near future. Prerequisite: I.S. 301-302 or permission of the instructor.

**373. Military Power in International Politics. (I)** [3] E3

An investigation of the role of military power and various strategic theories in international politics. While focusing on strategic theory, the impact of the existence of and notions about the roles of armaments, alliances, arms control and disarmament agreements will all be studied. Emphasis will be on the political purposes and economic requirements of various strategies. Readings will be both historical (Thucydides, Clausewitz) as well as contemporary (Schelling, Brodie, Freeman.) Prerequisite: I.S. 301-302 or permission of the instructor.

**374. U.S. National Security Policy. (II)** [3] E3

A review of both the focus and methods of U.S. national security policy formation in the post World War II environment and their evolution. The events of the last forty years will serve as the laboratory for the assessment of the dynamics of policy formation, the decision making process, changing actors, the interaction of foreign and domestic policy and the assumptions, old and new, which underlie U.S. na-

tional security policy. Prerequisite: I.S. 301, 302 or permission of the instructor.

**400. Senior Seminar. (I)** [3]

Readings, oral presentations and preparation of Senior Paper on topic of student's choice and faculty member's approval. Conducted as a seminar, this course seeks to prepare students for intensive research and the completion of their Senior Paper. Required of both all I.S. majors and all interdisciplinary majors with International Studies emphasis. Prerequisites: Senior Standing and I.S. 300.

**415. International Political Economy. (III)**  
[3] E3

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 and institutions interact to affect flows of goods, investments, money and technology. Students will focus on a particular topic for in depth analysis. Prerequisite: at least 6 hours of Economics and 6 hours of I.S.

**420. Internship in International Studies. [1-6]**

Arranged on an individual basis, students will work in the Department of State, Department of Defense, Central Intelligence Agency, National Security Agency, or other federal government organizations involved in the making of U.S. foreign and security policy. Students may also accept intern jobs with the United Nations, foundations or academic organizations dealing with foreign policy and international affairs, or serve as aides on committees in Congress dealing with foreign or national and international security affairs.

**421.-422. Topics in International Studies. (I-II)**  
[3] E3

Concentrated study on issues of special importance in international affairs. Topics may include such issues as disarmament negotiations, strategic resources, international political economy, alliance relationships, law of the sea,

proliferation (nuclear and conventional), and others. Offered irregularly on demand and as faculty time permits. Prerequisite: 301-302 or permission of the instructor.

**490. Senior Seminar: Honors (I) [6]**

An honors version of I.S. 400, this course will require additional readings, oral presentations and a more sophisticated Senior Paper. Regular class sessions will be supplemented with additional tutorial sessions with all members of the department, although it is assumed the students' work will be done under the direction of one particular professor. Honors students take comprehensive examinations in 4 fields. Prerequisites: Senior standing and GPA of 3.25 or above within I.S. and in all coursework outside the department.

## MATHEMATICS AND COMPUTER SCIENCE

### PROFESSORS

**Marshall Phillip Jones.** B.S., Southwestern At Memphis; Ph.D., University of Virginia. (Analysis; probability.)

**William C. Nemitz.** B.S., Southwestern At Memphis; M.S. and Ph.D., Ohio State University. (Algebra; computer science.)

**G. Kenneth Williams.** *Chairman.* B.A.E. and M.A., University of Kentucky; Ph.D., University of Virginia. (Analysis.)

### ASSISTANT PROFESSORS

**Gregery Johnson.** B.S., M.S., and Ph.D., Auburn University. (Matrix Theory.)

**John A. Tiller.** B.A., Hendrix College; M.Sc. and Ph.D., McMaster University. (Analysis; computer science.)

### VISITING ASSISTANT PROFESSOR

**Cathy A. Wills.** B.A. and M.A., University of Mississippi. (Graph Theory.)

**The Department of Mathematics and Computer Science** offers courses of study that meet the needs of a wide variety of students. Several of the identifiable groups are:

- (1) Students who wish to become professional mathematicians, applied mathematicians, computer scientists, computer or business/computer professionals, mathematically-oriented economists or business persons, or college or university teachers. (Such students should major in Mathematics, Computer Science/Mathematics, Mathematics/Economics, Mathematics/Business or Business/Computer Science. See requirements and recommendations on this and the following page.)
- (2) Students who plan to teach mathematics in the schools. Recommended courses for elementary teachers: Math 101, 111, 112 and 211, and

Computer Science 190 and 290. Recommended courses for secondary teachers: Math 103-104, 203-204, 301, 302, 261, 362, 303-304, 403-404, 405, 407, 532, and Computer Science 190 and 290.

- (3) Students who need mathematics for practical or theoretical applications in another discipline.

Recommended courses for students in Biology or the Social Sciences: Math 111, 211, and either 112 or 103-104 and Computer Science 190 and 290.

Recommended courses for students in the Physical Sciences: Math 103-104, 111, 203-204, 261, 301, 302, 303-304, 412, 423-424 and Computer Science 190 and 290.

- (4) Students who wish to "round out" their liberal education with courses in mathematics that give them some perspective on the place of mathematics in our society. Recommended courses: Math 101, 111, 112, 211, 103, 104, and Computer Science 190.

### Requirements for a B.A. or B.S. degree with a major in Mathematics:

- (1) Mathematics 103-104, 203-204, 261, 362, 405, 451-452 and Computer Science 190.
- (2) At least three additional mathematics courses numbered above 300, excluding 532 and computer science courses.

### Requirements for a B.A. or B.S. degree with a major in Computer Science/Mathematics:

- (1) Mathematics 103-104, 203-204, 261, 362, and 451-452.
- (2) Computer Science: Mathematics 190 (or equivalent knowledge), 290, 390 or 395, 392, 490, and 495.
- (3) One of the following: (a) Two additional courses chosen from Mathematics and Computer Science courses numbered above 300 (except Mathematics 532); (b) Physics 402-403 and 413.

### Requirements for a major in Mathematics/Economics.

- (1) Mathematics 103-104, 203-204, 261, 302, and 303-304.
- (2) Economics 103-104, 207, 305, 306, 332, 401, and 430.
- (3) Computer Science: 190 and 290.

**Requirements for a major in Mathematics/Business.**

- (1) Mathematics 111, 103, 104, 203, 204, 261, 302, 303, and 304.
- (2) Computer Science 190, and 290 or 395.
- (3) Economics 103, 104, 207, 305, and 306.
- (4) Business Administration 251, 252, 350, 360, and 370.

**Requirements for a major in Business/Computer Science.**

- (1) Mathematics 111 and one of the following:
  - (a) 112 and 211, or
  - (b) 103, 104, and 211 or 261.
- (2) Computer Science 190, 290, 392, 395, 490, and 495.
- (3) Economics 103, 104, 207, 305, and 306.
- (4) Business Administration 251, 252, 350, 360, and 370.

**Recommended courses** for students planning to do graduate work in mathematics: Math 363, 406, 407; selected courses from Math 301, 302, 303-304, 307, 410, 412, Honors in Mathematics.

**Recommended courses** for students interested in applied mathematics: Math 301, 302, 303-304, 307, 292, 412, 423-424; all computer science courses.

**COURSE OFFERINGS****Mathematics****101. Elementary Concepts of Mathematics. (I or II or III) [3] D3**

This course is designed for non-majors who have an interest in mathematics and its applications. Includes selected topics in classical or modern mathematics. Examples are: set theory, logic, switching circuits, renaissance painting, non-Euclidean geometry, convex polyhedra.

**102. Precalculus. (I) [3]**

The purpose of this course is to prepare the student for the study of calculus. The emphasis is on polynomial, rational, trigonometric, exponential and logarithmic functions, with an introduction to limits.

**103. Calculus A. (I and II) [3] D3**

An introduction to analytic geometry and calculus: functions, limits, continuity, logarithm and exponential functions, trigonometric and inverse trigonometric functions, the derivative and its applications. Prerequisite: Math 102, or a good background in high school mathematics, including trigonometry. Note: Credit cannot be earned for both 103 and 112 unless approved by the department.

**104. Calculus B. (II and III) [3] D3**

A continuation of Mathematics 103: the definite integral, techniques of integration, applications of the definite integral, approximations of definite integrals. Prerequisite: Mathematics 103.

**111. Mathematics for Biological and Social Sciences, A. Probability and Statistics. (I and II) [3] D3**

Sets and logic, sample spaces, counting procedures, compound events, random variables, discrete and continuous distributions, expectation, estimation and testing of hypotheses, linear regression and correlation.

**112. Mathematics for Biological and Social Sciences, B. Calculus. (II) [3] D3**

Limits and derivatives, applications of derivatives, introduction to finite differences, the definite integral, fundamental theorem of calculus, area, Simpson's rule, exponential and logarithmic functions, integration by substitution and by parts, power series, approximations using Taylor's formula. Prerequisites: Two years of high school algebra and one year of geometry. Note: Credit cannot be earned for both 103 and 112 unless approved by the department.

**151. Mathematics for Elementary Teachers; Number Systems. (O.D.) [2]**

The language of sets, mathematical reasoning, numeration systems, the number systems of arithmetic, computational devices, elementary number theory.

**152. Mathematics for Elementary Teachers; Algebra and Geometry. (O.D.) [2]**

Intuitive geometry, trigonometry for indirect measurement, introduction to analytic geometry,

algebra of equations, algebra of inequalities, introduction to modern algebra, elementary probability and statistics. Prerequisite: Math 151.

**203. Calculus C. (I)** [3] D3

A continuation of Mathematics 104. Functions of several variables: partial derivatives, multiple integrals. Differential equations. Prerequisite: Mathematics 104.

**204. Calculus D. (II)** [3] D3

A continuation of Mathematics 203. Infinite series. Vector calculus. Additional topics in functions of several variables. Prerequisite: Mathematics 203.

**211. Mathematics for Biological and Social Sciences, C. Linear Methods. (III)** [3] D3

Vectors and matrices, systems of linear equations, matrix inversion, introduction to linear programming, finite Markov chains, game theory. Prerequisites: Two years of high school algebra and one year of geometry.

**261. Linear Algebra (III)** [3] D3

An introduction to linear algebra; vector spaces, systems of linear equations, linear transformations, determinants, matrices, eigenvalues and eigenvectors. Prerequisite: A year of college level mathematics, or consent of instructor.

**301. Advanced Calculus. (III)** [3] D3

Selected topics from vector analysis, partial differential equations, infinite series, functions of several variables. Prerequisite: Mathematics 204. Offered in the spring term of odd numbered years.

**302. Differential Equations. (III)** [3] D3

A study of differential equations of the first and second order, and linear equations of higher order, with applications. Prerequisites: Mathematics 203. Offered in the spring term of even numbered years.

**303-304. Probability and Statistics. (I-II)** [3-3] D3

An introduction to the mathematical theory of probability and statistical inference, based on the theory of random variables and probability distributions, and with applications to the quantitative sciences, including mathematics.

Prerequisite: Mathematics 203. Offered beginning in the fall term of odd numbered years.

**362-363. Modern Algebra (I-II)** [3-3] D3

An introduction to abstract algebra, centering around groups, rings and fields, and emphasizing homomorphisms and structure. Prerequisite: Mathematics 261. Offered beginning in the fall term of odd numbered years.

**403. Introduction to Geometry. (O.D.)** [3] D3

An axiomatic development of Euclidean and non-Euclidean geometries. Prerequisite: One year of college mathematics.

**405-406. Real Analysis. (I-II)** [3-3] D3

Includes topics from the following collection: the real and complex number systems, metric spaces, sequences and series, continuity, differentiation, the Riemann and the Riemann-Stieltjes integrals, sequences of functions and series of functions, functions of several real variables, Lebesgue theory. Emphasis is placed on careful proof. Prerequisite: a thorough knowledge of elementary calculus and consent of instructor. Offered beginning in the fall term of even numbered years.

**407-408. Foundations of Mathematics. (O.D.)**  
[3-3] D3

The first order predicate calculus, axiomatic set theory, model theory, recursive functions and Goedel's incompleteness theorem. Prerequisite: Mathematics 362.

**410. Introduction to Topology. (O.D.)** [3] D3

Includes such topics as sets and functions, metric spaces, topological spaces, separation properties, compactness, connectedness, the Stone-Weierstrass theorems, mapping theorems, metrization, plane topology. Prerequisite: Mathematics 204 or consent of instructor.

**412. Introduction to Complex Analysis.**  
(O.D.) [3] D3

Includes such topics as complex numbers, functions of a complex variable, analytic functions, the logarithm and related functions, power series, Laurent series and residues, conformal mapping, analytic continuation. This course is particularly appropriate for natural science stu-

dents and for mathematics majors who plan to engage in graduate study. Prerequisite: Mathematics 204.

**423-424. Topics in Applied Mathematics.**

(O.D.) [3-3] D3

Consideration is given to such topics as vector analysis, series solution of differential equations, Legendre and Bessel functions, boundary value problems and orthogonal functions, Fourier series, partial differential equations, complex variables, and mathematical physics. Prerequisite: Mathematics 204.

**451-452. Senior Seminar. (I-II)** [1-1]

A weekly departmental seminar in which advanced topics in mathematical sciences are discussed. Required of all majors in their senior year.

**532. The Teaching of Mathematics. (O.D.)** [3]

(See Education)

A study of the organization of subject matter and the method of presenting it to students of high school age. Prerequisites: Mathematics 362 and Mathematics 403 (may be taken concurrently).

**533-534-535. Reading in Mathematics and Computer Science. (I-II-III)**

[1 to 3]

For students who wish to do advanced work not provided for in the regular courses. The content of this course will be fixed after consultation with the student and in accord with his or her particular interests. Prerequisites: junior or senior standing and permission of the instructor.

**Honors in Mathematics, Computer Science/ Mathematics, Mathematics/Economics, Mathematics/Business, or Business/Computer Science.**

- (1) Courses required: Fulfillment of the requirements for a major.
- (2) Honors course: Readings and research; a research and/or expository thesis.
- (3) Comprehensive examinations: The same as required for all majors plus one examination on the special subjects covered in the honors course and outside reading.

**COMPUTER SCIENCE**

The Computer Science/Mathematics major is offered to meet the needs of students who have a serious intention in the area of Computer Science—both those who intend to go on to graduate work in the Mathematical Sciences and those who intend to enter the job market after graduation.

The following courses are recommended for students planning graduate work in the Mathematical Sciences: Mathematics 363 and 405-406.

The Business/Computer Science major is offered to meet the needs of students who have a serious interest in computing within a business environment.

Mathematics 190 is recommended for the liberal arts student who wishes to know something about computers.

The sequence Computer Science 190-290 is recommended for science and social science students.

No more than 3 hours in computer science may be counted towards the natural science requirement.

**COURSE OFFERINGS**

**Computer Science**

**190. Introduction to Computer Programming. (I, II)** [1]

A first course in BASIC programming. A prerequisite for all other computer science courses.

**290. Intermediate Programming. (I, II)** [3] D3

A study of BASIC, programming techniques, and algorithms, and an introduction to FORTRAN. Prerequisite: Computer Science 190 or permission of the instructor.

**390. Numerical Analysis using FORTRAN. (I)** [3] D3

FORTRAN and its use in the solution of equations, systems of linear equations, infinite series, integration, and differential equations. Prerequisites: Mathematics 204, 261, and Computer Science 290. Offered in the fall term of odd numbered years.

**392. Discrete Structures and Algorithms. (I)** [3] D3

Includes such topics as sets, graphs, trees, partial orders, Boolean algebras, searching, and



sorting. Prerequisite: Computer Science 290. Offered in the fall term of even numbered years.

**395. COBOL. (II) [3] D3**

An introduction to the COBOL language. Includes such topics as sequential files, report writing, table handling, sorting, and indexed files. Prerequisite: Computer Science 190. Offered in the winter term of even numbered years.

**397. Linear Programming. (O.D.) [3] D3**

The theory, geometrical interpretation, applications and computer implementation of the simplex algorithm. Transportation problems, assignment problems, network flow, Markov chains, and game theory. Prerequisites: Mathematics 261 and Computer Science 190.

**490. Data Structures and Advanced Programming using Pascal. (II) [3] D3**

A study of data structures such as stacks, queues, and lists. Also programming techniques such as structured programming, modular programming, and recursion using these data structures and the Pascal language. Prerequisite: Computer Science 392. Offered in the winter term of odd numbered years.

**495. Operating Systems and Assembly Language Programming on the VAX-11. (II) [3] D3**

A study of computer operation, program translation, and assembly language programming techniques. Prerequisite: Computer Science 290. Offered in the winter term of even numbered years.

*Computer Facilities*

Southwestern's main computer resources—for academic and administrative uses—are a DEC PDP 11/70 and a DEC/VAX 11/750, both located in the Computer Center in Room 300 of Palmer Hall. The main bank of terminals is located on the ground floor of Burrow Library. Other terminals are strategically located in various academic buildings on campus. For academic purposes, the full capability of the 11/70 and VAX is available to students.

The Mathematics and Computer Science department has Apple II microcomputer equipment which is used for certain courses in the

Computer Science program. The Science departments have Apple II equipment which is used for laboratory application.

## **MILITARY SCIENCE**

### **PROFESSORS**

**Major David C. DeGrange.** B.S., East Carolina University; M.A., Webster University.

**Captain David A. Yatto.** B.S., United States Army Military Academy.

**Captain William E. McDonnell.** B.S., University of Miami, Florida.

**Captain William E. Darden.** B.S., Oklahoma State University.

**Captain Oney M. Hall.** B.S., Old Dominion University.

**Dr. Wilmer A. Sweetser,** Southwestern Coordinator.

### **No Major Offered**

Through a crosstown agreement between Southwestern At Memphis and the United States Army, Southwestern students may participate fully in the Army ROTC program based at Memphis State University. Students should note that the beginning for fall classes is about a week earlier than the normal fall beginning date for Southwestern classes.

The program is in two parts, the Basic Military Science Course at the freshman and sophomore level and the Advanced Military Science Course at the junior and senior level. The Basic Military Science Course is open to all students and involves one or two hours per week of classroom instruction. The Advanced Military Science Course is only available to selected, eligible students who desire to qualify as officers in the United States Army while pursuing their academic studies at Southwestern.

On successful completion, the program leads to a commission in the United States Army, the United States Army Reserves or the United States Army National Guard as a second lieutenant. Participants in the advanced level course will receive a tax-free monthly subsistence allow-

ance which will total approximately \$1,000.00 per year for the two years.

Army ROTC scholarships which pay full college costs (tuition, books, subsistence allowance, and fees) are available on a competitive basis. Details are available from the Office of Admissions and Financial Aid at Southwestern or from the Army ROTC office at Memphis State University.

Students wishing to participate should contact the Southwestern Registrar, the coordinator for the program, or the Professor of Military Science. All of the courses listed below are taught on the Memphis State campus by officers who are assigned by the United States Army to administer the program, and who are subsequently approved by the Memphis State University President. In every other respect the courses are treated as Southwestern courses. A maximum of 16 credit hours total may be earned in the departments of Military Science and Aerospace Studies.

### **COURSE OFFERINGS**

#### **111. Leadership and the U.S. Army. (I, II) [1]**

A study of the principles and techniques of leadership at small unit or group level with emphasis on communication and motivation. The structure and functions of components and branches of U.S. Army are also studied. One hour conference per week.

#### **113. National Defense and Concept of Force. (I-II) [1]**

A study of the theories of conflict and causes of war. The evolution of warfare to the present with considerations of the elements of military power, national power and the Principles of War. The national security system and foreign policy since 1945 will be analyzed. One hour conference per week.

#### **211. Basic Soldier Skills. (I-II) [0]**

A study of skills required of soldiers in U.S. Army. Included are techniques on conduct of inspections, physical training, land navigation and practical application of drill movements and basic first aid. Two hours classroom instruction per week.

**214. Combat Training of the Individual Soldier and Patrolling. (I, II) [0]**

A study of the preparation of the individual soldier for combat. Emphasis is placed on preparation of potential leaders in combat through study of the knowledge and skills needed by an individual soldier. Two hours classroom instruction per week. Three optional practicums during term.

**217. Tactics, Strategy and War Games. (I, II) [0]**

A study of basic fundamentals of planning, organizing and employing units in combat. The art and science of warfare examined and practice of skills in simulated situations achieved through use of war games. Two hours classroom instruction per week.

**311-312. Advanced Military Science. (I-II)**

[3-3]

First year of the advanced course includes military teaching principles, leadership and exercise of command, map and aerial photograph reading, small unit tactics, communications, field training exercises, branches of the Army and preparation for ROTC Advanced Camp. Three hours classroom instruction per week and two hours lab per week.

**411-412. Advanced Military Science. (I-II)**

[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.

**MUSIC****PROFESSOR**

**Charles L. Mosby.** B.M.; Southwestern At Memphis; M.M., Florida State University. Student at the University of Chicago. Pupil of Myron Myers, Carlisle Floyd, Ernst von Dohnanyi. Soloist, Memphis Symphony Orchestra. (Piano, music education, music literature.)

**ASSOCIATE PROFESSORS**

**Tony Lee Garner.** B.M., Southwestern At Memphis; M.M., Memphis State University. Pupil of Neumon Leighton and Issac Van Grove. Musical director for Theatre Memphis. (Director of Southwestern Singers; choral conducting.)

**John W. Wehlan.** B.M. and M.M., University of Illinois. Violin pupil of Mary Rasmussen and Paul Roland. Soloist, Memphis Symphony Orchestra, 7th Army Symphony (European Tour). Former orchestra member of Aspen Festival, Tanglewood, Arkansas Philharmonic, Jackson Symphony. Principal violist, Memphis Symphony Orchestra. (Violin, music literature.)

**ASSISTANT PROFESSORS**

**Diane McCullough Clark.** B.M., Southwestern At Memphis; M.M., Indiana University; Doctor of Arts, University of Mississippi. Pupil of Neumon Leighton, Martha Lipton, Zinka Milanov, Wiley Tatum, Larry Frazier, Vera Scammon. (Voice, music literature.)

**Robert C. Eckert.** *Chairman.* B.M., Birmingham-Southern College; M.M., Florida State University. Student at College-Conservatory of Cincinnati. Pupil of Hugh Thomas, Carlisle Floyd, and David Bar-Illan. Soloist, Birmingham Symphony. Winner, Birmingham Young Artists Competition. (Piano, music literature.)

**David Ramsey.** B.M., Southwestern At Memphis; S.M.M., Union Theological Seminary, New York. Pupil of Adolph Steuterman, William Gravesmill, Alec Wyton, Vernon de Tar. Director of

Music and organist, St. John's United Methodist Church. (Theory, organ, sacred music.)

**DISTINGUISHED VISITING ARTIST**

**Vincent de Frank.** Visiting Professor. Doctor of Music, Southwestern At Memphis. Student at Indiana University, Tanglewood, Juilliard School of Music; pupil of Serge Koussevitsky, Fritz Magg; Conductor and Musical Director of Memphis Symphony Orchestra. (Cello; orchestra and string ensembles.)

**PART-TIME INSTRUCTORS**

**Andrea Grossman.** B.M., West Chester University; M.M., Catholic University of America. Pupil of Ben Whitten, Leon Fleisher, William Masselos, and Emerson Meyers. (Piano.)

**Charlotte McLain.** B.M., Indiana University; M.M., George Peabody College; pupil of Oswald Ragatz and Scott Withrow. 1981-82 Mid-South Artists residency. (Musicology, harpsichord.)

**INSTRUCTORS IN THE PREPARATORY PROGRAM AND APPLIED MUSIC**

**Andrea Grossman.** Director of Preparatory Division.

**Martha Anne Boyd.** Piano. Southwestern At Memphis, B.M., Memphis College of Music; pupil of Myron Myers.

**Sara W. Chiego.** Double bass. B.M., Memphis State University; M.M., University of Cincinnati College-Conservatory of Music.

**Ruth Moore Cobb.** Harp. Curtis Institute of Music; Dalcroze School of Music; pupil of Carlos Salzedo.

**Jean Martin de Frank.** Oboe, English horn. B.M., M.M., George Peabody College.

**Mary Elizabeth Eckert.** Suzuki piano. B.A., Southwestern At Memphis; M.M., Memphis State University; pupil of Robert Eckert, Daniel Fletcher, and Bela Siki.

**Marsha M. Evans.** Piano. B.M., Southwestern At Memphis; M.M., Memphis State University.

**Larry Frazier.** Voice, B.M. and M.M., Louisiana State University; Doctor of Music, Florida State University; pupil of Elena Nikolaidi, Yvonne Ciannella and Earl Redding. (Director of Music, Evergreen Presbyterian Church. Conductor, Memphis Vocal Consort.)

**Patricia Gray.** Piano. B.A., Southwestern At Memphis; M.A. and M.M., Memphis State University; Ph.D., Washington University.

**Virginia Hopkins.** Voice. B.A., Agnes Scott; M.M., New England Conservatory.

**Kathy S. Joyner.** Clarinet. B.M. Ed., and M.M., Memphis State University; pupil of Carmine Campione, James Gholson.

**Jo Re King.** Suzuki piano. University of Mississippi; Memphis State University.

**David Livingston.** Guitar. Arkansas State University; Memphis State University.

**Andrea Kapell Loewy.** Flute. B.M., Eastman School of Music; M.M., Emporia State University; pupil of Julius Baker, Samuel Baron, John Heiss, Joseph Mariana, Bruce Erskine.

**Frank McCormick, Jr.** Trumpet. B.M., Memphis State University.

**Robert Patterson, Jr.** French horn. B.A., Oberlin College; M.M., Memphis State University.

**Anne T. Reynolds.** Flute. B.A., Southwestern At Memphis; B.M., Memphis College of Music; pupil of Ary van Leeuwen, Edwin Lennig, Laurent Torno, George Laurent.

**Jane Sohm.** Piano. B.M., Southwestern At Memphis; pupil of Lois Maer.

**Diana Stein.** Piano. B.A., University of Tennessee.

**Maude Walker.** Piano. Institute of Musical Art in New York, Teachers College, Columbia Uni-

versity; Washington University; Pomona College; Northwestern University.

**Darlene B. Williamson.** Piano. B.A., Lambuth College.

**Requirements for the Bachelor of Arts degree:**

The Music Department offers the Bachelor of Arts degree. The Bachelor of Arts degree, while requiring a full program in music, is oriented toward the liberal arts concept of education. Students from a wide variety of musical backgrounds are welcome to pursue this degree. In addition to the college degree requirements listed elsewhere, the following courses are required for all music majors: Music 101, 103, 104, 201, 202, 203, 204, 301, 303 and 160-170 (16 hours), 471-472, plus nine hours of music electives.

**Honors in Music:**

Note: Open to music majors in programs under the B.A. degree.

- (1) Courses required: requirements for a major, Music 491-492.
- (2) Honors course: an essay on an assigned topic in music history, music theory or music pedagogy.
- (3) Examinations: comprehensive examinations in music history and music theory; an examination in performance; an examination in the honors course.

**COURSE OFFERINGS**

**THE DISCOVERY OF MUSIC**

These courses introduce the student to the variety and fundamental concepts of the idiom of music.

**101. Music—A Sound Experience. (I-II) [3] F2**  
A course which encourages the student to experience, through reading and listening, the great variety of western music from 1600 to the present day.

**103. The Language of Music. (I-II) [3] F2**  
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.

**104. Laboratory. (I-II) [1]**

A laboratory course accompanying Music 103, in which basic skills such as ear training, sight-singing and keyboard harmony are emphasized. (Required of all music majors, and open to other students who desire greater proficiency.)

**107. The American Musical Scene. (I) [3] F2**

A survey of American music from 1870 to the present, to include jazz and popular trends as well concert music.

**109. The Literature of the Guitar. (I) [3] F2**

A study of the literature of the guitar family, beginning with the 16th century Spanish Vihuela to the present day acoustic and electric guitars, through selective readings, compositions, and recordings. Not offered 1984-85.

**209. Introduction to Sacred Music. (I) [3]**

A guide to sacred music as seen through the Judeo-Christian heritage. Its historical and practical role in the various worship patterns from the earliest traditions to the present. No prerequisite.

**213. The Marriage of Music and Literature. (I)**

[3] F2

A course which examines the musical settings of great literary masterpieces, such as Virgil's *Aeneid*, Schiller's *Don Carlos*, Shakespeare's *Romeo and Juliet*, and Cervantes' *Don Quixote*. No prerequisite.

**215. Words on Music. (II) [3] F2**

A literary approach to the study of music that examines essays on various aspects of the art as seen by Copland, Berlioz, Tovey, Sweitzer, etc. Specific illustrative musical compositions are included.

**217. Folk and Traditional Music in Non-Western Cultures. (I) [3] F2**

An exploration of various non-Western music systems, with special emphasis on those of India, China, Indonesia and primitive so-

cieties, approached through their basic musical elements:

**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 of each period will be examined both aurally and visually while placing the music in its larger historical and cultural context.

**201. Sounds of the Baroque Era. (I) [3] F2**

A survey of the historical and theoretical aspects of musical styles from 1600 to 1750. Prerequisite: Music 103, or permission of the instructor.

**202. Laboratory. (I) [1]**

A laboratory course accompanying Music 201, in which basic skills such as ear training, sight-singing and keyboard harmony are emphasized. (Required of all music majors, and open to other students who desire greater proficiency.)

**203. Sounds of the Classical Era. (II) [3] F2**

A survey of the historical and theoretical aspects of musical styles from 1750 to 1825. Prerequisite: Music 103, or permission of the instructor.

**204. Laboratory. (II) [1]**

A laboratory course accompanying Music 203, in which basic skills such as ear training, sight-singing and keyboard harmony are emphasized. (Required of all music majors, and open to other students who desire greater proficiency.)

**301. Sounds of the Romantic Era. (I) [3] F2**

A survey of the historical and theoretical aspects of musical styles from 1825 to 1900. Prerequisite: Music 103, or permission of the instructor.

**303. Sounds of Our Era. (II) [3] F2**

A survey of the historical and theoretical aspects of musical styles from 1900 to the present. Prerequisite: Music 103, or permission of the instructor.

**305. The Music of Humanism and Mannerism—1400-1600.** [3]

A survey of the prevailing Italian style in European music as it emerged from the fifteenth century Italian city-states, the conquest of this style by the Franco-Flemish composers in the early sixteenth century, and the reassertion of the Italian creative musical activity in the late sixteenth century.

**309. Design for Sacred Music. (II)** [3]

A study of the elements which help to establish an effective design for sacred music, including the liturgical year, use of varying choirs and instruments, and mutual roles of the clergy and musician. A consideration of the major contemporary music emphases in the field of sacred music. Prerequisite: Music 209.

*The following courses are of particular interest to upper-level music majors:*

**409. Practicum in Sacred Music. (III)** [1]

A project-oriented field work course for the student interested in a selected facet of sacred music. Prerequisite: Music 309.

**415. Conducting. (III)** [2]

The technique of the baton. Methods of rehearsal. The development of good choral and instrumental tone.

**451. Methods, Primary Grades. (I)** [3]

Aims and objectives of education; materials and methods for kindergarten and primary grades. Not offered 1984-85.

**453. Methods, Junior and Senior High School. (II)** [3]

Vocal music in the junior and senior high schools. The adolescent voice. The general supervision of the music program. Not offered 1984-85.

**455-456. Practice Teaching. (I-II-III)** [2-2]

Observation and practice teaching in the primary grades—the first through the sixth—in the first term, and in the high school in the second term. A total of 45 hours to be spent each term in the classroom. Not offered 1984-85.

**471-472. Senior Project. (I-II)** [1-1]

An original assigned research paper or a full senior recital.

**491-492. Senior Tutorial. (I, II, III-III)** [3-3]

A course to be adapted to the needs of the individual student who is a candidate for the Bachelor of Arts degree with honors in music. It will include supplementary work for the departmental examinations, and the required essay or original composition.

**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.

- 160. Piano (I-II-III) F2
- 161. Voice (I-II-III) F2
- 162. Organ (I-II-III) F2
- 163. Violin/Viola (I-II-III) F2
- 164. Guitar (I-II-III) F2
- 165. Harpsichord (I-II-III) F2
- 166. Cello (I-II-III) F2
- 167. Harp (I-II-III) F2
- 168. French horn (I-II-III) F2
- 169. Flute (I-II-III) F2
- 170. Selected (I-II-III) F2

**Class Voice. Sequence 180, 181, 182.** [3] F2**180. Beginning Class Voice. (I, III)** [1] F2

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 ten students.

**181. Intermediate Class Voice. (I, II)** [1] F2

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 ten students. Prerequisite: Music 180 or permission of instructor.

**182. Advanced Class Voice. (II, III) [1] F2**

A continuation of Music 181 with emphasis on general vocal production, more difficult song literature, dramatic interpretation, and small ensemble singing (duets, trios, etc.) Class limited to ten students. Prerequisite: Music 181 or permission of instructor.

**Ensembles**

**190. Choir. (I-II) [1-1] F2**

The Southwestern Singers is a touring concert choir. In addition to the spring tour, the Singers perform concerts in Memphis and the Mid-South, and occasionally travel abroad.

191. Piano Ensemble. (I-II-III) [1]

192. String Ensemble. (I-II-III) [1]

193. Brass Ensemble. (I-II-III) [1]

194. Selected Ensemble. (I-II-III) [1]

**THIRD TERM OFFERINGS**

**131. Opera for Amateurs. (III) [3] F2**

A course designed to introduce the student to some of the world's best-loved operas through reading, listening, and attending a live performance.

**132. Music in Concert. (III) [3] F2**

A course dealing with live music presented in concert on campus and in the city. Students attend approximately one concert each week and experience music of various styles and types.

**133. Nationalism in Music. (III) [3] F2**

A study of musical works which highlight the spirit and musical styles called Nationalistic Music in western countries since the nineteenth century.

**134. From Soprano to Bass: Great Choral Literature. (III) [3] F2**

An adventure into the world of great choral masterpieces of the ages. The architecture of both text and music will be observed through

reading and listening, and conditions surrounding each composition's birth will be explored.

**211. Music-Reflections of Grandeur and the Revolution. (III) [3] F2**

A social history of musical expressions of the patronage system prevailing in Europe 1700-1900. Emphasis will be placed on the historical and philosophical attitudes that influenced the music of this period. No prerequisite.



## PHILOSOPHY

### PROFESSORS

**William Larry Lacy.** *Chairman.* B.A., Southwestern At Memphis; Ph.D., University of Virginia. (Philosophy of religion; ethics; existentialism.)

**James W. Jobes, Jr.** B.A., St. John's College; Ph.D., University of Virginia. (Greek and medieval philosophy; analytic philosophy; aesthetics.)

### ASSOCIATE PROFESSOR

**Robert R. Llewellyn.** B.S., Davidson College; M.A. and Ph.D., Vanderbilt University. (Philosophy of science; history of philosophy.)

### COLLEGE LECTURER

**Frederic Michael McLain,** Professor of Religion. (Philosophy of religion; history of philosophy.)

Philosophy has traditionally included efforts to answer certain large and important questions, for example, questions about the nature of things, about values and human obligations, and about the ways and limitations of understanding. It has also usually been characterized by a careful and critical spirit in dealing with such questions.

*Philosophy for Non-Majors.* Philosophy 201 and 202, preferably but not necessarily taken in sequence, are the place to start for majors and non-majors alike. The courses are intended to be primarily courses in philosophy, and not in the history of ideas. Besides 201-202, the non-major may consider a number of other courses in the department not requiring prerequisites. These include: 203, perhaps of particular interest to students in the arts, literature, and music; 206 and 304, relevant to many disciplines; 310, which bears chiefly upon the natural sciences, but also upon the social sciences, notably psychology; and 334 and 350, dealing with some central questions about religion. Some upper level historical and topical courses might be taken by students without prior work in philosophy, under special circumstances, but a prior

consultation with a member of the department is advisable.

*A Major in Philosophy.* A major in philosophy may meet the interests of the following students:

(a) Those professionally interested in philosophy, who plan, after doing graduate work, to teach. (But such students should note that in recent years college teaching positions in philosophy, as in many subjects, are hard to find.)

(b) Those preparing themselves for post-graduate work in law, medicine, or theology, or for employment in, e.g., government, business, or social service. The major in philosophy should be combined with suitably chosen work in other fields.

(c) Those who undertake the major for personal satisfaction, or as a path in the pursuit of a liberal education, without intending to become professional philosophers.

(d) Those wishing to combine philosophy with work in another department in an interdisciplinary major. A student with an idea for such a major, a wide variety of which are possible, should consult a member of the Department.

### Requirements for a major in Philosophy:

Philosophy 201, 202, 206 or 407-408, 304, and 15 additional hours in Philosophy.

## COURSE OFFERINGS

### 101. Introduction to Philosophy. [3] C5

An introduction to the study of philosophy through the reading of an important philosophical work and related materials. Attention is focused on the tasks, the methods and the value of philosophy, and on reasoned appraisal of the philosophical work selected. The course is scheduled as time and availability of instructors permit. The course does not satisfy philosophy major requirements.

### 201. Introduction to and History of Philosophy. (I) [3] C5

An examination of philosophical methods, problems and ideas from early Greek through medieval philosophy. Reading and discussion of some main writings of the period. Occasional lectures.

**202. Introduction to and History of Philosophy. (II) [3] C5**

An examination of philosophical methods, problems and ideas from the 17th century to the present. Reading and discussion of some main writings of the period. Occasional lectures.

**203. Aesthetics. (III) [3] C5**

A consideration of some philosophical problems which arise in connection with the description, interpretation, and evaluation of works of art. Not offered 1984-85.

**206. Logic. (I) [3] C5**

An introduction to deductive and inductive logic which studies methods and principles of argument, proof, and inquiry, the classification of formal and material fallacies, and problems of definition and meaning.

**304. Ethics. (I) [3] C5**

A study of some of the major issues of philosophical ethics such as: the nature of the good life, basic moral rules, the nature of moral reasoning, the nature of moral judgments, the relation between ethics and religion, and principles of social and economic justice.

**306. Quantificational Logic. (O.D.) [1]**

An extension of Philosophy 206. Quantificational notation, expression of ordinary language sentences in the notation, and a method of quantificational deduction to establish the deductive validity of arguments. Prerequisite: Philosophy 206. (May ordinarily be taken in any term but must be cleared with department before registering.)

**310. Philosophy of Science. (II) [3] C5**

A philosophical examination of the meaning and limitations of explanation, primarily in the natural sciences. Prerequisite: completion of two courses in a natural science (the core courses) or two courses in mathematics; or, one course in philosophy and completion of the degree requirements in the natural science area. Not offered 1984-85.

**318. Metaphysics. (I) [3] C5**

An exploration of some major issue(s) such as materialism vs. theism, the mind-body prob-

lem, freedom and determinism. Prerequisite: permission of instructor. Not offered 1984-85.

**319. Epistemology. (I) [3] C5**

An exploration of some major issue(s) such as the nature of knowledge, the possibility and limitations of human knowledge, the method(s) of attaining knowledge, the ethics of belief. Prerequisite: permission of instructor. Not offered 1984-85.

**334. Philosophical Theology. (I) [3] C5**

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 334.) May be taken for either Philosophy or Religion credit but not for both.

**350. Philosophy of Religion. (III) [3] C5**

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.

**357. Social Issues in Ethical and Religious Perspective. (III) [3] C5**

The same as Religion 357.

**407-408. Foundations of Mathematics. (O.D.) [3-3]**

The same as Mathematics 407-408.

**501. Plato. (II) [3] C5**

A critical reading of selected dialogues of Plato, raising major epistemological, metaphysical, and ethical issues. Not offered 1984-85.

**503. Aristotle. [3] C5**

Selections from Aristotle, with emphasis upon the *Metaphysics* and *Nicomachean Ethics*. (O.D., Consult department one term in advance.)

**510. Medieval Philosophy. [3] C5**

Selections by several writers, but with emphasis upon Aquinas. (O.D., Consult department one term in advance.)

**512. Early Modern Philosophy. (II) [3] C5**

A study of topics from Descartes or from Hume, or both, with a more comprehensive study of Kant's philosophy.

**515. Existentialism. (I) [3] C5**

A study of two somewhat contrasting existentialists.

**516. Analytic Philosophy. (I) [3] C5**

Readings in analytic philosophy, including logical positivism, from Moore and Russell through Ryle, Austin, Wisdom, and Strawson.

**525-526. Problems in Philosophy. (I-II) [3-3]**

A tutorial course for senior students only. Each student chooses his or her topic in consultation with the departmental faculty.

**527-528. Honors Tutorial. (I-II)**

A tutorial course devoted in part to preparation of an Honors essay. Six credit hours each term.

**Honors in Philosophy**

- (1) Courses required: fulfillment of the requirements for a major in Philosophy.
- (2) Honors course: Philosophy 527-528.
- (3) Examinations: (a) the history of philosophy: ancient and medieval; (b) the history of philosophy: modern and contemporary; (c) logic; (d) oral examination on the Honors essay and related field.

**PHYSICAL EDUCATION**

Physical Education classes are offered every term for students who wish to take courses for credit towards graduation or for their own growth, development, and pleasure.

A maximum of 4 hours credit towards graduation may be earned in Physical Education. Many courses are taught for 6 weeks (one half of Term I or II) and one half hour of credit is awarded. Other courses must be taken for a full term for one hour of credit. No more than one hour of credit may be earned in any one course. Courses are graded on a pass-fail basis. All classes are open to both men and women.

The three Health Courses are offered for elementary teacher certification.

**No Credit****301****302****304****School Health (I-II-III)****Community Health (I-II-III)****Personal Health (I-II-III)****COURSE OFFERINGS****Six Week Courses. One-half Hour Credit.**

100	200	Varsity Sports (I-II-III)
103		Beginning Tennis (I-III)
105		Intermediate Tennis (I-III)
107		Beginning Golf (I-III)
111	211	Beginning Volleyball (II-III)
121	221	Beginning Racquetball (I-II-III)
123	223	Intermediate Racquetball (I-II-III)
125		Beginning Swimming (III)
127		Intermediate Swimming (III)
128	228	Fencing (II)
129	229	Beginning Basketball (II)
133	233	Beginning Badminton (II)
139	239	First Aid (II)
154	254	Weightlifting (I-II)
157	257	Run for Fun (I-II-III)
160	260	Soccer (I-II)
174	274	Exercise (I-II-III)
177	277	Self Defense (II)
195		Senior Life Saving (III)

**Full Term Courses. One Hour Credit.**

350	Yoga (I-II)
360	White Water Canoeing for Beginners (III). Special fee required.
380	Ballet (I)
385	Intermediate Ballet (II)
395	Water Safety Instructor (III)

## PHYSICS

### PROFESSOR

**Jack Howard Taylor.** B.S., Southwestern At Memphis; Ph.D., Johns Hopkins University. (Infrared, atmospheric and optical physics.)

### ASSOCIATE PROFESSORS

**Edward A. Barnhardt.** B.S., Southwestern At Memphis; M.S., Vanderbilt University. (Electronics and data analysis.)

**Frederic Reed Stauffer.** *Chairman.* B.S. and M.S., Bucknell University. (Infrared spectroscopy.)

**John L. Streete.** B.S., Southwestern At Memphis; M.S. and Ph.D., University of Florida. (Optical physics and solar astronomy.)

### LABORATORY OF ATMOSPHERIC AND OPTICAL PHYSICS

**Professor Taylor,** *Director.*

**Professor Stauffer,** *Associate Director.*

**The Department of Physics** offers courses that serve the following students: (a) those, from many disciplines and majors, who are interested in studying this fundamental natural science, dealing with such features of the world as time, space, motion, matter, electricity, electromagnetic radiation; (b) those intending to major in physics; (c) those not intending to major in physics, but whose majors or career goals require knowledge of physics. The last category includes biology and chemistry majors, pre-med and pre-dental students, geophysics, meteorology, oceanography, astronomy, and various technical and scientific specialties.

*Introductory Courses.* For students in the humanities or social sciences, Physics 100 is an appropriate introduction to the field; or such students may take the 101 sequence, or the 107 sequence, with associated laboratories. A Chemistry or Biology major may take 107-108 or 101-102-105, and associated laboratories. An incoming first-year student intending to major in

Physics will normally take 101-102-105 and their associated laboratories.

*Advanced Placement.* Students who have taken Advanced Placement Examinations should consult the chairman of the Department for appropriate placement.

*Objectives for Majors.* (a) With a bachelor's degree in physics, a student is equipped for technical work in industrial and governmental laboratories.

(b) A student may also teach in a secondary school. The job market for well-qualified high school physics teachers appears relatively more favorable than in some other fields at the secondary level. A prospective secondary school teacher should consult with the Chairperson of the Department of Education, early in his or her college career, to arrange courses leading to a state teaching certificate.

(c) If a student wishes to do advanced research in physics, or teach in a college or university, graduate school should be attended and the Ph.D. degree earned after graduation from Southwestern.

(d) All Physics majors are encouraged to develop their creativity by taking at least one Directed Inquiry in Physics and to seriously consider the Honors program if they should qualify.

*Facilities.* Southwestern's six story Peyton Nalle Rhodes Tower houses a 31 inch diameter and a 24 inch diameter reflecting telescope, an optical system for directing radiation from the sun into the various laboratories, a 70 foot long dark tunnel, satellite tracker, machine shop, electronic and optics shops, spectrographs and radiometers, pedagogical and research laboratories, library, 2 kw ham radio station and many other specialized teaching and research facilities. The electrical measurements laboratory is particularly well-equipped. The electronics laboratory has been expanded and now includes five microcomputers.

*Program.* In addition to formal class and laboratory work, students are encouraged to try their hands at research. The majority of the department's research efforts are in the area of

optical physics, which includes such things as astronomy, astrophysics, spectroscopy, atmospheric optics, atmospheric physics and infrared physics.

Much of the department's research efforts have been involved in field trips, in particular, total solar eclipse expeditions to study the physics of the solar atmosphere. The department has a long established tradition in this area, with past field trips to such places as the Canary Islands, Alaska, and Kenya. On all these expeditions every effort is made to take as many students as possible. These opportunities provide the students with truly meaningful undergraduate research experiences. The department makes a special effort to enable students to become innovative and creative.

The staff members make every effort to obtain interesting and professionally sound employment for upperclass Physics majors during the summer months. Majors have gone to places such as the High Altitude Observatory (Boulder, CO), the Los Alamos Scientific Laboratory (Los Alamos, NM), and the Oak Ridge National Laboratories (Oak Ridge, TN).

### **Oak Ridge Science Semester**

In cooperation with the Southern Colleges and Universities Union, Southwestern participates in an Oak Ridge Science Semester program. This program makes it possible for selected majors to participate in supervised research and seminars at the Oak Ridge National Laboratory during the spring months of their junior or senior year. Credits earned in this program apply directly to degree requirements. Early application is needed, in order to make appropriate arrangements. Consult Professor Barnhardt.

### **Requirements for a major in Physics leading to the B.A. degree:**

- (1) Physics 101-102-105 (or 107-108 with approval of Department Chairperson), 103-104, 205, 207, 211-212, 301, 303, 305, 451, and one additional course from 302, 306, 402, or 405.
- (2) Mathematics 103, 104, 203, 204, and 301 or 302 or 190-290.
- (3) Chemistry 111-112 and 113-114 or Biology 111-113L and 112-114L.

### **Requirements for a major in Physics leading to the B.S. degree:**

- (1) Physics 101-102-105 (or 107-108 with approval of Department Chairperson), 103-104, 205, 207, 211-212, 301-302, 303, 305-306, 401, 405, 421, and 451.
- (2) Mathematics 103, 104, 203, 204, 261, and 301 or 302. Math 190, 290 are strongly recommended.

*Note:* Students interested in a Physics major should take Physics 101-102 and 105 in the freshman year. The importance of mathematics in physics cannot be overemphasized, and prospective majors are urged to take 4 years of mathematics in high school. All prospective physics majors should consult with the Chairperson before registration.

### **COURSE OFFERINGS**

#### **100. Natural Science: Physics. (I) [3] D4**

An introduction to the principles, history, philosophy, and social implications of physics. Included are the vocabulary of the physical sciences, the reasoning behind the definitions, the experimental and theoretical method, examination of basic laws and postulates, and discussion of recent scientific discoveries and their social implications. Not open to premedical students, students who plan to major in one of the physical sciences or students who have successfully completed Physics 101, 107 or the equivalent. Two lectures and a third period for lecture-demonstration, laboratory, or discussion.

#### **101-102-105. General Physics. (I-II-III)**

[3-3-3] D4

The elements of mechanics, heat, sound, electricity, magnetism, optics and atomic physics. This course is calculus-based. Prerequisite: a knowledge of algebra and trigonometry. Co-requisite: Physics 103-104. Math 103 is a co-requisite for Physics 101.

#### **103-104. General Physics Laboratory.**

(I-II) [1-1]

Basic experiments in the topics covered in Physics 101, 102, 105, 107, 108, designed to acquaint the students with typical experimental

problems and to demonstrate many types of scientific apparatus. Normally taken concurrently with the lecture course.

**107-108. Introductory Physics. (I-II)** [3-3] D4

A study of the classical fields of physics, with an introduction to modern physics. Satisfies the science sequence required for the liberal arts and science curricula. Intended primarily for non-physics majors and pre-medical and pre-dental students. Corequisite: Physics 103-104. Prerequisite: A working knowledge of high school algebra and trigonometry.

**205. Electromagnetic Radiation. (I)** [3]

A study of the behavior of electromagnetic waves, both in free space and in material bodies. Coherence, interference, diffraction, dispersion, and polarization. Modulation transfer functions. Absorption and emission of light, blackbody radiation laws, electrooptical and magneto-optical effects. Prerequisites: Physics 105 or 108. Corequisite: Mathematics 203.

**207. Experimental Optical Physics. (I)**

[1]

A laboratory course designed to teach experimental techniques in optical physics. Lens and mirror systems, polarization, dispersion by prisms and diffraction gratings, radiation detectors and radiometry, interferometry, thin films and metallic reflection. Must be taken concurrently with the lecture course or at other times by special permission of the instructor.

**211-212. Structure of Matter. (I-II)** [3-3]

This course is designed to give the student an overview of current knowledge and theories concerning the structure of matter. Electromagnetic waves and quanta will be discussed. The use of elementary wave mechanisms will be applied to the electronic structure of atoms, molecules and solids. The kinetic theory of gases, plasmas, and solids as well as an introduction to nuclear physics will be covered. Prerequisites: Physics 105 or 108. Corequisite: Mathematics 203, 204.

**215. Nuclear Physics. (O.D.)** [3]

The structure and properties of atomic nuclei, radioactivity, and instrumentation. Nuclear re-

actions, fission, fusion, particle accelerators, and reactors. Nuclear forces, properties and classification of elementary particles. Prerequisite: Physics 105 or 108.

**301-302. Electromagnetic Theory. (I-II)** [3-3]

Maxwell's field theory of electromagnetic properties of matter: Maxwell's equations, the electric and magnetic fields *in vacuo*, phenomenological treatment of the electrodynamics of ponderable matter. Prerequisites: Physics 105 or 108 and Mathematics 204.

**303. Electrical Measurements Laboratory. (I)**

[1]

A laboratory course designed to teach the fundamentals of electrical measurements: AC bridge measurements, nonlinear devices, filters, measurements at audio and radio frequencies. Must be taken concurrently with the lecture course or at other times by special permission of the instructor.

**305-306. Classical Mechanics. (I-II)** [3-3]

A study of the statics, kinematics, and dynamics of material bodies, including motion in a central field, constrained motion, Lagrange's and Hamilton's equations, variational formulations, and rigid body motion. Prerequisites: Physics 105 or 108 and Mathematics 204.

**308. Fourier Analysis in Physical Systems.**

(O.D.) [3]

The examination of applications of Fourier Series and Integrals to selected physical systems. Includes together with the basic mathematical background a concentration on applications of Fourier analysis to areas of physics and engineering. Physical computing devices and analyzers will be liberally used. Three ninety minute lecture/seminars and one ninety minute laboratory per week. Prerequisites: Three terms of calculus and Physics 303 or special permission of the instructor.

**401. Quantum Mechanics. (I)** [3]

The elementary formalism of quantum mechanics. Theory of measurement. Application of the Schrodinger equation to the study of the hydrogen atom and its spectrum. Pertur-

bation theory will be developed. Prerequisites: Physics 302, 306 and Mathematics 204.

#### **402. Electronics (II) [3]**

The basic concepts of digital electronics, including gates, flip-flops, latches, decoders, multiplexes, bussing, memories, shift registers, displays, counters, and arithmetic/logic circuits. Prerequisite: Physics 303 or consent of instructor.

#### **403. Electronics Laboratory. (II) [1]**

The application of the principal types of digital circuit elements; emphasis is on the circuit implementation of logic decisions. Corequisite: Physics 402.

#### **405. Thermal Physics (I) [3]**

An introductory 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 105 or 108 and Mathematics 204.

#### **407. Spectroscopy. (O.D.) [3]**

Introduction to the quantum theory of atomic and molecular processes, and to the principal methods of investigation. Grating mountings and spectrograph design, high-resolution spectroscopy: wavelength and intensity measurements. Interferometric spectroscopy. Fourier spectroscopy. The special methods applicable to the ultraviolet, visible, and infrared regions of the spectrum. Two hours of lecture and not less than three of laboratory a week. Prerequisite: advanced standing in physics.

#### **409-410. Topics in Theoretical Physics. (O.D.) [3-3]**

A course in which subject matter to be treated on an advanced level will be chosen to meet the needs of the individual students. Enrollment only with permission of the instructor.

#### **411-412. Honors Research. (I-II) [3-3]**

Open to candidates for honors in Physics. Special laboratory research in a recognized branch

of physics, usually related to research being carried on by members of the department.

#### **413. Microcomputer Programming and Interfacing. (III) [3]**

The study and practice of assembly language programming of a microcomputer. The use of stacks, timers, interrupts and various addressing modes will be emphasized. Laboratory exercises will cover analog-to-digital and digital-to-analog conversion, sampling, and servomechanisms. Two lectures and one laboratory period per week. Prerequisites: Physics 402 and 403 or consent of instructor.

#### **415-416. Advanced Experimental Physics. (O.D.) [1-1]**

Courses will be project oriented, tailored to the interests and needs of the students. General laboratory techniques may be included, such as vacuum and gas handling, deposition of thin films, optical testing procedures, photography, machine shop instruction. Projects would largely be spectrographic in nature, ranging from near ultraviolet to far infrared. Admission by permission of the instructor.

#### **421. Modern Physics Laboratory. (I) [1]**

Experimental problems dealing with the crucial developments in modern physics. Measurement of the charge of the electron, charge to mass ratio of the electron, Planck's constant, velocity of light, gravitational constant. Selected experiments in nuclear physics, electron spin resonance and nuclear magnetic resonance experiments. Senior standing or permission of the instructor.

#### **451. Senior Seminar (II) [1]**

A weekly departmental seminar in which current topics in physics are discussed. As discussion leaders students will use recent periodicals as course material. Required of all majors in their senior year.

#### **Honors in Physics**

- (1) Courses required: those listed for the B.S. degree with a major in physics.
- (2) Special laboratory research in a recognized branch of physics usually related to research being carried on by members of the



department. A creditable thesis must be presented at the end of the year.

- (3) Examinations: (a) Mechanics and Quantum Mechanics; (b) Electricity and Magnetism and Optics; (c) Structure of matter and Thermal Physics; (d) honors research.

**POLITICAL SCIENCE****ASSOCIATE PROFESSORS**

**Rodney A. Grunes.** *Chairman.* A.B., Drew University; M.A. and Ph.D., Duke University. (Public law; constitutional politics; judicial behavior.) Pre-legal Coordinator.

**Michael P. Kirby.** B.S., Wisconsin State University; M.A., Northern Illinois University; Ph.D., University of Wisconsin-Milwaukee. (Criminal justice; urban policy; computers.)

**Wilmer A. Sweetser.** B.S., Spring Hill College; M.A., University of Detroit; Ph.D., Louisiana State University; M.P.A., University of Mississippi. (Public administration; organizational theory; political philosophy.)

**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 law, government service, practical politics, criminal justice, teaching, hospital administration, and journalism. Access to nationally ranked law and graduate programs is facilitated by a program designed to provide students with analytical and reasoning 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. Also, students are encouraged to develop their own understanding of the political process by undertaking supervised research projects involving the use of library resources, the gathering of data, the analysis of judicial opinions, and direct observation.

Political Science students are provided with an overview of the discipline through Introduction to American Politics and the following

foundation courses: Introduction to Law and Legal Research, Early Political Theory or Public Administration, Computers and Political Science, and either Political Analysis Using the Computer or Measuring Public Opinion. 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. A unique interdisciplinary course offers students legal research skills which allows them to understand court decisions, statutes, and the actual work of lawyers in the legal system. Courses are also available on the judicial process, constitutional law and politics, education law and politics, and civil liberties. The Department provides academic and placement counseling on law schools.
- B. **PUBLIC ADMINISTRATION AND POLICY STUDIES.** This field examines the management of public agencies and analyzes major substantive areas. Public administration courses are available on the budgetary process, the public administrator, agency formation and organizational behavior, and public personnel administration. Policy courses are available in urban policy and criminal justice, and specialized areas such as health policy.
- C. **POLITICAL ANALYSIS.** The Department offers several approaches to the understanding and analysis of political issues. Studies in normative theory offer a unique approach to the understanding of major political themes by examining the ideas developed by the classical theorists and the concepts found in contemporary literature. Quantitative problems are approached through a series of specially designed one-hour courses using the College's computer facilities. The non-technically oriented student will find these courses useful and interesting. A computer laboratory is maintained by the Department to provide assistance for all students using the computer.
- D. **AMERICAN GOVERNMENT AND POLITICS.** This field examines the institutions and processes of public policy-making. Courses are available on

contemporary issues, political campaigns, the judiciary, and the political process. During the College's unique Term III, a departmental faculty member takes a class to Washington, D.C. to study government through seminars with public officials.

D. Senior Program: one of the following options

1. Political Science emphasis: 524-525
2. International Studies emphasis: 400

**Requirements for a major in Political Science include the following:**

1. Political Science 151, 181, 183 or 184, 201, 250 or 300, 524 and 525, or 527 and 528;
2. Political Science 151, or its equivalent, is required for admission to all courses with the exception of 161, 171, 181, 182, 183, 184, and 215.
3. Seven additional courses (21 hours) in Political Science.
4. Electives selected in consultation with faculty advisor in Political Science.

In order to meet the demands of students interested in both Political Science and International Studies, an interdisciplinary major program is offered in Political Science/International Studies.

- A. *Required in Political Science*
  - 151 The United States Political System
  - 201 Introduction to Law and Legal Research
  - 250 Public Administration
  - 181 Computers and Political Science
  - 183 Political Analysis Using the Computer
  - Or
  - 184 Measuring Public Opinion
  - Six additional hours in political science
- B. *Required in International Studies*
  - 100 Introduction to International Studies
  - 200 Introduction to Comparative Politics
  - 301 International Relations
  - 302 International Politics
  - One of the following sequences in international studies, for a total of six credit hours: 241-242 Russia; 243-244 Mideast; 263-264 East Asia; 261-262 China; 281-282 Europe; 371-372 Foreign Policy; 373-374 Defense Policy; 331-332 Development; 351-352 Organization and Law; 311-312 International Economics.
- C. Required Cognate: Economics 103-104

**COURSE OFFERINGS**

**151. The United States Political System. (I and II) [3] E3**

The basic concepts and issues of the United States political system; constitutional development; institutions; and political process. Prerequisite to all courses in the Department with the exception of 161 and 171.

**161. Contemporary Issues in Public Policy. (II, or III) [3] E3**

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.

**171. Political Themes in Contemporary Literature. (III) [3] E3**

A selective analysis of continuing conflict issues in normative political theory: the nature of justice; role of the state; power; alternative political systems; and the promotion of morality. Materials taken from contemporary writings.

**181. Computers and Political Science. (I and II) [1]**

Examination of computer uses in Political Science; focus on learning to use the computer through editing and specialized applications.

**182. Advanced Computer Applications in Political Science. (II) [1]**

An introduction to recoding and system files which allow a student to utilize more advanced

procedures in SPSS, the "Statistical Package for the Social Sciences." Prerequisite: 181.

**183. Political Analysis Using the Computer. (I, II, and III) [1].**

Introduction to empirical analysis in political science. Students will use SPSS and the computer to examine a data set and submit a written report. Prerequisite: 181.

**184. Measuring Public Opinion. (II) [1]**

The use of survey research and polls in examining public opinion. The creation of questionnaires and the interpretation of results using the computer. Prerequisite: 181.

**201. Introduction to Law and Legal Research. (I and II) [3] E3**

An interdisciplinary examination of the nature and functions of law; the process of legal development; court procedures; judicial organization; law and society; and the roles of police, lawyers, juries, and judges in the legal system. Special attention given to the techniques of legal research.

**215. Law, Politics, and Education. (III) [3] E3**

An examination of the interaction of law, politics, and the educational system. Focus on the rights and responsibilities of students, teachers, and administrators, and the policy problems of separation of church and state, freedom of expression, due process, and equal educational opportunity. (Same as Education 215)

**250. Public Administration. (I) [3]**

Examines the organization, development, and operations of the public administrative system in the United States. Special focus on the role of bureaucracy in a democratic political system. (Alternate years; offered 1983-84)

**295. Term III in Washington. (III) [6]**

A study of specialized issues in American national government. Three weeks on the Southwestern campus and three weeks in Washington, D.C. The Washington portion will include seminars with members of Congress, interest groups, executive branch and the bureaucracy. I will also include access to research sources,

including specialized libraries, interviews, and observation.

**300. Early Political Philosophy. (I) [3]**

Readings, analysis and discussion of selected writers and doctrines in the tradition of Western thought on politics and society from ancient Greece through the sixteenth century.

**301. Modern Political Philosophy. (II) [3]**

Readings, analysis and discussion of selected writers and doctrines in the tradition of Western thought on politics and society from the seventeenth to the twentieth century.

**302-303. Constitutional Law and Politics.**

(I, II) [3-3]

American constitutional principles are examined through an analysis of Supreme Court decisions. The decision making and policy roles of the Court in selected areas of executive and legislative powers, federalism, the economic system, civil liberties, reapportionment and civil rights are given special coverage. Prerequisite: 201.

**307. Judicial Process and Behavior. (I or II) [3]**

The organization, jurisdiction, and functions of the United States federal court system. Special emphasis given to: the roles of the judiciary; the decision making process; and the impact of judicial decisions.

**316. Urban Policy. (I) [3]**

Problems and processes of policy formation in the urban system; discussion of substantive policy areas such as housing, community development, planning and transportation. Prerequisite: 293 or consent of the instructor.

**350. The Public Administrator. (II) [3]**

The principles and techniques of the public administrator's roles in planning, organization, and control. Within the political environment, special attention is given to decision making, program implementation, evaluation, the fiscal process, and personnel relationships. Prerequisite: 250. (Alternate years; offered 1983-84)

**351. Budgetary Processes. (II) [3]**

The fiscal decision-making process of governmental agencies as affecting the allocation and

administration of revenues for public service areas on the national, state and local levels. Prerequisite: 250.

**352. Agency Formation and Organizational Behavior. (II) [3]**

Concepts and principles related to the organization and management of public agencies. Case studies in such selective areas as authority-responsibility, design, span of control, leadership, communication, and motivation. Prerequisite: 250. (Alternate years; not offered 1983-84)

**353. Public Personnel Administration. (I) [3]**

Structure, staffing, motivation, and evaluation of the public service system in the United States. Case studies in the recruitment and training of personnel, reward-disciplinary activities, collective bargaining, personnel benefits, and employer/employee relationships. Prerequisite: 250. (Alternate years; not offered 1983-84)

**385. Criminal Justice. (II) [3]**

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: 201.

**388. Seminar in Public Policy. (III) [3]**

An investigation of one subject area in public policy, offered in response to student demand. Topics might include energy, environment, transportation, agriculture, and health.

**390. Campaigns and Elections. (I) [3]**

Emphasis on political campaign strategies and tactics, with discussion of the recruitment of candidates for public office; examination of practical politics; exploration of social science research on campaigns; voting trends; and public opinion. Offered during national election years.

**401-402-403. Seminar in the Political Process. (O.D.) [3]**

An investigation of an important subject area within the discipline of political science offered in response to student demand. Topics might include the presidency, legislative process, po-

litical behavior, campaign design and strategy, and state politics.

**414. Seminar in Civil Liberties. (III) [3]**

The legal process as an instrument of social change. Selected areas in legislation, judicial interpretation, and executive decisions affecting civil rights and liberties. An evaluation of political, social, and economic impact.

**420. Seminar in Urban Policy. (III) [3]**

A research seminar dealing with key issues in urban policy: housing, transportation, and land use. The application of policy analysis techniques. Prerequisite: 316 or consent of the instructor.

**425-426. Public Affairs Laboratory. (I, II, III) [3-3]**

A directed internship with a selected legal, governmental or community agency. Prerequisite: Consent of Department.

**430. Washington Semester. (II) [16]**

A sixteen week study of national government in Washington, D.C.; consists of seminars, internship and research projects. Prerequisite: Consent of Director and special financial arrangements with the College are required.

**524. Senior Seminar (I) [1]**

The application of research techniques to specialized projects in political science. A prerequisite to 525, Senior Seminar, and required of all senior majors.

**525. Senior Seminar. (II) [3]**

A research course designed for senior Political Science majors.

**527-528. Honors Tutorial. (I-II) [6-6]**

This is an advanced tutorial, individually tailored to each honor student involving the preparation of a major independent research project.

## PSYCHOLOGY

### PROFESSORS

**E. Llewellyn Queener.** A.B., University of Tennessee; B.D. and Ph.D., Yale University. (General; psychology of religion.)

**Herbert W. Smith.** *Chairman.* B.A. and M.A., East Texas State University; Ph.D., Florida State University. (Clinical psychology; developmental.)

### ASSOCIATE PROFESSOR

**Frank Thomas Cloar.** B.A., Southwestern At Memphis; M.A., Memphis State University; Ph.D., University of Alabama. (Animal behavior; operant conditioning and learning.)

### ASSISTANT PROFESSORS

**L. Charles Lemond.** B.A., Southwestern At Memphis; M.A. and Ph.D., Vanderbilt University. (Cognitive processes; experimental design.)

**Marsha D. Walton.** B.A., M.A., Ph.D., University of North Carolina at Chapel Hill. (Developmental, language and thought, social.)

**Christopher G. Wetzel.** B.A., M.A., and Ph.D., University of North Carolina, Chapel Hill. (Social, industrial, attribution theory, decision making.)

### VISITING PROFESSOR

**Allen Overton Battle.** B.S., Siena College; M.A. and Ph.D., Catholic University of America. (Clinical psychology; psychopathology.)

A primary objective of the **Department of Psychology** is to provide the student with a comprehensive understanding of the science of behavior and experience. A second basic objective is to provide the necessary background and experience for a variety of meaningful vocational applications.

Regarding the first objective, a non-major can study various topics of interest to the educated layperson, such as an in-depth survey of contemporary psychology, followed by courses in

human development, perception, cognition, personality, psychopathology, social behavior, and religion.

An intensive concentration on this first objective prepares the student for graduate education in psychology. Since the doctorate in psychology requires approximately four years (experimental-theoretical psychology) to six years (clinical psychology, including internship), the student should be aware of the long-term academic effort required. The student should also know that admission to graduate departments of psychology is now highly competitive. The student planning to do graduate study in psychology will need to master laboratory experimentation, statistics, and biological bases of behavior. The Department has excellent facilities for conducting research with both animal and human subjects. Individuals holding doctoral degrees generally enter into teaching/research, a mental health vocation, or consultantships in industry and education.

The long-standing view that there is no vocational outlet for B.A.'s in psychology is no longer tenable. The psychology major prepares the student for the use of psychology in such vocations as medicine, the clergy, social work, law, management, and personnel work. Preparation may also be made for a career in education, such as secondary school teaching of psychology or teaching in special education. There is the additional prospect of B.A. level employment in such human services careers as psychological services worker, mental health aide, and research assistant. All majors are required to complete certain courses of a theoretical and experimental nature (e.g., history and systems, quantitative aspects), which help to provide the base of knowledge for the application of skills and principles.

Faculty, facilities, and departmental operations are shaped by the intentions described above. Although all faculty were selected, in part, for their concerns regarding human issues in psychology, the five full-time and the several part-time members represent a wide range of specialties such as measurement, statistics, animal behavior, human development, cognitive processes, clinical/counseling psychology, social psychology, industrial psychology, and humanistic psychology.

Arrangements with the University of Tennessee Center for the Health Sciences and various human services agencies allow for a variety of off-campus internships and practicum experiences.

The applicability of psychological principles to other areas of interest is evidenced by the fact that most students at Southwestern complete two or more courses in psychology and have the opportunity to obtain an interdepartmental major; e.g., with anthropology/ sociology, and religion.

#### Requirements for a major in Psychology:

1. Psychology 101-102. Prerequisite to all advanced courses.
2. Psychology 211. Course should be completed as soon as possible.
3. Psychology 401-402.
4. Seven additional courses in Psychology, four of which must come from 214, 332, 333, 334, 338, 405, 406.

*Interdisciplinary majors:*

#### Requirements for a major in Anthropology/ Sociology and Psychology:

- (1) Anthropology/Sociology 103, 105, 206, 261, 301 or 313, 365.
- (2) Psychology 101-102, 219, 229, 304.
- (3) Anthropology/Sociology 262 or Psychology 211, Anthropology/Sociology 303 or Psychology 223, Anthropology/Sociology 466 or Psychology 407 or 411.
- (4) Anthropology/Sociology-Psychology 474.

#### Requirements for a major in Psychology/ Religion:

A major exploring areas of common concern to both religion and psychology—areas of agreement as well as disagreement—focusing upon both theoretical and practical issues. Requirements are the same for all students in the portion of the bridge taught by the Department of Religion. In the Psychology segment, the student may elect to follow either an “applied” or a “theoretical” direction. “Applied” means that the intention is in the direction of the helping professions. “Theoretical” implies a teaching-and-research orientation.

- (1) Religion courses required: 100 or 110 or 120; 131, 263, 342; and two of the follow-

ing: Religion 151, 231, 334, 335, 338, 339, 345, 346, 357. (Other courses within the Department of Religion may be substituted with departmental approval.)

- (2) Psychology tracks: Follow either A or B.
  - (A) Applied Track  
Psychology courses required: 101-102, 211, 214; and two (2) of the following: 219, 223, 226, 229, 230, 304, 311, 407, 411.
  - (B) Theoretical Track  
Psychology courses required: 101-102, 211, 405; and two (2) of the following: 214, 216, 219, 221, 226.
- (3) Additional required courses: Psychology-Religion Senior Seminar and 3 hours of philosophy.
- (4) Recommended courses: Biology, 111, 112.

#### COURSE OFFERINGS

##### 101-102. General Psychology. (I-II) [3-3] E4

Theories, principles, and data of general psychology. **NOTE: PREREQUISITE TO ALL ADVANCED COURSES.**

##### 209. Human Intuition and Judgment

Examines how people make judgments about themselves and others, how people attribute causation to human behavior, and how people make judgments or decisions about courses of action.

##### 211. Quantitative Aspects of Psychology. (I) [4]

Measurement principles with emphasis on the application of statistics in the design and analysis of psychological research. Three hours of lecture and not less than three hours of laboratory per week.

##### 214. The Analysis of Behavior. (II) [3]

An introduction to the analysis of behavior with emphasis on the principles of operant conditioning.

##### 215. Comparative Psychology. (I) [3]

A consideration of the methods and data of comparative psychology, including ethological issues, with emphasis on cross-species behavioral continua.

**216. Perception. (O.D.) [3]**

A survey of theories and research in sensation and perception. Emphasis is placed on visual processes.

**219. Personality Psychology. (I) [3]**

The theories, development, and correlates of personality.

**221. Humanistic Psychology. (O.D.) [3]**

Study and evaluation of the basic principles of humanistic psychology.

**223. Social Psychology. (I) [3]**

Application of psychological theories to human relations.

**226. Psychology of Religion. (III) [3]**

An examination of religion mainly in terms of cognitive psychology.

**229. Developmental Psychology I. (I) [3]**

Principles of development from infancy through childhood.

**230. Developmental Psychology II. (II) [3]**

A continuation of developmental psychology from adolescence through old age.

**234. Industrial Psychology. (I) [3]**

Selection, human relations, and human engineering in industry.

**302. Cognitive Processes. (I) [3]**

A survey of theories and research in human cognition. Topics to be covered are thinking, problem solving, creativity, decision making and memory.

**304. Abnormal Psychology. (II) [3]**

Symptoms, etiology, and therapies of personality deviations.

**306. Language and Communications. (O.D.)**

[3]

A survey of recent theory and research on human language. Topics to be covered include language and communication, language and the human mind, and language and development.

**311. Counseling Psychology. (O.D.) [3]**

A survey of the major theoretical orientations and current practices of counseling and psychotherapy.

**333. The Experimental Analysis of Behavior.**

(I) [4]

An introduction to the techniques utilized in deriving the principles of operant conditioning. Laboratory work with the rat, pigeon and fish. Two lectures and two laboratories each week. Prerequisite: Psychology 214.

**334. Experimental Psychology. (II) [4]**

The study and application of the experimental techniques used in the investigation of psychological processes in human subjects. Two lectures and two laboratories each week. Prerequisite: Psychology 211.

**338. Tests and Measurements. (II) [4]**

Psychometric principles, including evaluation of contemporary psychological tests and design and construction of measurement instruments. Three hours of lecture and three hours of laboratory each week.

**399. Junior Seminar. (III) [1]**

A survey of contemporary research on selected topics. Open only to junior psychology majors. Prerequisite: permission of the staff.

**401. Processes and Areas I. (I) [3]**

An integration of perceptual processes and of cognitive processes as these are represented respectively in seven areas of academic psychological specialization.

**402. Processes and Areas II. (II) [3]**

A continuation of 401 with emphasis on affective and motivational processes.

**405. History and Systems of Psychology. (I) [3]**

A survey of the history of psychology with emphasis on the history of experimental psychology and the development of contemporary systems. (Not offered 1983-84)

**406. Experimental Social Psychology. (II) [4]**

Techniques for inducing and observing behavior in response to social variables. Completion



of one major empirical project. Two hours of lecture and four hours of laboratory each week. Prerequisites: Psychology 211, 223.

**407. Developmental Problems. (III) (O.D.)**  
[3-6]

An interdisciplinary approach to diagnosis and treatment of children with development problems, including supervised experience at the U.T. Child Development Center. Prerequisite: Permission of instructor.

**411. Practicum in Child Psychology. (O.D.)** [4]  
Application and research in the principles and methods for the training of children in cognitive and language skills. Two hours lecture and six hours of laboratory each week. Prerequisites: Psychology 229 and permission of instructor.

**421. Introduction to Clinical Psychology.**  
**(I-III)** [3]

Principles of interviewing and psychodiagnostic evaluation in a psychiatric setting. Prerequisites: Psychology 219 and 304. Senior Psychology majors only.

**430. Psychology and Literature. (III) (O.D.)** [3]

A number of psychological theories are examined in light of several recurring themes in literature.

**434. Advanced Experimental Design. (III) (O.D.)**  
[3]

An advanced examination of the logical and statistical aspects of specific experimental designs that are most useful in the behavioral sciences. Prerequisites: Psychology 211 and Psychology 334.

**460. Internship in Psychology. (I, II, III)** [3-6]

Supervised experience in applying psychological knowledge and principles in a field or "real-world" setting. Students will read the literature on applying psychology, work on a project with a (non-clinical) professional psychologist and write a paper on the experience. Prerequisites will depend on the particular project but would usually include Psychology 211, 234, and 338. Permission of the internship director required.

**474. Interdepartmental Seminar. (II)** [3]

Discussion of topics integrating psychology and anthropology/Sociology. Required of bridge majors. Seniors only.

**Tutorial Courses**

**525-526. Senior Tutorial. (I-II)** [3-3]

For students who wish to do advanced work not provided for in the regular courses. The content will be determined after consultation with the student. Prerequisites: Senior standing and permission of the instructor.

**527-528-529. Honors Tutorial. (I-II-III)**

[3-6; 3-6; 3-6]

Maximum of 12 hours credit.

**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 work out a proposal for an honors program to be undertaken in the senior year. This proposed program must be discussed and approved by the 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 Term III of the junior year.
- (2) Courses required: Fulfillment of the requirements for a major in psychology and Psychology 527-528-529.
- (3) Examinations: Honors students will be required to take oral and written examinations over the subject of the honors thesis in addition to comprehensive examinations.
- (4) An honors thesis must be prepared on some special topic related to the general field of honors study. The thesis must be read and approved by two members of the psychology department before it is submitted to the Individualized Studies Committee.

## RELIGION

### PROFESSORS

**Richard A. Batey.** The W. J. Millard Professor of Religion. B.A., David Lipscomb College; B.D. and Ph.D., Vanderbilt University. (New Testament.)

**Milton P. Brown, Jr.** The Albert Bruce Curry Professor of Religion. A.B., Birmingham-Southern College; B.D., Louisville Presbyterian Theological Seminary; Ph.D., Duke University. (Biblical studies; patristics.)

**Fredric Michael McLain.** *Chairman.* B.A., DePauw University; B.D., Yale Divinity School; Ph.D., Vanderbilt University. (Philosophical theology.)

**Fred William Neal.** The R. A. Webb Professor of Religion. A.B., Lewis and Clark College; B.D., Chicago Theological Seminary; Ph.D., University of Chicago. (Church history; medical ethics.)

**Robert G. Patterson.** B.A., Washington and Lee University; B.D., Union Theological Seminary (Virginia); Ph.D., Yale University. (Eastern religions, ethics.)

### ASSISTANT PROFESSOR

**Steven L. McKenzie.** B.A., Abilene Christian College; M.Div., Abilene Christian University; Th.D., Harvard University.

### DISTINGUISHED VISITING LECTURER

(Supported in part by the Jewish Chautauqua Society.)

**James A. Wax.** B.A., Southeast Missouri State University; B.H.L. and M.H.L., Hebrew Union College. (Jewish studies.)

The academic study of religion is the primary objective of the **Department of Religion**. The courses offered are concerned to explore religion as a dimension of human experience, the biblical faith, and its relevance for contemporary life.

Non-majors often take religion courses in or-

der to investigate areas of personal interest, to reflect on the meaning of life, and to gain assistance in reflecting on career values. Courses in religion, such as theological ethics, provide the student with an ethical awareness that is invaluable for any profession.

After graduation, majors may find employment in the world of business and management where their analysis of human problems and sensitivity to viable solutions have proven exceptionally valuable. These skills have also led to successful careers in law, government service, medicine, counseling and communications.

Majors in religion are 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.

### Requirements for a major in Religion:

Students majoring in Religion will select their individualized course of study in consultation with their departmental advisor. The major in Religion leads to a balanced and integrated understanding of basic concepts and methodologies in religious studies. Fifteen courses are required for a major in Religion.

### Required Courses:

- (1) Bible: 100 or 110 or 120.
- (2) Theology: 131, 335.
- (3) Religion and Culture: 151, 342.
- (4) History of Christianity: 160, 263.
- (5) Patterns of Religion: Two of the following: 161, 264, 265, 346.
- (6) Senior Seminar: 515.
- (7) Electives: 6 additional hours in the department.
- (8) Philosophy 201, 202. Humanities 101, 102, 201, 202 may be substituted for Philosophy 201.

### Recommended Courses:

Greek 101 and 102 are recommended for students interested in advanced work in New Testament studies.

### Religion and Culture Majors:

Religion and culture majors will substitute for

their 6 elective hours three courses (at a level beyond the introductory) in another field of interest, e.g. History, Philosophy, Literature, Sociology, etc. They will also register for either Religion 525-526 or 527-528 arranged with the instructor so as to cover the interdisciplinary areas.

### Religion-Psychology Interdisciplinary Major

A major exploring areas of common concern to both religion and psychology—areas of agreement as well as disagreement—focusing upon both theoretical and practical issues. Requirements are the same for all students in the portion of the major taught by the Department of Religion. In the Psychology segment, the student may elect to follow either an "applied" or a "theoretical" direction. "Applied" means that the intention is in the direction of the helping professions. "Theoretical" implies a teaching-and-research orientation.

- (1) Religion courses required: 100 or 110 or 120; 131, 263, 342; and two of the following: Religion 151, 231, 334, 335, 338, 339, 345, 346, 357. (Other courses within the Department of Religion may be substituted with departmental approval.)
- (2) Psychology tracks: Follow either A or B.
  - (A) Applied Track  
Psychology courses required: 101-102, 211, 214; and two of the following: 219, 223, 226, 229, 230, 304, 311, 407, 411.
  - (B) Theoretical Track  
Psychology courses required: 101-102, 211, 405; and two of the following: 214, 216, 219, 221, 226.
- (3) Additional required courses: Psychology-Religion Senior Seminar and 3 hours of Philosophy.
- (4) Recommended courses: Biology 111, 112.

### Religion Honors Program:

The honors program in Religion is set up by consultation between the student and the department. In addition to the courses required for a major, the honors program requires the advanced seminar, Religion 527-528 in which the student will be guided in the composition of an honors paper. An oral examination will be administered over this special area of research.

Courses listed with numbers above two

hundred generally presuppose previous knowledge in the study of Religion. Admission is subject to the successful completion of the designated prerequisite or to the consent of the instructor.

### COURSE OFFERINGS

Either Religion 100 or 110 or 120 must be taken as a prerequisite for all other Bible courses. (Humanities 101 and 102 may be substituted as the prerequisite for all other Bible courses.)

### BIBLE

#### 100. Introduction to the Bible. (I) [3]

Study of the methods of interpreting the Bible, the basic principles and tools of biblical scholarship, and the significance of scholarly findings for our understanding of contemporary religious issues as well as the Bible itself.

#### 110. The Religion of the Hebrews. (I) [3]

An historical and literary approach to the religion which expressed itself in writings held sacred by Jews and Christians.

#### 120. The Beginnings of Christianity. (I) [3]

A study of the life, faith, and literature of primitive Christianity.

#### 200. Biblical Theology. (II) [3]

This course approaches the Bible topically rather than historically. It considers central biblical teachings, such as the nature of God, the human situation, the meaning of righteousness.

#### 210-211. Biblical Hebrew. (I-II) [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. These courses do not satisfy the foreign language competency requirement.

### Old Testament Studies

Historical, literary, and theological studies of various writings of the Old Testament.

212. *Pentateuch*. (II) [3]

213. *Historical Literature*. (II) [3]

214. *Prophets*. (II) [3]

215. *Wisdom Literature/Psalms*. (II) [3]

216. *Apocalyptic*. (III) [3]  
 218-219. *Selected Topics in Old Testament*.  
 (III) [3]

**New Testament Studies**

Historical, literary, and theological studies of various writings in the New Testament.

223. *Synoptic Gospels*. (II) [3]  
 224. *Gospel of John*. (III) [3]  
 225. *Paul's Epistles*. (II) [3]  
 226. *The Epistle to the Romans*. (II) [3]  
 228-229. *Selected Topics in New Testament*.  
 (O.D.) [3]

**THEOLOGY**

**131. Introduction to Theology. (I, III) [3]**

Introduction to theological reflection on such matters as belief in God, the nature of revelation and the meaning of history.

**231. The Quest for Meaning. (I, II) [3]**

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.

*Studies in Theology*

**334. Philosophical Theology. (I) [3]**

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 334.) May be taken for either Philosophy or Religion credit but not for both.

**335. Modern Theology. (II) [3]**

A consideration of several figures and ideas important to this century. The approach will vary between historical, philosophical, and topical emphases, according to announcement by the instructor. Prerequisite: Religion 131.

**338-339. Selected Topics in Theology. (I) [3]**

*Studies in Religion and Culture*

**342. Religion and Psychology. (I) [3]**

An exploration of the relation between religion and psychology articulated through selected representative theologians and psychologists.

**345. Pain, Suffering and Death. (I, II) [3]**

A seminar which examines critical issues and problems of crisis-experience, involving pain, suffering and death. Lectures, discussions and interviews with practicing physicians, psychologists, clergy. Designed primarily for pre-medical students, it serves also those looking to patient-related vocations such as counselling, nursing, ministry, etc. Enrollment is limited and preference is given to pre-medical students, though others may enroll with the permission of the instructor.

**346. Phenomenology of Religion. (II) [3]**

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.

**348-349. Selected Topics in Religion and Culture. (III) [3]**

**RELIGIOUS ETHICS**

**151. Introduction to Theological Ethics. (I) [3]**

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.

*Studies in Ethics*

**352. Moral Responsibility in the Professions. (II) [3]**

Theological reflection on human values to be served by the service professions. Case studies from law, medicine, business, and other professions will be examined and evaluated.

**353. Medical Ethics. (III) [3]**

A study of ethical problems confronting persons in the medical professions—euthanasia, abortion, genetic screening and amniocentesis, human experimentation and informed

consent, motives in medicine, etc. Case-study analyses, position papers, interviews. Enrollment is limited and preference is given to premedical students, though others may enroll with the permission of the instructor.

**357. Social Issues in Ethical and Religious Perspective. (II) [3]**

After a brief discussion of moral theory, this course will focus on selected social issues as war, capital punishment, sexual ethics, and hunger.

**HISTORY OF RELIGIONS**

**160. Christianity in Western Culture. (I) [3]**

A study of Western Christianity with particular attention to its relations with secular culture, covering significant ideas, issues, leaders, institutions and epochs in its development.

**161. Living Religions and Modern Man. (I) [3]**

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.

*Studies in the History of Religions*

**263. Religion in America. (II) [3]**

An historical analysis of American religion, its beliefs, institutions, and ideals. Such themes as Puritanism, Revivalism, the Social Gospel, and the Fundamentalist-Modernist controversy will be treated.

**264. Judaism. (I, III) [3]**

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.

**265. Islam: Religion as the Basis of Political Theory and Thought. (I) [3]**

The same as International Studies 214.

**268-269. Selected Topics in the History of Religion**

**SEMINARS AND TUTORIALS**

**405, 406, 407. Seminar in Bible or Religion.**

(O.D.) [3]

A biblical topic or a major problem or thinker in the field of religion will be given more intensive consideration than is possible in the courses listed above. Instructors will announce topics.

**515. Senior Seminar. (II) [3]**

This seminar is required of all majors in religion and is normally taken in Term II of the senior year. The seminar will seek to develop a comprehensive view of the field of religion as an academic discipline.

**523. Tutorial (O.D.) [3]**

Subject matter to be arranged between the professor and student.

**525-526. Advanced Study in Bible or Religion.**

(O.D.) [3-3]

Intended for majors, in their senior year, the course will provide intensive study of topics chosen in consultation with individual students and relating to the development of their major studies. The second term will be concerned primarily with the writing of a senior paper.

**527-528. Honors Tutorial (O.D.)**

**533. Internship. (O.D.) [1-3]**

Supervised learning experience in the community outside the college, e.g., correctional institutions, churches, hospitals, social agencies. The program of field work will be devised by the student and faculty advisor and approved by the chairperson of the department.

## THEATRE AND MEDIA ARTS

### ASSOCIATE PROFESSORS

**Tony Lee Garner.** *Chairman.* Artistic Director, McCoy Theatre. B.M., Southwestern At Memphis; M.M., Memphis State University.

Professor Garner is a pupil of Neumon Leighton and Issac Van Grove. He has been a frequent performer with the Robert Shaw Summer Chorus at Westminster Choir College. He is conductor of the Southwestern Singers, founder and principal conductor of the Masterpiece Festival Chorus and Orchestra. He has been musical director at Theatre Memphis for sixteen years and twenty-seven productions. He has directed three productions in the new McCoy Theatre and has numerous acting credits. *CANDIDE* was selected as "one of the best" of 1982 by Edwin Howard.

**Betty M. Ruffin.** B.S. and M.A., Memphis State University.

Professor Ruffin has acted with Center Players, Theatre Memphis, Memphis Shakespeare Festival, Circuit Playhouse, and Memphis Open Air Theatre, playing title roles in *HEDDA GABLER*, *GIN GAME*, and *GNADIGES FRAULEIN*. She has studied at Northwestern University and done graduate work in English at Wroxton College, Oxfordshire, England. She has been a staff member of Vanderbilt's "Theatre in London" and attended workshops in acting and directing at Webster College, Southern Methodist University, the University of Illinois, and the London Academy of Music and Dramatic Art. She studied period acting with Alan Brown, formerly of the National Theatre of Great Britain. She was listed by Memphis Magazine as one of the Ten Best Actresses for her performances in *INTO THY NARROW BED* in 1980, and *THE GIN GAME* in 1981. *ROUND AND ROUND THE GARDEN*, directed by Professor Ruffin, was listed as one of the Ten Best Plays in Memphis in 1981 by Memphis Magazine.

### PART-TIME INSTRUCTORS

**Laura Canon.** B.A., Southwestern At Memphis; M.F.A., Memphis State University.

Ms. Canon is Technical Director/Production Manager for The McCoy Theatre. She has light designing credits at Memphis State University, Little Theatre at Theatre Memphis, and she designed both light and set for The McCoy Theatre production "Carnival."

**Julia Ewing.** B.A., Siena College; M.A., Memphis State University.

Professor Ewing has directed with Theatre Memphis, where she was the second female director, and with Downtown Dream Machine and Circuit Playhouse, where she was the first female director. She has been the director of Memphis Children's theatre for 10 years. During that time she has received the Southeastern Letter of Commendation for Children's Theatre Work, and the National Letter of Honor for Children's Theatre Work. She has acted with Theatre Memphis, Circuit Playhouse, Playhouse on the Square, and Downtown Dream Machine in such productions as *PIPPIN*, *TAMING OF THE SHREW*, and *A MID-SUMMER NIGHT'S DREAM*. She has studied with Burgess Meredith, Ellis Rabb, Harv Dean at the Actor's Institute at Stasberg, Ernie Martin and Lucille Rubin. In 1978, she was selected as one of The Outstanding Young Women of America.

Professor Ewing's productions of *THE CRUCIBLE* and *BRECHT ON BRECHT* were selected as two of the best sixteen Memphis productions of 1982 by Press Scimitar critic Edwin Howard.

**Raymond S. Hill.** B.F.A. and M.F.A., State University of Iowa.

Professor Hill performed for 12 years as a clown and puppeteer on WMC TV's *Looney Zoo* program. He has served as host on a number of local TV series, such as *This City Is You*, *Workshop 13*, *The Arts Alive*, and *Architecture and Modern Man*. He has directed plays of the Circuit Players, Center Players, Memphis Opera Theatre, and others. He is co-founder of A Learning Place, an experimental school in Memphis.

**The Department of Theatre and Media Arts** offers courses of instruction which are intended to develop understanding of Theatre and Media as integral parts of the society in which

they exist and of the liberal arts. Students may pursue coursework in either or both of the two areas. The degree is not a professional one although graduates will be well prepared to pursue professional training or graduate school studies.

The Department has a well-developed network of theatrical and media agencies which allows the major to receive practical experience in advertising, newsgathering and reporting, TV and radio production, make-up, set construction, etc., through the Internship program. Directed Inquiries are available to concentrate on historical and theoretical areas.

*Special Study Opportunities.* Southwestern Theatre and Media Arts students have numerous opportunities to gain experience in their fields. Theatre students may perform or work in campus or locally-produced plays. Broadcasting students can get a feel for radio at the campus FM station, WLYX.

*Departmental Facilities.* The style of the theatre program at Southwestern was set in the 1982 opening events of the new McCoy Theatre, one of the best designed theatres in the region. The fully adaptable performing space was first occupied by the musical "Candide" which utilized an environmental stage setting. The McCoy Theatre will seat up to 200 for theatrical productions. The stage and the seating are mobile so that they can be set up in many different configurations. Since the opening production, all possible stage configurations have been utilized. Productions are supported by excellent technical capabilities.

### **Requirements for a major in Theatre and Media Arts:**

The Department is divided into two tracks: Theatre and Media.

Core requirements for Media Track:

- (1) Understanding Mass Media 200
- (2) Introductory Acting 204
- (3) History of the Theatre 301 or 302
- (4) History of the Cinema 303
- (5) Twenty-seven additional hours in Theatre and Media Arts

Core requirements for Theatre Track:

- (1) Understanding Mass Media 200
- (2) Introductory Acting 204
- (3) Advanced Acting 205
- (4) Stage Movement 209
- (5) History of the Theatre 301 and 302
- (6) Theatre Crafts 308
- (7) American Musical Theatre 411
- (8) Fifteen additional hours in Theatre and Media Arts

### **COURSE OFFERINGS**

#### **101. Creative Communication. (I) [3]**

This basic speech course requires research and organization of materials. Basic speech techniques such as vocal projection, diction, body language and platform deportment will be stressed. Practical exercises include interviewing, making speeches, and discussion in small groups. For students who need to stand before people to make a presentation or speech, this course is a must.

#### **107. Oral Interpretation. (I) [3]**

A course for the curious. A chance to broaden the appreciation of literature by expanding the experience from the silent communication of author to reader to an audible sharing with an audience.

#### **200. Understanding Mass Media. (I) [3]**

A consideration of newspapers, magazines, radio, television, recordings, theatre, motion pictures and other popular entertainments and how they affect society and the individual. A strong emphasis will be placed on their importance in the political arena.

#### **203. Theatre Arts. (III) [3] F3**

This course is an introduction to the theatre. It allows the student to explore briefly and participate in the various elements that are involved in theatrical production. Students will learn about acting, directing, scene design, costuming, make-up, lighting, script interpretation, and criticism. The course is recommended for non-majors.

#### **204. Introductory Acting. (I) [3] F3**

This course is designed for the beginner who wants to explore the art of acting. Basic tech-

niques will be taught including some diction and movement, improvisation, character development and stage deportment. Workshop performances of short scripted scenes will be presented.

**205. Advanced Acting. (II) [3] F3**

An exercise in discovering the truths the actor has available to him. Sense memory improvisation and scene study will be explored in a laboratory situation.

**206. Practicum in Acting. (I-II-III) [1-6]**

Actual stage experience of major consequence. Investigation into character, period and author will be included. 40 hrs. of work will be required for each hour of academic credit. Prerequisite: Introductory Acting 204 and Advanced Acting 205 or permission of faculty.

**209. Stage Movement. (I) [3] F3**

Designed to develop an awareness of the communicative skills of the body, what can be expressed without words. This development is fundamental in the training of any public figure but especially the actor. Upon successful completion of this course the student will have developed a control over the body, a discipline that is mental as well as physical. The student will be able to create and perform a classical mime, 0a street mime, an abstract mime. A final performance, without words, 20 minutes in length, serves as the exam. It will require outside reading and a writing component.

**210. Stage Movement. (II) [3] F3**

Designed to further the development of movement skills and more especially as it relates to the actor. The student will be able to relax the body to allow the character's emotion to come through; able to change his or her center to allow for a different physical characterization. The student will learn to control the placement of energy for different styles and periods of acting. Various solo performances will be required through the term. The final project will be a 20-minute performance of a character from a play. A paper will accompany the final project exploring the psychological and physiological actions of the character. (Alternate years; offered 1984-85.)

**220. Elementary Newspaper Reporting (I) [3]**

A study of basic journalistic practices and an opportunity to apply them in campus and classroom assignments. Students must have at least minimal typing ability before admission. (Alternate years; offered 1985-86.)

**221. Specialized Newspaper Writing (II) [3]**

Theory and practice in writing various types of news features, editorials, and columns. (Alternate years; offered 1985-86.)

**301. History of the Theatre. (II) [3] F3**

The theatre of the Greeks to the eighteenth century theatre of George Washington will be explored from historical, psychological, and sociological viewpoints. Attention will be paid to the music and art of the various periods which were an integral part of theatrical production. Representative plays of each period will be read and discussed.

**302. History of Theatre. (I) [3] F3**

A study of theatre as it reflects society from the 19th century to the present. This course is designed for both majors and non-majors and is world wide in scope. A discussion of philosophers, political leaders and artists will be included.

**303. History of the Cinema. (II) [3] F3**

A survey of world cinema from its beginnings to the present time. (Alternate years; offered 1985-86.)

**305. Stage Direction. (I) [3] F3**

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.

**307. Practicum in Directing. (I-II-III) [1-6]**

Designed for students to do advanced work in directing plays. Permission of instructor is required.



**308. Theatre Crafts. (I-II-III) [3]**

The first half of the term is devoted to familiarizing the student with basic scenic elements, standard methods of construction, working drawings, and perspective drawings. The second half of the term deals with the fundamentals of stage lighting. A practical laboratory designed to give the student hands-on experience in all areas of stagecraft is included in the course.

**310. Writing for Screen and TV. (I) [3] F3**

By reading and analyzing successful screenplays and teleplays the student will gain a background knowledge of the techniques and styles of the two media. Each student will write short scripts for both film and television. (Alternate years; offered 1985-86.)

**315. Drama and Film Criticism. (II) [3] F3**

By reading and discussing outstanding examples of drama and film criticism of past and present, the student will set out to develop his or her own criteria for critical judgment. Among critics whose work will be studied are Bernard Shaw, Graham Greene, James Agee, Harold Clurman, Stanley Kaufmann, Eric Bentley, John Gassner, Penelope Gilliatt, Pauline Kael, and John Simon. The student will write critiques of films, plays, and teleplays seen during the term. (Alternate years; offered 1984-85.)

**319. Writing for Radio. (I) [3] F3**

The student will be given opportunity to gain experience in all phases of radio writing from spot commercials to comedy skits and dramas. (Alternate years; offered 1984-85.)

**321. Practicum in Radio Production. (I-II-III)**

[1-6]

Actual experience in various aspects of radio production at the campus radio station WLYX. The student will be involved in a variety of programming areas. 40 hours work will be required for each hour of academic credit.

**325. Introduction to Broadcast Journalism. (II)**

[3]

An introduction to radio and television journalism from both practical and philosophical points of view. Laboratory experience in news

writing, gathering, and production of news programs will be provided. The student will engage in a critical examination of current trends in broadcast journalism and by a comparative study of print and broadcast journalism. Preference to juniors and seniors. Prerequisite: Understanding Mass Media 200.

**330. Scenery and Lighting Design. (II) [3] F3**

A basic course in design, dealing with the essential elements of light, sound, color, texture and mood as it relates to the text. Theory, history and practice of scenic design and stage lighting. Lectures, demonstrations, discussions, and projects including the preparation of a design for a small production. Lab sessions involve the application of principles studied. Prerequisite: Theatre Crafts 308.

**334. Costume Design. (II) [3]**

Costume design for a play is based on thorough knowledge of the play and a careful analysis of the characters to be costumed. Period styles along with the culture and art of the times will be explored. The student will be taught how to wear clothing of selected periods and walking and bowing. Budgeting and organizing costumes and rendering techniques will be taught. This course will be of special interest to any student interested in acting or directing. Prerequisites: Theatre and Media Arts 305 and Art 201 or permission of the instructor.

**407-408. Playwriting. (I-II) [3-3] F3**

The student will study playwriting by analyzing plays of past and present. The student will also write scenarios and one act plays. (Alternate years; offered 1984-85.)

**411. American Musical Theatre. (III) [3] F3**

This course is a listening and reading journey through the land of the American musical stage from the early years of the twentieth century to the present. Students will learn about the personalities who have dominated the stage and learn how to discriminate between types of musical theatre.

**412. Contemporary Theatre. (III) [3] F3**

A survey of dramatic literature of the world from 1940 to present. Playwrights whose works will

be studied include Beckett, Brecht, Durrenmatt, Genet, Pinter, Ionesco, Mrozek, Stoppard, Albee, Mamet, and Shepard.

**415. Internships for Majors. (I, II, III) [1-6]**

Internships with selected media, theatres, and agencies. Preference to seniors. Prerequisites: Consent of instructor and at least two courses in Theatre and Media Arts.

## BIBLICAL STUDIES AT SOUTHWESTERN

Southwestern's 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 Southwestern and the Church, summarized as follows:

Southwestern At Memphis is a liberal arts college associated with the Presbyterian Church (U.S.A.). The college has covenant relationships with the Synod of the Mid-South and the Synod of the Sun. Southwestern, 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, Southwestern 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 Southwestern's 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 Southwestern, the degree requirements in the Humanities are structured so there are two ways available to students to complete this study. (1)

Students may choose an interdisciplinary approach in which the long-acclaimed course "Man in the Light of History and Religion" is required, or (2) students may choose a traditional subject-oriented approach in which two Biblical studies courses and two Bible-related courses are required. A detailed outline of these two alternatives may be found under "Planning A Degree."

### 1. Man in the Light of History and Religion

The twelve-hour course, *Man in the Light of History and Religion*, throughout its thirty-six year history at Southwestern, 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 our program of Christian higher education, and is a twelve-hour course.

The first year is an intensive study of the Bible in both the Old and New Testaments. Extensive passages from the Old and New Testaments are read and discussed, compared and contrasted with other writings of the ancient world and of Graeco-Roman civilization, which is seen as important in its own right and as part of the background of early Christianity.

The second year, to be taken ordinarily in the sophomore year, continues the study of our Biblical roots, as we see them established in the history and institutions of the Western world. We see the power of Christian ideas and thought as expressed in the Bible molding and shaping a civilization. We read from the theology of St. Augustine whose formulation of Christian ideas, based on the Bible as divine revelation, dominated and inspired the minds of men for a thousand years and is still relevant today. We read also from St. Thomas in the high Middle Ages, from Luther and Calvin in the Reformation, and other great theologians in the modern period—from Schleiermacher to Reinhold Niebuhr—all of them Biblically grounded. We see how the

basic Christian convictions became relevant in society as prophetic voices in successive eras made the Biblical message alive in the daily life and hopes of men.

In the Middle Ages, we trace the prodigious effort to establish a universal Christian civilization under the aegis of the Church. It was nothing less than an attempt to construct a world community on Christian principles. We trace the marks of the Sermon on the Mount in the compassion of St. Francis of Assisi and the struggle for Christian perfection in the devotion of the Monastic movement. We see the Biblical ideas in painting, sculpture, stained glass, architecture, in the liturgy and great literary works which are symbolic of Christian life and thought like Dante's *Divine Comedy*.

The Reformation stressed in a vivid way a return to the authority of the Bible in Luther and Calvin's emphasis on the authority of the Word of God. The Apostle Paul dominates their thought as Peter had dominated Roman Catholic culture. Students consider and discuss the personal experiences of Luther and Calvin as these men discovered meaning for their life from Scripture and looked for guidance for life in society.

As we approach the modern scientific world, we encounter the many complex movements which have emerged, e.g. nationalism, the expansion of science, industrial and technological development, and divergent economic and political systems. In these complex movements, we see both the power and often the perversion of Christian ideas: for example, Kierkegaard's "Attack on Christendom" represents a passionate plea for a genuine Christian faith. Nietzsche's contemptuous regard for Christianity, by contrast, reveals a passionate secular understanding of the nature of total commitment. For the student, the cumulative knowledge of the basic Biblical ideas and the ways they have been made relevant to human life at various times and places in Western history gives a growing context in which students can discuss and evaluate the problems we have inherited in our own time.

In the twentieth century, we examine two great challenges—the struggle of democratic powers with communism and fascism and the great anxieties of our age as seen in Existentialism. In

our discussion groups we reflect on how contemporary expression of the Biblical faith can respond to these challenges. The course ends with a lecture on "The Heritage upon which we Stand" and a discussion of "The American Future" by Reinhold Niebuhr—American Biblical Theologian.

There is a distinct emphasis on reading original sources, so the student is led directly to the idea as it is stated by the author, and not by secondhand knowledge. In the colloquia, the students are encouraged to seek for depth of understanding and to relate their own thought to the idea being presented. There is continuous effort to recognize the connections between ideas. Thus, there is always reference back to the formative ideas of the Western tradition in the Bible and the classical heritage. For example, one can see connections between the Biblical faith and the thought of Plato and the mystics of the Middle Ages. Or one can recognize clearly the rigorous ethics of the Old Testament prophets in the categorical imperative of Immanuel Kant. Also, we see how the great scientific postulates of the orderliness and uniformity of nature emerged out of a culture which had been formed by the basic Biblical understanding of creation through the Logos (Word) of God. This is the kind of teaching which we believe makes ideas come alive and become part of human character and where values are not merely something to be learned but something to be experienced and cherished.

## 2. Bible and Bible-Related Courses

The student who chooses the alternative to the "Man in the Light of History and Religion" completes four individual courses, two of which are in the area of Biblical studies and which are taken in the freshman year. The remaining two courses are in the area of Bible-related studies, comprised of religion and philosophy courses. These two courses may be taken at any time.

The Biblical studies courses include three courses which are introductions to the Bible. Religion 100, Introduction to the Bible, introduces the Old and New Testaments, emphasizing the basic, elementary, facts about the formation of the Bible, the history of its transmission, and tools of interpretation used by scholars. Religion 110, The Religion of the He-

brews, 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. Religion 120, *The Beginnings of Christianity*, traces the origins of Christianity as reflected in the books that comprise the New Testament. A student will choose one of these courses in Term I of the freshman year. A second course is taken in either Term II or Term III of the freshman year and is chosen from several offerings which treat specific Biblical texts in either the Old Testament or the New Testament.

The Bible-related study includes philosophy and religion courses which reflect on and develop Biblical, theological, or religiously significant themes. The student is free to choose two courses from those listed as meeting this requirement. A large variety of courses are offered dealing with the basic ideas and values of Western society as well as contemporary ethical issues and consideration of meaningful lives. Courses can be chosen which best complement the student's overall academic plan, both in fulfilling degree requirements and in fulfilling requirements for a major. They may be taken at any time in the student's college career.

This alternative emphasizes the Biblical heritage in Western civilization. The staff members who teach the basic courses in this alternative call this humanities option "Life: Then and Now," or simply "Life."

## **MEEMAN CENTER FOR CONTINUING EDUCATION**

### **Continuing Education Staff**

**May Maury Harding.** Director of Continuing Education. B.A., Southwestern At Memphis.

**Raymond S. Hill.** Assistant Director. B.F.A. and M.F.A., State University of Iowa.

**Granville D. Davis.** Director, Institute for Executive Leadership. A.B., University of Arkansas; A.M. and Ph.D., University of Illinois.

**Rebecca J. Long.** Administrative Assistant.

The Center for Continuing Education is Southwestern's visible expression of its belief that liberal learning goes on through all of life.

Since its inception in 1944, it has been an integral part of the college that seeks to bring a continuing concern for liberal arts and sciences, in a practical and serious way, into the lives of men and women.

The Center offerings include seminars, lectures, and workshops in addition to the regularly scheduled informal study-discussion groups conducted by Southwestern faculty and other qualified individuals from the community. Housed in Clough Hall, the Meeman Center facilities are also used by other campus and community groups.

Two special programs presented by the Center have attracted national attention. The Institute for Executive Leadership has as its purpose the development of leaders in the field of business. The Urban Policy Institute has brought together public officials, civic leaders, and social scientists with visiting experts in an endeavor to understand the forces inherent in the urbanization process and to analyze their consequences for public policy. The Urban Policy Institute also provides opportunities for citizens and emerging community leaders to develop skills and competencies in planning, problem-solving, policy formulation and analysis.

The Center was a pioneer in the development of "futures" studies for both undergraduates and its adult constituents. Futures activities

were brought to a focus in the fall of 1973 with the founding of the Center for the Study of Alternative Futures. Its objectives include the promotion of an increased public awareness of possible futures, the advancement of the investigation of probable futures, and the development of methods for determining and working toward desirable futures. A library of books, journals and other materials relating to policy and futures studies, based on the collection of the late John Osman, is maintained by the Center.

Special summer programs include the annual Elderhostel, a week long residential non-credit liberal arts program for adults over 60 years old.

Undergraduates are invited and encouraged to participate in activities at the Center.

The various programs of the Center are described in brochures, available on request from the Office of Continuing Education.

## 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.** Reference Librarian. B.A., Southwestern At Memphis; M.L.S., George Peabody College.

**Sue Craft Turpin.** Circulation Librarian. B.S., M.Ed., Memphis State University.

**Michael E. Matthews.** Circulation Assistant. B.A., Southwestern At Memphis.

**Louise Garnett.** Catalogue Assistant. B.S., Iowa State University.

**Margaret Cardwell.** Assistant Catalogue Librarian. B.A., University of California, Santa Barbara; M.L.S., University of Texas, Austin.

**Janet Carr James.** Acquisitions Librarian. B.A., Southwestern At Memphis; M.S.L.S., University of Tennessee, Knoxville.

**Diane Dice.** Acquisitions Assistant. A.A., William Woods College; B.S. of Ed., Memphis State University.

**Annette Cates.** Periodicals Librarian. A.A., Alabama Christian College; B.S., Auburn University; M.L.S., University of Alabama.

The college library system is composed of the Burrow Library, four departmental collections (Biology, Chemistry, Mathematics, and Physics), and the Human Relations Area File located in the Anthropology Department office. The Burrow Library contains approximately 189,000 volumes, 900 periodical subscriptions, 5000 recordings, and 2,500 microforms which provide a basis for its service. Its staff of ten includes seven professional librarians who are not only

concerned with the acquisition, organization, and circulation of the collection, but provide reference and reader assistance to users, as well as direct instruction in bibliography to classes at all levels.

Dedicated in 1953, the handsome Burrow Library building stands on Southwestern's 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 200,000 volumes and 279 readers.

The Burrow Library's book collection is of outstanding quality. It 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 Southwestern Collection and the Walter Armstrong Rare Book Collection. The Southwestern Collection consists of publications about Southwestern 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 Southwestern Library through the years, and The Rare Book Collection of first editions of English and American authors, many of them autographed, donated by Mr. Walter Armstrong.

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 also 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.

In order to effect optimum interinstitutional library service to the student bodies, faculties, and staff of the Greater Memphis Consortium, the Burrow Library joins the following libraries in making their collections available to each

others' students and faculties: The Christian Brothers College Library, Hollis F. Price Library of LeMoyne-Owen College, John W. Brister Library of Memphis State University, G. Pillow Lewis Library of the Memphis Academy of Arts, and the Memphis Theological Seminary Library. Students of Southwestern 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 to Southwestern. The Burrow Library, moreover, 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., Southwestern At Memphis; M.A. and Ph.D., Vanderbilt University. (Assistant Professor of Psychology.)

**Sue D. Hall.** Computer Programmer and Supervisor. B.A., Southwestern At Memphis.

**Janet Kirby.** Computer Programmer. B.A., Wisconsin State University.

The main computer resource at Southwestern is comprised of a DEC PDP-11/70 and a DEC VAX 11/750, located in the Computer Center in Room 300 of Palmer Hall. Twenty-six terminals and nine personal computers are available for student use and are connected to the main computers. The main bank of terminals is located on the lower level of the Burrow Library in a room designed for computer use and instruction. Other terminals and instructional facilities available for academic purposes are strategically located in various academic buildings on campus, notably in the natural science and mathematics buildings. Twenty-four hour a day access to computer terminals is provided. Various letter-quality printers are available for hard-copy output. All students are encouraged to maintain active computer accounts whether or not they are enrolled in computer instruction courses.

Southwestern's 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.

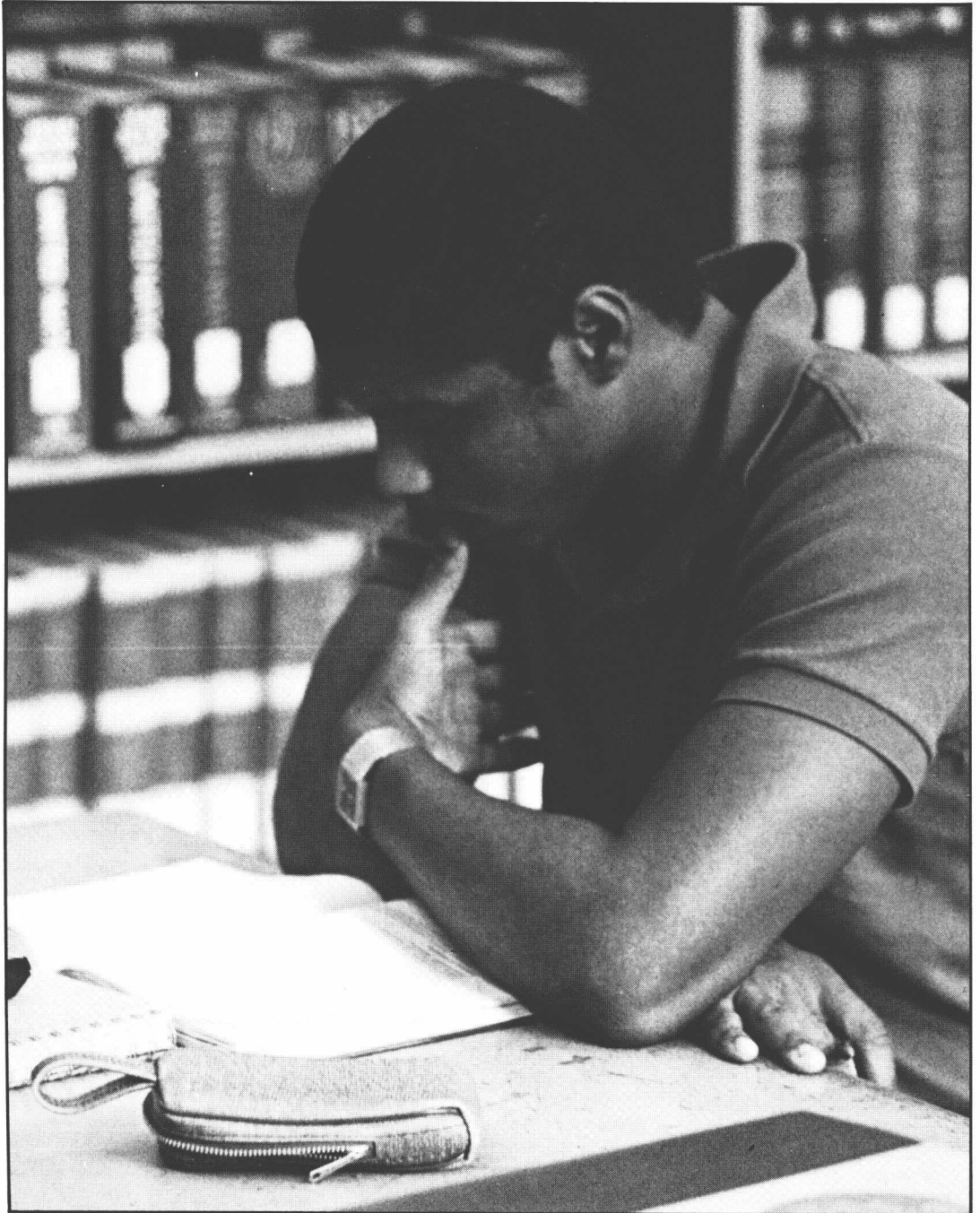
Special computer hardware and software support computer science instruction in mathematics and physics. Other departments, notably chemistry, economics and business administration, political science, and psychol-

ogy make extensive use of the computing facilities in courses.

In general, the fundamental focus on the curriculum in the area of computer use and computer science is to develop in each student an understanding of the use and the potential for use of the computer in his or her chosen academic field. Southwestern's objective is to provide the resources, both physical and instructional, to ensure that each student who wishes to be competent in the use of a computer as it applies to his or her own academic field or career can do so. An example of one way in which this objective is realized is the special computer instruction courses in the Department of Political Science.

Special interdisciplinary majors have been defined in Computer Science—Mathematics and Computer Science—Business Administration. The details of these programs may be found in the Courses of Instruction section under the Department of Mathematics.

While a major in Computer Science is not offered, by using the computer courses that are offered together with directed inquiries and internships, a student can acquire a background in computer work sufficient for graduate work or entry-level jobs in computer science.



# **MATTERS OF RECORD**

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**Danforth Reynolds Ross.** Professor Emeritus of English since 1974. B.A., Southwestern At Memphis; A.M., Vanderbilt University; Ph.D., University of Minnesota.

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**Annie Mary Jones-Williams.** Catalogue Librarian Emerita since 1971.

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## **SPONSORED PROGRAMS**

The academic life of Southwestern is considerably enhanced 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 our faculty and students.

### **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 Southwestern students to various art forms and the performing artists themselves. Such an opportunity is seen as an enriching adjunct of the college's liberal arts experience.

The McCoy Visiting Artists Program has brought to Southwestern an impressive variety of performing artists. Among those who have come to the college are opera's dramatic soprano, Nancy Tatum; noted dancer and choreographer Agnes de Mille; Swedish baritone Hakan Hagegard; The New Shakespeare Company of San Francisco; actresses Pat Carroll and Siobhán McKenna; and The Tokyo String Quartet. Featured performers in 1984 are pianists Paul Badura-Skoda and Alicia De Larrocha.

### **The M.L. Seidman Memorial Town Hall Lecture Series**

The M.L. Seidman Memorial Town Hall Lecture Series was established in memory of M.L. Seidman by Mr. and Mrs. P.K. Seidman. Mr. M.L. Seidman was the founder of an international accounting firm. Throughout his life he maintained an active interest in public issues.

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

In recent years the public issues presented have been The Middle East Crisis, The State of

American Education, Three Views on the Economy, Sports: Win, Place or Show, Management and Labor: Must They Be Adversaries?, and World Statesmanship and Trade: Help or Hocum?

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

Award winners have included John Kenneth Galbraith, Arthur F. Burns, Robert M. Solow, Arthur M. Okun, Albert O. Hirschman, Janos Kornai.

## PRIZES, ENDOWMENTS AND MEMORIALS

### 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 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 Southwestern to recognize excellence in teaching. This honor carries a monetary award of approximately \$5,000.

*The Dean's Award for Outstanding Research and Creative Activity.* Mr. Clarence Day of Memphis established this award in 1981 to recognize a Southwestern faculty member for significant research and/or creative activity which has been brought to fruition in a public form, e.g. scholarly writing, public performances. The award may be given each year, but need not be. The monetary complement of this award will range from \$500 to \$2,500.

*The Estelle R. Cone Award* is given annually to that student selected for outstanding service in an individual project through the Kinney Program. The award is in memory of Mrs. Cone, who was Kinney Program Director from its founding until 1975.

*The 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 Memphis Panhellenic Association*, in its desire to encourage scholarship, will present an award to the sorority woman of the graduating class at Southwestern At Memphis having the highest scholastic average for her entire college course. This award, a silver platter, will be engraved with her name and the name of her sorority, and will remain in the possession of that sorority until time for its presentation the following year. At the conclusion of a ten-year period, the award will be the permanent prop-

erty of the sorority whose name appears most often in the inscription upon it. The first presentation was made at the end of the 1946-47 session.

*The Jack U. Russell Awards in Mathematics* were established by friends of Professor Jack Russell of Southwestern. They are awarded to outstanding mathematics students selected by the Department of Mathematics.

*The Seidman Awards in Economics and Political Science* are provided annually by Mr. P. K. Seidman of Memphis. The award in Economics recognizes the senior majoring in Economics and/or Business Administration who has the highest average in all courses taken in the Economics Department. The award in Political Science recognizes the senior majoring in Political Science (or a senior student who has completed 24 hours of work in Political Science) who has the highest average in all courses taken in the Political Science Department. Awards are also given to the freshman or sophomore students making the best records in Economics 103-104 and Political Science 151.

*The Seidman Trophy.* This plaque given by Mr. P. K. Seidman in memory of his nephew, Thomas Ehler Seidman, who died in March, 1937, is to be awarded each year to a member of the graduating class. The trophy is intended to recognize outstanding excellence in both scholarship and athletics, and the selection of the student is to be made by the Faculty Committee on Physical Education and Athletics, together with the President of the College and the Dean of Students.

*The W. O. Shewmaker Memorial Fund* was established by alumni and friends in memory of Dr. W. O. Shewmaker, Professor of Bible at Southwestern 1925-41. The income from this fund will be used annually for an award of books to the student who attains the highest distinction in the integrated course on Man in the Light of 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. The prize in Greek 101-102 is \$10.00;

in Greek 201-202 is \$20.00; in Greek 401-402 or Greek 403-404 is \$30.00. In addition, there is awarded to the student who has attained the highest absolute, not merely relative, grade during four years of Greek courses a prize of \$40.00.

*The Algernon Sydney Sullivan Awards*, a medallion and certificate, provided by the New York Southern Society of the City of New York, are awarded to the man and woman students of the graduating class and to one outstanding citizen of the community who best exemplify the ideals of Mr. Sullivan.

*The Emma Tull Award* is given in memory of Mrs. Tull to the rising senior who has shown the greatest concern for fellow students and the community-at-large. A special committee at Southwestern selects the recipient of this \$500 prize.

*The Wall Street Journal Award* is given annually to recognize the student who has the highest achievement in the area of finance and investment.

### Scholarships

Scholarships at Southwestern are endowed in units of \$25,000.00 or more, or are the equivalent of such endowments.

Scholarships have been endowed or established wholly or in part as listed below.

*The Albert H. Adams, Jr. Scholarship Fund*, established by his son and daughter-in-law, Dr. and Mrs. J. Robert Adams, is a merit scholarship awarded to a student outstanding in extracurricular activities, with a 2.8 grade point average and preferably to natural science students.

*The Emerson A. and Emily Peale Alburty Scholarships* were established by Mr. and Mrs. Alburty to be administered through the Committee on Admissions and Financial Aid. Selection of the scholarship recipients will be based primarily on financial need. Preference will be given to Memphis and Shelby County residents, but not restricted to those students.

*The Arkansas Scholarship* was established by alumni and friends in Arkansas. Preference is given to a needy student from Arkansas.

*The Walter P. Armstrong Memorial Scholarship* was established by Dr. Walter P. Armstrong, Jr., Mrs. Irma W. Armstrong, the late Mr. James F. Smithwick, Mr. and Mrs. George S. Miles, and the law firm of Armstrong, McCadden, Allen, Braden and Goodman, Memphis.

*The A. L. Aydelott Students Memorial Scholarship Fund* was established by his daughter, the late Mrs. Josephine A. Johnson, Memphis.

*The Mary Lowry Bacon Scholarship* was established by her son, Henry W. Bacon, and her granddaughter, Barbara B. Newton. It is awarded to a student of Religion.

*The Albert D. Banta Scholarships* provide for Southwestern one-third of the income from a trust created by the late Albert D. Banta, Shreveport, Louisiana, which is administered by the First National Bank, Shreveport, Louisiana.

*The Frank C. Barton Scholarship Fund* was established by his wife, the late Mrs. Pauline C. Barton, Memphis.

*The Helen M. Bowld Scholarship* is awarded each year to a student of religion in grateful memory of Miss Helen M. Bowld, a dedicated member of the college staff for many years.

*The Arabia Wooten Brakefield '42 and Betty Mae Wooten Michael Scholarship* was established by their father, the late Mr. Hoyt B. Wooten, Memphis.

*The Enoch Brown Scholarship Fund* was established by the late Mrs. Enoch Brown, Franklin, Tennessee, in memory of her husband. The recipients of this fund are selected by the Committee on Admissions and Financial Aid, with preference given to students from either Shelby County or Williamson County, Tennessee.

*The Jean Brown Scholarship* was established through a bequest from the late Miss Jean Brown of Hot Springs, Arkansas.

*The W. C. Brown Memorial Scholarship Fund* was established by the children of the late William Clark Brown, Sr., Stamps, Arkansas. The income from this fund is used to provide scholarships or grants-in-aid to worthy students.

*The John H. Bryan Scholarship* was estab-

lished by John H. Bryan, Sr., West Point, Mississippi. Income from this fund is to be awarded by the Committee on Admissions and Financial Aid.

*The Leslie H. Buchman Scholarship* was established by Southern Fabricators, Inc., Mr. Paul Isbell and Mrs. Buchman of Memphis.

*The Buntyn Presbyterian Church Scholarship Fund* was established by the congregation to aid worthy students from the area formerly known as the Synod of Tennessee. Selection of the recipients is made by the Committee on Admissions and Financial Aid of the college.

*The 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 Robert Emmet Craig Scholarship* was established by his late wife, Mrs. Robert E. Craig, and his daughters, Mrs. Amelia Craig Lane and Mrs. Samuel Sanders III, New Orleans, Louisiana.

*The Jere Lawrence Crook, Jr. Scholarship Fund* was established by a generous gift of the late Mr. Crook, prominent Memphis real estate developer, world traveler and civic leader. The scholarship is administered by the college's Committee on Admissions and Financial Aid with preference given to students from foreign countries.

*The Jefferson Davis Scholarship Fund* was established by Mr. and Mrs. Jefferson Davis of Atlanta, Georgia, alumni of the college. Mr. Davis served for many years as a member of Southwestern's Board of Trustees. Each year, the Committee on Admissions and Financial Aid awards the income from the fund to deserving students.

*The John Henry Davis Oxford Scholarships* were established in 1974 when Southwestern At Memphis joined with British Studies at Oxford to assist Southwestern students of merit to attend Oxford. The scholarships are offered in gratitude for the services of Professor John

Henry Davis—a Rhodes Scholar, a member of the history faculty for forty-four years, and President of British Studies At Oxford in the first four sessions. The scholarships are awarded on the bases of scholastic performance, leadership, and financial need and may be awarded to either a rising or graduating senior.

*The Davison Scholarship* was established by Mr. W. F. Davison, Misses Ethel and Marjory Davison, and Mrs. J. D. Crosby in memory of their parents. Preference shall be given to qualified students from the area formerly known as the Synod of Alabama, who are nominated by the officers of the Presbyterian Church, Brewton, Alabama.

*The National Organization and The Memphis Alliance of Delta Delta Delta Sorority*, in accordance with its national policy of encouraging a high quality of academic work, offer an annual scholarship to a qualified woman student at Southwestern.

*The Diehl Scholarship in Voice* was established in memory of Mrs. Christiana Nolte Diehl and Mrs. Katherine Ireys Diehl by members of the Diehl family and friends. This scholarship is to be awarded to a student majoring in voice whose previous record indicates that graduation with distinction will be attained. The award is to be announced at the end of the student's junior year.

*The Hugh 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 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 stu-

dents. This fund is administered by the Committee on Admissions and Financial Aid.

*The Joseph Peyton Faulk Memorial Fund* was established by Robert W. Faulk in memory of his father to aid worthy and needy students from Tipton County, Tennessee, who are pursuing a full-time course of study leading to a Bachelor's Degree.

*The Federal Express Scholarship* was established by the Federal Express Company.

*The Files Sisters Memorial Scholarship* was established by the late Miss R. M. Files, Shreveport, Louisiana. The beneficiary of this scholarship is named by the pastor of the First Presbyterian Church, Shreveport, Louisiana.

*The First Presbyterian Church Memorial Scholarship Fund* was established by the First Presbyterian Church of Gallatin, TN.

*The Josie Millsaps Fitzhugh Scholarship* was established by The Josephine Circle of Memphis, in honor of its founder, the late Mrs. Gutson T. Fitzhugh, Memphis.

*The Sarah Mackenzie Flemister and Robert C. Flemister, Jr. Fund* is a loan fund established by Mr. and Mrs. Robert C. Flemister, Jr. of Birmingham, Alabama for deserving and needy students with preference given to upperclassmen. Mr. Flemister is in the Class of '26.

*The Sally Pettus Gold Scholarship* was established by Dr. Edward A. Mohns of Milwaukee, Oregon.

*The Goldsmith Family Scholarship* was established through a gift from the Goldsmith Foundation in memory of Jacob and Dora Goldsmith.

*The C. M. Gooch Scholarships* were established by the will of the late Mr. C. M. Gooch, prominent mid-South lumberman and businessman. The scholarships are awarded by the Committee on Admissions and Financial Aid.

*The Abe Goodman Memorial Scholarship* was established by his sons, Charles, Abe, and William Goodman, Memphis.

*The Dan F. Goodwin, Jr. Scholarship Fund* was given in honor of Dan F. Goodwin, Jr., member of Southwestern's Board of Trustees for eight

years. The scholarship is administered by the Committee on Admissions and Financial Aid with preference to children of ministers from the states of Louisiana and Texas. Selection of the scholarship recipients will be based primarily on financial need.

*The Margaret Gorman Scholarship* was established by John F. Gratz, Jr., of Memphis, to be given annually to that student in piano who, in the judgment of the faculty of the Music Department, presents the greatest proficiency in the understanding and performance of the classical and romantic periods of music on the piano or a student enrolled in the Department and majoring in music composition who is deemed the most needy in the opinion of the Department.

*The Fred R. Graves Scholarship Fund* was established by friends of the late Dr. Graves, longtime Presbyterian minister in Mississippi, and by Mr. and Mrs. Jere B. Nash, Jr., of Greenville, Mississippi. Income from the Fund is awarded each year on the basis of need and merit by the Committee on Admissions and Financial Aid.

*The Charles E. Guice Scholarship* was established by members of the J.J. White Memorial Church and the Presbytery of South Mississippi. The recipient is recommended by the church.

*The T. Frank Jackson and Elizabeth Jackson Hall Scholarship* was established by Mrs. Elizabeth Jackson Hall.

*The A. Arthur Halle Memorial Scholarship* was established by trustees of the A. Arthur Halle Memorial Foundation, Memphis. The recipients are limited to first-year students and the selections are made by the Committee on Admissions and Financial Aid.

*The Hammond-Moore Scholarships* were established by Mark B. Hammond, '39, Memphis, Tennessee, in memory of his father, R. M. Hammond and Dr. Moore Moore, Memphis.

*The Frank Heiss Scholarship Fund* was established by the New York City law firm of Kelley, Drye and Warren in memory of its distinguished law partner and alumnus of Southwestern Class of '28.



The *Robert Donaldson Henley Scholarship* is awarded annually in memory of Robert Donaldson Henley, Class of 1965. The scholarship is awarded to a student selected by the Committee on Admissions and Financial Aid.

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 *Beth Bevill Hollingsworth Scholarship Fund* was established by her sons Cyril E. Hollingsworth and Donald M. Hollingsworth of Little Rock, Arkansas. Preference is given to a needy student.

The *David Wills Hollingsworth Scholarship Fund* was established by The First Presbyterian Church, Florence, Alabama, to honor the memory of their longtime minister. Income from the Fund is awarded on the basis of financial need, with preference to students from Alabama.

The *Elizabeth Hart and Horace King Houston Memorial Scholarship* was established by The Reverend Horace K. Houston, Jr. of Newark, New Jersey. This scholarship is given to an active member of a Presbyterian Church who is a resident of Essex County, New Jersey, Washington County, Mississippi or Shelby County, Tennessee.

The *Thomas Percy Howard, Jr. Memorial Scholarship* was established by members of the First Presbyterian Church of Tunica, Mississippi.

The *Joanne E. Hunt Memorial Scholarship* was established by Mr. and Mrs. George B. Jones in memory of Mrs. Jones' daughter, Joanne E. Hunt, '60.

The *J. R. Hyde Scholarships* were established by the J. R. Hyde Foundation and its Board of Directors, with headquarters in Memphis, Tennessee. Awards are made by the Committee on Admissions and Financial Aid with recommendation to and final approval by the J. R. Hyde

Foundation and are based on the applicants' academic and extracurricular records.

The *Reverend William Nathan Jenkins Scholarship Fund* was established by his wife, the late Pearl C. Jenkins and his daughter, Miss Annie Tait Jenkins of Crystal Springs, Mississippi. Mr. Jenkins was a Presbyterian minister and a member of Southwestern's Class of 1895. Recipients of the scholarship are selected by the Committee on Admissions and Financial Aid with preference to students from Mississippi.

The *Jane and J. L. Jerden Scholarship* was established by Mr. and Mrs. J. L. Jerden of Atlanta, Georgia.

The *Paul Tudor Jones, M.D., Scholarship* and the *Annie M. Smith Jones Scholarship* were established by the Jones family in memory of their parents.

The *Walk C. Jones, Jr. Scholarship* was established by Mrs. Walk C. Jones, Jr. of Memphis.

The *Estes Kefauver Memorial Scholarships* were endowed by friends of Senator Kefauver, member, United States House of Representatives, 1938 through 1948; United States Senator, 1949-1963; a true champion of the public interest.

The scholarships are awarded annually by the Committee on Admissions and Financial Aid with preference to students who demonstrate financial need.

The *Jane Donaldson Kepple Scholarship* is provided anonymously by a Southwestern faculty family in loving memory of Jane Kepple and in appreciation for the joy and vitality she brought to the Southwestern community in the short time we were privileged to know her.

The *Laurence F. Kinney Scholarship* is named for a beloved Southwestern Professor of Religion. It was established in his memory by Mrs. Kinney.

The *Edward H. Little Endowed Scholarship* is provided by the E.H. Little Trust.

The *Lowenstein Freshman Scholarship* is provided by the William P. and Marie R. Lowenstein Foundation to be presented to outstanding freshmen who commute.

The *McGehee Scholarship Fund* was estab-

lished by James E. McGehee & Company, Memphis. The income on this Fund is to be awarded by the Committee on Admissions and Financial Aid, with priority given to residents of Shelby County, and achievement, rather than need, is the principal consideration.

*The J. J. Manson Memorial Scholarship Fund* was established by the First Presbyterian Church of New Orleans, Louisiana. The recipient is selected in accordance with the resolution adopted by the Session of the church with preference to students nominated by the Session.

*The James J. and Ada Manson Scholarship Fund* was established by their daughter Mrs. Lucille M. Tate of New Orleans, Louisiana. Each year the income from the fund is awarded in the form of scholarships to five recipients selected by the Committee on Admissions and Financial Aid.

*The Jeff A. Marmon, Jr. Memorial Scholarships* were established by Mr. and Mrs. George Mallouk of Garden City, New York and other friends and relatives. He was in the Class of '39.

*The Ireys Martin Scholarship* has been established by the Southwestern Woman's Club. The scholarship is to be awarded by the Committee on Admissions and Financial Aid to a qualified female student.

*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 Goodbar Morgan Scholarship* was established by Dr. Terry E. Westbrook '66, of McComb, Mississippi, in honor of Goodbar Morgan. Preference is given to a Sigma Nu.

*The Norvelle Hammett and Adolphus B. Morton Scholarship* was established by their daughter and son-in-law, Mr. and Mrs. A. D. Wilhelm, parents of alumnus Jack Wilhelm.

Three scholarships, *in memory of Hugh M. Neely*, were established by the late Mrs. Mary Sneed Neely, Memphis. The beneficiaries are chosen by a self-perpetuating committee.

*The Sanford Alvin Myatt, M.D. Scholarships* were established by Mrs. Lewis J. Myatt of

Memphis in memory of her son, a member of the Class of '66. Preference is given to a junior or senior pre-med major.

*The Edmund Orgill Scholarship* was established by his friends in recognition of his outstanding church, civic, and educational services; and is awarded to students who have given evidence of interest in and concern for governmental processes.

*The Ortmann-Cox Memorial Scholarship Fund* was established by the will of Bessie Cox Ortmann.

*The George Marion Painter Memorial Scholarship* was established by the First Presbyterian Church of Gallatin, Tennessee, and by Mrs. George M. Painter of Gallatin and Mrs. Priscilla Early of Memphis.

*The James A. and Celia F. Pharis Scholarship* was established by their son Dr. John R. Pharis '67, of Memphis.

*The Pi Kappa Alpha National Memorial Foundation Scholarship Award* of \$300.00 annually is given in memory of Dr. George Summey, a great minister and church leader. The award is to be given to a worthy fraternity sophomore who is judged to have Christian character, leadership qualities, and financial need. This award is granted through Southwestern At Memphis in appreciation of its contribution to the fraternity life of the nation, and the selection of recipients is made by the Committee on Admissions and Financial Aid.

*The Pi Kappa Alpha National Memorial Foundation Scholarship* of \$300.00 annually is given in memory of Dr. Charles E. Diehl, former president of Southwestern At Memphis, and in appreciation of his great contribution to education. This award is to be given to a worthy sorority sophomore who is judged to have Christian character, leadership qualities, and financial need. This award is granted through Southwestern At Memphis in appreciation of its contribution to the sorority life of this nation, and the selection of recipients is made by the Committee on Admissions and Financial Aid.

*The Julia and Moses Plough Scholarships* were established by Mr. Abe Plough in memory of his

parents. Twenty Plough Scholarships are awarded each year.

*The Morton D. and Elsie Prouty Scholarship Fund* was established by Mr. and Mrs. Morton D. Prouty of Florence, Alabama. At the time of the establishment of the Fund, Mr. Prouty was a member of Southwestern's Board of Trustees.

*The Lynn Elizabeth Pyeatt Memorial Scholarship* was established by her parents, Mr. and Mrs. Wayne W. Pyeatt, Memphis, Tennessee, her grandmother, Mrs. Lillian Pyeatt, Searcy, Arkansas, and by her friends. Income from the Fund will be awarded by the Committee on Admissions and Financial Aid to women students majoring in music, who have been nominated for this award by the Music Department.

*The Lieutenant Russell E. Reeves, Jr. Scholarship* was established by his parents, Mrs. Russell E. Reeves and the late Mr. Reeves, Memphis. The income from this fund is to be used to pay or assist in the payment of the tuition of a worthy male student.

*The Linda Williams Rhea Scholarship Fund* was established by Board member Herbert Rhea in honor of his wife.

*The Alice Archer Rhodes Scholarship* was established by the Southwestern Woman's Club. The award of this scholarship is to be made by the Committee on Admissions and Financial Aid to a qualified female student.

*The Eleanor Richmond Scholarship* was established by family and friends. She was in the Class of '27.

*The Anne L. Rorie/Chi Omega Scholarship Fund* was established in her memory by her parents, Dr. and Mrs. J. E. Rorie, and by her friends and fellow students. Anne was a member of the Class of 1982.

*The Lucy W. Rowe Scholarship* was provided by the late Mrs. Lucy W. Rowe and her daughter, Mrs. Carrington Jones, Memphis.

*The Jules B. Rozier Scholarships*, established by the late Mr. Jules B. Rozier, Memphis.

*The Scharding Scholarship* was established through a bequest of Mrs. Scharding, mother of Jane S. Koziel '74.

*The Stephen J. Schmidt, Jr. Scholarship Fund* was provided for needy students by Mr. Schmidt, Class of '72.

*The Scripps-Howard Foundation Scholarship* is given annually by a foundation affiliated with the WMC stations, *The Commercial Appeal*, and *The Press-Scimitar*. The recipients are pursuing an academic curriculum which qualifies them for a journalism career.

*Southwestern Woman's Club Scholarship* was established by Southwestern Woman's Club.

*The Dr. Perry D. and Lucretia 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 William Spandow Scholarship in Chemistry* was established by the late Mrs. Florence Gage Spandow, Memphis. This scholarship is awarded to a senior majoring in chemistry whose previous record indicates that graduation with distinction or with honors will be attained. The award is announced at the end of the student's junior year.

*The William Spandow Scholarship in Mathematics* was established by the late Mrs. Florence Gage Spandow, Memphis. This scholarship is awarded to a senior majoring in mathematics who is a candidate for the degree with distinction or with honors. The award is announced at the end of the student's junior year.

*The William Spandow Scholarship in Physics* was established by the late Mrs. Florence Gage Spandow, Memphis. This scholarship is awarded to a senior majoring in physics who is a candidate for the degree with distinction or with honors. The award is announced at the end of the student's junior year.

*The C. L. Springfield Honor Scholarship Fund* was established by Mr. and Mrs. James F. Springfield of Memphis to honor his father, who was for many years Comptroller of the college.

*The Warren Ware Sullivan Memorial Scholarship* was established by his father, Mr. H. P. Sullivan, Walls, Mississippi, and friends of the family.

*The Whit Thomas Scholarship* was estab-

lished in his memory by the Sigma Nu Fraternity at Southwestern.

*The Edward F. Thompson Scholarship Fund* was established by Mr. Thompson, a member of Southwestern's Class of '29 and retired economist with Union Planters Bank of Memphis. The scholarship is administered by Southwestern's Committee on Admissions and Financial Aid.

*The Henry C. Watkins Scholarship* was established by Mr. Edmund Orgill; C.I.T. Financial Services and C.I.T. Executives. He was in the Class of '35.

*The Norma Webb Scholarship* was established to enable foreign students to attend Southwestern. It is awarded on an annual basis.

*The Gordon White Scholarship* was established by his sister, the late Mrs. Lizzie Gordon White Hood, Nashville, Tennessee.

*The Lettie Pate Whitehead Scholarships* are awarded on an annual basis by the Lettie Pate Whitehead Foundation of Atlanta.

*The Russell S. Wilkinson Scholarship Fund* was established by a friend of Mr. Wilkinson to provide scholarship assistance to students attending Southwestern. Recipients of the scholarships will be selected by the Committee on Admissions and Financial Aid. The scholarships will be awarded on the basis of both merit and financial need.

*The M. J. Williams Scholarship* honors the former Director of Finance at Southwestern.

*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 Margarett H. Wurtsbaugh Scholarship* was established by her sister, the late Mrs. E. H. Betts of Little Rock.

## THE PHYSICAL PLANT

### Residences

*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.

*Ellett Hall\** was dedicated December 18, 1956, in memory of Dr. E. C. Ellett, Memphis, an alumnus of Southwestern.

*Alfred C. Glassell Hall\** was dedicated May 2, 1968, in memory of Alfred C. Glassell of Shreveport, Louisiana, an alumnus of Southwestern and a member of its Board of Directors 1929-1938 and 1943-1958.

*Robb Hall\** was named in memory of Lt. Col. Albert Robb, attorney, who was a member of the Board of Directors of Stewart College at the time the Presbyterian Church assumed control of Montgomery Masonic College in 1855, and who in 1859 donated the land on which the first residence for men students was erected in Clarksville, Tennessee, where Southwestern was located until 1925.

*Margaret Townsend Hall* was dedicated June 3, 1961, in honor of Margaret Huxtable Townsend, who was a member of the Southwestern faculty from 1918 to 1954, and who was Southwestern's 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.

*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 July 1, 1975, until her death July 19, 1979.

*University, Evergreen and Stewart Halls.* (Formerly faculty residences.)

### Administrative, Academic and Other Buildings

*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, and considered the father of Southwestern, was dedicated November 27, 1925.

*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 Southwestern, was dedicated October 19, 1968.

*The Burrow Library\**, housing over 189,000 catalogued volumes, given through the generosity of the late Mr. and Mrs. A. K. Burrow, Memphis, was dedicated October 8, 1953.

*The Catherine Burrow Refectory\**, a dining hall named in honor of the late Mrs. A. K. Burrow, Memphis, was dedicated October 16, 1958.

*The Hugh M. Neely Hall\**, a dining hall, a memorial to a heroic soldier and a public-spirited citizen, the late Hugh M. Neely, Memphis, provided through the generosity and affection of his wife, the late Mrs. Mary Sneed Neely, as a token of her interest in the development of youth to Christian manhood and womanhood, was dedicated November 13, 1928.

*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 Sivley Moore.

*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 Southwestern in 1937, and in 1938 became Treasurer of the College, which office he held at the time of his death.

*The Alburty Swimming Complex*, given through the continuing generosity of E. A. (Bob) and Emily Peale Alburty, was dedicated May, 1977.

*The Richard Halliburton Memorial Tower*,\* provided by the late Mr. and Mrs. Wesley Halliburton, Memphis, parents of the distinguished world traveler and author, was dedicated October 17, 1962. The first floor of the Tower contains a lounge in which there is maintained a display of books, papers, and memorabilia relating to the life and adventures of Richard Halliburton.

*The Frank M. Harris Memorial Building*,\* housing the Political Science Department, provided by the generosity of the late Mrs. Nannie P. Harris, Memphis, as a perpetual memorial to her beloved son, Frank M. Harris, was dedicated June 6, 1938.

*Gooch Hall*\* erected in 1962, was dedicated on October 22, 1981, in memory of Boyce Alexander and Cecil Milton Gooch. The building adjoins Palmer Hall and the Richard Halliburton Memorial Tower and houses the Office of Development, the Office of the President, and the offices of Student Affairs and the Academic Deans. The first floor reception area contains cases for exhibits selected from the Jessie L. Clough Art Memorial for Teaching. A portion of the funds required for its construction was provided by the late S. DeWitt Clough and his wife, Rachel Clough, of Chicago.

*Tuthill Hall* is a classroom and studio structure, named in honor of Dr. Burnet C. Tuthill, Southwestern's first Professor of Music.

*The Thomas W. Briggs Student Center*, provided through the generosity of the late Thomas W. Briggs and Mrs. Briggs, Memphis, augmented by gifts of parents and other friends, was dedicated May 2, 1966.

*The 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 Peyton Nalle Rhodes Tower* erected in 1968 is named in honor of Southwestern's 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.

*The Buckman Library* for Biology and Math-

ematics, given by Dr. Stanley J. Buckman, a member of Southwestern's 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 S. DeWitt Clough Hall*, erected in memory of S. DeWitt Clough of Chicago, houses the Departments of Anthropology and Psychology, the Edward J. Meeman Center for Continuing Education, and the Hugo N. Dixon Wing in which is located the Clough-Hanson Gallery and the Department of Art. Clough Hall was dedicated October 14, 1970.

*The Ruth Sherman Hyde Memorial Women's Gymnasium*, made possible by gifts of the J. R. Hyde family, was dedicated March 17, 1971.

*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, Security office, and Physical Plant offices as well as shop and storage spaces.

*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.

*Hassell Hall*, housing the Music Department and Conservatory, was a gift of the Hassell Family of Clifton, Tennessee and other friends and alumni of Southwestern. 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.

\*Listed on The National Register of Historical Places.

## ANNUAL COMMENCEMENT June 4, 1983

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#### DOCTOR OF LAWS

A. Maceo Walker, Memphis, Tennessee  
Chairman of the Board, Universal Life  
Insurance Co.

#### DOCTOR OF HUMANITIES

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Executive Director, The Modern Language  
Association of America

Malcolm S. Forbes, New York, New York  
Chairman and Editor-in-Chief,  
*Forbes Magazine*

#### DOCTOR OF FINE ARTS

Roy Perkins Harrover, Memphis, Tennessee  
Architect

#### DOCTOR OF DIVINITY

John Bush Rogers, Jr., Shreveport, Louisiana  
Minister, First Presbyterian Church

Donald W. Shriver, Jr., New York, New York  
President, Union Theological Seminary

### PRIZES AND AWARDS

#### *Anthropology/Sociology*

FRANCIS AND EDWINA HICKMAN AWARD  
Douglas Phillip Blackall, Little Rock, Arkansas  
Special Award for Bridge Major, Kathleen  
Mary Goedecke, Atlanta, Georgia

#### *Biology*

THE AWARD FOR EXCELLENCE IN BIOLOGY  
Paul Rumble Deaton, Memphis, Tennessee

#### *Chemistry*

CRC FRESHMAN CHEMISTRY AWARD  
Sann Gossum, Memphis, Tennessee

SOPHOMORE CHEMISTRY AWARD  
Paula Millirons, Huntsville, Alabama

ACS DIVISION OF ANALYTICAL  
CHEMISTRY AWARD  
David Neithamer, St. Petersburg, Florida

THE WILLIAM SPANDOW SCHOLARSHIP  
IN CHEMISTRY

David Neithamer, St. Petersburg, Florida

#### *Economics/Business Administration*

THE ECONOMICS AND BUSINESS  
DEPARTMENT AWARD

Catherine McInerney, Memphis, Tennessee

THE RALPH C. HON LEADERSHIP AWARD

Susan Logan, Gilliam, Louisiana

R. Davis Howe, Mayfield, Kentucky

THE SEIDMAN AWARDS IN ECONOMICS

Freshman/Sophomore Award —

Scott Heffington, Temple Terrace, Florida

Senior Award — Lynn Stapleton,

Birmingham, Alabama

THE WALL STREET JOURNAL AWARD

Paul Parks, Tiptonville, Tennessee

#### *Education*

THE JOYE FOURMY COBB ROMEISER AWARD

Dorothy Weeks, Germantown, Tennessee

#### *English*

JOHN R. BENISH AWARD

Diane Lander Mount, Danville, Kentucky

#### *Foreign Languages*

THE JARED E. WENGER AWARD

Henry Massey Rector, Little Rock, Arkansas

THE SPENCER GREEK PRIZES

First Year — Steven Douglas Ervin,

Wynne, Arkansas

Second Year — Nall Douglas McCown,

Memphis, Tennessee

#### *History*

THE JOHN HENRY DAVIS AWARD

Stuart Patton, Roanoke, Virginia

#### *International Studies*

THE DONALD J. GATTAS

MEMORIAL AWARDS

For General Excellence in Arabic Languages

Martha Saavedra, Bowie, Maryland

For General Excellence in Arabic Studies

Jamie C. James, Little Rock, Arkansas

ANN RORIE MEMORIAL AWARD

Mark T. Adams, Memphis, Tennessee

*Man in the Light of History and Religion*

THE DEPARTMENTAL FRESHMAN AWARD

William Stephen Lacy, Memphis, Tennessee

THE ADMINISTRATIVE COUNCIL AWARD  
Stephen Colin Threlkeld,  
Memphis, Tennessee

THE W.O. SHEWMAKER AWARD  
Kimberly Ann Linnander, Glendale, Arizona

*Mathematics*

THE JACK U. RUSSELL AWARDS  
IN MATHEMATICS

First Year Calculus — John Koh,  
Springfield, Kentucky

Second Year Calculus — Diana Hays,  
Sherman, Texas and Tommy Ratliff,  
Hattiesburg, Mississippi

Advanced Mathematics — Mary Goodloe,  
Gallatin, Tennessee

THE WILLIAM SPANDOW SCHOLARSHIP  
IN MATHEMATICS

82-83 — Gray Moody,

Charlotte, North Carolina

83-84 — Mary Goodloe, Gallatin, Tennessee

*Music*

THE JANE SODERSTROM MEMORIAL  
AWARD IN MUSIC

Michael Fredman, University City, Missouri

*Philosophy*

THE LAURENCE F. KINNEY PRIZE

Fred Motz, Atlanta, Georgia

*Physics*

THE WILLIAM SPANDOW SCHOLARSHIP  
IN PHYSICS

Kevin Christen, Dallas, Texas

THE PHYSICS DEPARTMENT AWARD

Chong-Ket Chuah, Taiping Perak, Malaysia

*Political Science*

THE MIKE CODY AWARD IN  
POLITICAL SCIENCE

Grayson Smith, Hendersonville, Tennessee

THE JUSTICE ABE FORTAS AWARD  
IN LEGAL STUDIES

Jim Wade, Little Rock, Arkansas

THE SEIDMAN AWARDS IN  
POLITICAL SCIENCE

Freshman Award — Catherine Winterburn,  
Memphis, Tennessee

Senior Award — Lisa Krupicka,  
Memphis, Tennessee

*Psychology*

THE OUTSTANDING PSYCHOLOGY  
MAJOR AWARD

Linda Somerville, Owensboro, Kentucky

THE OUTSTANDING BRIDGE MAJOR AWARD

Wendy Ellis, New Orleans, Louisiana

*Religion*

THE RELIGIOUS STUDIES AWARD

Elizabeth Lyle Lamb, Jackson, Missouri

*Theatre and Media Arts*

THEATRE AND MEDIA ARTS AWARD

David James, Greer, South Carolina

---

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 Southwestern to recognize excellence in teaching. This honor carries a monetary award of approximately \$5,000.

The 1983 Clarence Day Award for Outstanding Teaching was awarded May 4 to Dr. William Larry Lacy, Professor of Philosophy.

Established also by Mr. Day is the Dean's Award for Research and Creative Activity to be bestowed only when warranted by faculty research or creative endeavor.

The 1983 Dean's Award for Research and Creative Activity which carried a prize of \$2,500 was presented May 4 to Professor Jack D. Farris in recognition of his novel, *Me and Gallagher*.

THE PEYTON NALLE RHODES  
PHI BETA KAPPA PRIZE

Martha Saavedra, Bowie, Maryland

THE ALGERNON SYDNEY SULLIVAN AWARDS

Kimberly Lene Chickey, Nashville, Tennessee  
and Michael Ronald Hall,  
Memphis, Tennessee

The Non-Student Award — Richard A. Batey,  
Memphis, Tennessee

*THE EMMA TULL AWARD*

Richard Waggener, Hendersonville, Tennessee  
Laura Hollandsworth, Memphis, Tennessee

THE ESTELLE R. CONE AWARD

Judy Booth, Jackson, Tennessee



THE SEIDMAN TROPHY IN ATHLETICS  
Timothy Gerard O'Keefe, Jackson, Tennessee

THE MORTAR BOARD SOPHOMORE  
WOMAN OF THE YEAR  
Beth Baxter, Nashville, Tennessee

ODK SOPHOMORE MAN OF THE YEAR  
Steven Anthony Overton,  
Hendersonville, Tennessee

THE TRI-DELTA ALLIANCE SCHOLARSHIP  
Rebecca Ellington, Everett, Washington

NATIONAL COLLEGIATE ATHLETIC  
ASSOCIATION SCHOLARSHIP  
Russell Patrick Ashford,  
Hendersonville, Tennessee

HALL OF FAME

Brian Sanders, Athens, Georgia; John Bryan,  
Kenilworth, Illinois; Michael Hall, Memphis,  
Tennessee; Michael Eads, Fort Smith,  
Arkansas; Charlotte Patton, Spencer, West  
Virginia; Dawn McGriff, Albertville, Alabama

NOTE: Degree candidates graduating *summa cum laude* have attained an overall collegiate grade point average of 3.9500 and a grade of A on each comprehensive examination. Those graduating *magna cum laude* have attained a 3.8500 overall average and an average grade of A- on comprehensives. Students graduating *cum laude* must have an overall average of 3.500 and an average grade of B or better on the comprehensive examinations.

## DEGREES CONFERRED ON JUNE 4, 1983

### BACHELOR OF ARTS

**John Howard Adams**

Hopkinsville, Kentucky. Economics

**David Charles Allen**

Nashville, Tennessee. Political Science

**Maria Suzanne Allen**

Waverly, Tennessee. Religion-Sociology

**Barbara Nina Andrews**

Wynne, Arkansas. History

**Melissa Bayless Barth**

Maryville, Tennessee. History

**Cheryl Lee Barton**

Douglasville, Georgia. Religion

**Terence Morgan Bate**

Vancouver, B.C., Canada. Communication  
Arts  
and English

**James Robert Batey**

Rock Springs, Tennessee. English

**James Patrick Beaird III**

Shreveport, Louisiana.  
International Studies

**Carol Evelyn Beck**

Dyersburg, Tennessee. Communication  
Arts and Psychology

**Marian Esther Benjamin**

Jacksonville, Florida.  
Communication Arts

**Anne Eaton Bennett**

Louisville, Kentucky. Art

**Sharon Gail Bicks**

Memphis, Tennessee.  
International Studies

**Janet Kaye Bigham**

Morehead, Kentucky.  
Communication Arts

**Richard Denmar Bird, Jr.**

Nashville, Tennessee. Business  
Administration

**John Andrew Bock**

Boca Raton, Florida. Political Science

**Debbie Milam Booth**

Blytheville, Arkansas. Economics and  
Business Administration

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San Antonio, Texas.  
Anthropology/Sociology

**\*Cynthia Sue Brown**

Jackson, Tennessee. Art

**John Henry Bryan III**

Kenilworth, Illinois. Business Administration

**Margarett Rose Cahill**

Memphis, Tennessee. French

**Julia Christine Carroll**

Nashville, Tennessee. English

**Susan Leslie Carruth**

Springfield, Virginia. Communication Arts and English

**Brenda Lee Cassinello**

Medford, Massachusetts. Anthropology/Sociology-Psychology

**Catherine Coffin Cawood**

Nashville, Tennessee. Economics and Business Administration

**Catherine Supple Chadwick**

Alexandria, Louisiana. Economics and Business Administration

**Kimberly Lene Chickey**

Nashville, Tennessee. Religion-Sociology

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Memphis, Tennessee. Business Administration and Communication Arts

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Nashville, Tennessee. Economics

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Atlanta, Georgia. Art

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Malden, Missouri. International Studies

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Kent, Connecticut. International Studies

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Tallahassee, Florida. History

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Chattanooga, Tennessee. English

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Memphis, Tennessee. English

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Gainesboro, Tennessee. International Studies

**Michael Cravens Eads**

Fort Smith, Arkansas. English

**Robert G. L. Eason**

Memphis, Tennessee. Economics and Business Administration

**Robert Scott Edwards**

Florence, Alabama. International Studies

**†§Wendy Sue Ellis**

New Orleans, Louisiana. Anthropology/Sociology-Psychology

**\*Deanne Louise Ellison**

Spencer, West Virginia. Psychology

**Margot Leigh Emery**

Memphis, Tennessee. Communication Arts

**Theodore David Estes**

St. Louis, Missouri. Economics and Business Administration

**Christine Bradford Ewing**

Nashville, Tennessee. Psychology-Religion

**Donna Renee Farnsworth**

Memphis, Tennessee. Anthropology/Sociology

**Eve Fingerett**

Memphis, Tennessee. Anthropology/Sociology and Mathematics

**Alicia Ann Franck**

Jackson, Mississippi. Political Science

**Michael Lee Fredman**

University City, Missouri. Music History and Literature

**\*Kathleen Mary Goedecke**

Atlanta, Georgia. Anthropology/Sociology-Psychology

**Nancy Lynn Graham**

Nashville, Tennessee. Business Administration

**\*§Larry Alan Gray**

Memphis, Tennessee. English

**Grace Tarrant Hall**

Richmond, Virginia. Anthropology/Sociology-Psychology

\*Cum Laude

†Magna Cum Laude

‡Summa Cum Laude

§Phi Beta Kappa

•in absentia

- \*Michael Ronald Hall**  
 Memphis, Tennessee. English
- Richard Lucian Hamlet**  
 Memphis, Tennessee. Business Administration
- Terrell Lee Harris**  
 Memphis, Tennessee. International Studies
- Rodney James Hatley**  
 Memphis, Tennessee. Political Science
- Robin King Haynie**  
 Shreveport, Louisiana. Anthropology/Sociology
- Keith Joseph Henkel**  
 Lawrenceburg, Tennessee. Economics and Business Administration
- Kurt Andrew Hentz**  
 Poplar Bluff, Missouri. Business Administration
- Rilla Scarlet Hepworth**  
 Memphis, Tennessee. Psychology
- Edna Katherine Hibbitts**  
 Midland, Texas. Psychology-Religion
- Maureen Lee Hobby**  
 St. Petersburg, Florida. Anthropology/Sociology
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 Kailua, Hawaii. English
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 Florence, Alabama. Psychology
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 Somerville, Tennessee. Foreign Languages

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Baton Rouge, Louisiana. Business  
Administration

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 Oak Ridge, Tennessee. Political Science
- Elisa Michele Yarber**  
 Memphis, Tennessee. English
- Steven Zissis**  
 Athens, Greece. Business Administration-International Studies
- BACHELOR OF SCIENCE**
- ‡§David Johnson Abbott**  
 Davidson, North Carolina. Physics
- George Mitchell Baldree**  
 Cleveland, Tennessee. Biology

- Elbert Horton Barnes, Jr.**  
Fort Myers, Florida. Biology
- Sandra Jenae Beck**  
Memphis, Tennessee. Biology
- Judith Kathleen Booth**  
Jackson, Tennessee. Psychobiology
- Paul Augustin Bruhwiler**  
Memphis, Tennessee. Physics
- Quinton Lee Cain**  
Memphis, Tennessee. Biology
- Timothy Edward Carter**  
Memphis, Tennessee. Biology
- Mary Antonia Chryssanthis**  
Memphis, Tennessee. Biology
- Carol Hays Claus**  
Memphis, Tennessee. Biology
- Craig Stephen Davis**  
Perryville, Missouri. Biology
- \*§**Paul Rumble Deaton**  
Memphis, Tennessee. Biology
- Terry Van Eagan**  
Memphis, Tennessee. Biology
- Elizabeth Warren Edmiston**  
St. Augustine, Florida. Computer Science/  
Mathematics
- \*§**Richard Philip Gannaway**  
Clarksville, Tennessee. Biology
- ‡§**Karen Marie Gehrs**  
Festus, Missouri. Chemistry
- Ashby Trice Givvons III**  
Metairie, Louisiana. Biology
- Malissa Venise Gobbell**  
Lawrenceburg, Tennessee.  
Chemical Biology
- §**Chon-Huat Goh**  
Penang, Malaysia. Biology
- John Sams Goza**  
Fayetteville, Georgia. Biology
- \*§**William Elsworth Gross**  
Memphis, Tennessee. Biology
- Amy Ellen Hill**  
Little Rock, Arkansas. Biology
- \***Richard Paul Hodge**  
Jay, Maine. Chemistry
- James Dennis Jackson**  
Florence, Alabama. Biology
- Elisa Page Johnson**  
Owensboro, Kentucky. Mathematics
- Karen Jean Kellow**  
Oklahoma City, Oklahoma. Biology
- Robert John Kwech**  
Atlanta, Georgia. Psychobiology
- David Anderson Landrum**  
Elkins, West Virginia. Biology
- Laura Anne Lee**  
Memphis, Tennessee. Biology
- William Christopher Marsh**  
Memphis, Tennessee. Computer Science/  
- Mathematics
- \***Emily Mills**  
Bogalusa, Louisiana. Psychobiology
- \***Clyde Gray Moody, Jr.**  
Charlotte, North Carolina. Computer  
Science/Mathematics
- \*§**Mary Rebecca Moore**  
Pulaski, Tennessee. Biology
- Julia Ann Mortimer**  
Memphis, Tennessee. Biology
- Pamela Denise Murray**  
Jackson, Tennessee. Chemistry
- \***John Howard Pardue**  
Memphis, Tennessee. Biology
- Charles Wallace Parrott**  
Germantown, Tennessee. Chemistry
- Greggory Kevin Phillips**  
Clarksville, Tennessee. Biology
- Oscar Ramos**  
Little Rock, Arkansas. Biology
- \*§**Christopher Paul Schonbaum**  
Memphis, Tennessee
- John Richard Schultz**  
Little Rock, Arkansas. Physics
- Stephan Charles Sharp**  
Memphis, Tennessee. Biology
- Yu-Hong Ting**  
Beijing, China. Computer Science/  
Mathematics
- Eleanor Queenine Venable**  
Memphis, Tennessee. Biology
- Benjamin Rush Waller III**  
Memphis, Tennessee. Biology
- DEGREES CONFERRED  
ON AUGUST 31, 1983**
- BACHELOR OF ARTS DEGREE**
- Russell Patrick Ashford**  
Hendersonville, Tennessee.  
International Studies
- §**Douglas Phillip Blackall**  
Little Rock, Arkansas.  
Anthropology/Sociology

**Sarah Lynn Brooks**

Memphis, Tennessee. English

**Anne Trevor Clarendon**

Memphis, Tennessee. Business  
Administration

• **Lynn Johanne Clément**

Muscle Shoals, Alabama. Economics

**Constance Elizabeth Cox**

Birmingham, Alabama. English

**Joseph Rouleau Cull**

Memphis, Tennessee.  
Anthropology/Sociology

**George Yaw Frempong**

Domiabra, Ghana. Business  
Administration

**Charles Beech Kellerman**

Billings, Montana. International Studies

**Michael Logan Keyes**

Nashville, Tennessee.  
International Studies

**Elizabeth Riegler Morehead**

Malden, Missouri. International Studies

**Brandon Allen Porter**

Memphis, Tennessee. Anthropology/  
Sociology-Psychology

**Leslie Jawayne Reddick**

Memphis, Tennessee.  
Communication Arts

**Pedro Luis Rodriguez**

Jonesboro, Arkansas.  
International Studies

**James Brinkley Taylor**

Memphis, Tennessee. Economics and  
Business Administration

**BACHELOR OF SCIENCE DEGREE**

**Stanley Keith Brady**

Memphis, Tennessee. Biology

**Gregory Jay Stark**

Memphis, Tennessee. Biology

**GRADUATED WITH HONORS**

**Carol Hays Claus**

Biology

**Wendy Sue Ellis**

Anthropology/Sociology-Psychology

**Michael Ronald Hall**

English

**Richard Davis Howe, Jr.**

Economics and Business Administration

**Lisa Ann Krupicka**

Political Science

**Frederic Carson Motz, Jr.**

Philosophy

**Charlotte Lee Patton**

Psychology

**Stuart Freeman Patton**

History

**Martha Eileen Saavedra**

International Studies

**Linda Sue Somerville**

Psychology

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For further information write or call:

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- Southwestern At Memphis
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