



**RHODES COLLEGE CATALOGUE
2001-2002**

TABLE OF CONTENTS

GENERAL INFORMATION	4
ACADEMIC CALENDAR, 2001-2002	5
EDUCATIONAL IDEALS	7
HISTORICAL SUMMARY	10
ACCREDITATION AND GENERAL POLICIES	10
ADMISSIONS	12
EXPENSES	19
FINANCIAL AID	23
STUDENT LIFE	35
STUDENT SERVICES	43
ADVISING AND ACADEMIC SUPPORT	46
CAMPUS REGULATIONS	48
THE EDUCATIONAL PROGRAM	53
REQUIREMENT FOR A DEGREE	54
ENGINEERING: DUAL DEGREE PROGRAM.....	63
ACADEMIC REGULATIONS	64
OPPORTUNITIES FOR INDIVIDUALIZED STUDY	72
OPPORTUNITIES FOR STUDY ABROAD AND OFF CAMPUS STUDY	75
THE BURROW LIBRARY	79
INFORMATION TECHNOLOGY SERVICES	81
MEEMAN CENTER FOR LIFELONG LEARNING	82
COURSES OF INSTRUCTION.....	84
BIBLICAL STUDIES AT RHODES	85
COURSES OF INSTRUCTION.....	88
ANTHROPOLOGY AND SOCIOLOGY.....	90
ART	97
BIOLOGY.....	106
Marine Sciences	
CHEMISTRY.....	115
ECONOMICS AND BUSINESS ADMINISTRATION	121
ENGLISH	132
FOREIGN LANGUAGES AND LITERATURES	141
The Language Center; General Courses; Chinese; French; German; Greek and Roman Studies; Hebrew; Italian; Russian; Spanish	
GEOLOGY	166
HISTORY	168
INTERDISCIPLINARY STUDY	180
Urban Studies; Latin American Studies; American Studies; Asian Studies; Earth System Science; Education; Film Studies; Women's Studies; Interdisciplinary Majors; Interdisciplinary Courses; Course Offerings	
INTERNATIONAL STUDIES	197
MATHEMATICS AND COMPUTER SCIENCE	207
MUSIC	215
PHILOSOPHY	222
PHYSICAL EDUCATION	227

PHYSICS	229
POLITICAL SCIENCE	234
PSYCHOLOGY	240
RELIGIOUS STUDIES	245
THEATRE	251
RHODES STUDY ABROAD PROGRAMS.....	257
RESERVE OFFICER TRAINING PROGRAMS	261
Aerospace Studies; Military Science	

MASTER OF SCIENCE IN ACCOUNTING.....266

MATTERS OF RECORD275

BOARD OF TRUSTEES	276
EMERITI	279
ADMINISTRATION	281
FACULTY.....	287
ENDOWMENTS, AWARDS, AND MEMORIALS	293
THE CAMPUS	313
COLLEGE SPONSORED LECTURE SERIES.....	318
COMMENCEMENT, 2000.....	319

**GENERAL
INFORMATION**

ACADEMIC CALENDAR, 2001-2002

FALL SEMESTER, 2001

Opening Faculty Meeting	August 16, Thursday
Orientation for New Students	August 17-21, Friday-Tuesday
Enrollment Clearance/Registration	August 21, Tuesday
Classes Begin	August 22, Wednesday
*Opening Convocation	August 24, Friday
Drop/Add Period Ends	August 28, Tuesday
Extended Drop Period Begins	August 29, Wednesday

Mid-Term Grades Due	March 4, Monday, 9:00 A.M.
Spring Recess Ends	March 11, Monday, 8:00 A.M.
Registration for Fall, 2001	March 11-April 5, Monday-Friday
Withdraw Period Ends	March 22, Friday
Easter Recess Begins	March 27, Wednesday, 10:00 P.M.
Easter Recess Ends	April 1, Monday, 8:00 A.M.
*Awards Convocation	April 16, Tuesday, 9:10 A.M.
Classes End	April 26, Friday, 5:00 P.M.
Reading Days	April 27, Saturday, and May 2, Thursday
Final Examinations	April 29-May 4, Monday Saturday
Final Grades Due	May 6, Monday, 9:00 A.M.
*Baccalaureate Service	May 10, Friday, 3:00 P.M.

RHODES' EDUCATIONAL IDEALS

- A. **C** *ca* : The ability to analyze arguments, to assess evidence, to discover, articulate, and evaluate assumptions.
- B. **C** *ea e* : Flexibility of thought which allows one to ask thoughtful and penetrating questions, to generate new insights, to seek new solutions to problems, to envisage new possibilities, to respond positively to change.
- C. **C** *ca* : The ability to listen, to enter into dialogue, to write and speak with clarity and style in English; and proficiency in a foreign language.
- D. **Re** *eg c* : The ability to read critically, to formulate and test hypotheses, to collect and interpret information, and to draw conclusions.
- E. **E** *a a* : The ability to formulate and justify value judgments, to evaluate oneself and one's beliefs honestly.
- F. **E** *a c* : The ability to appreciate the perspective of others and to respond empathetically.
- G. **Ae** *e c* : The ability to express oneself artistically, to exercise the imagination, and to recognize quality.
- H. **S** *e c* : The ability to perceive ordering principles such as those inherent in myth, language, mathematics, and schools of thought and to fit diverse pieces of knowledge together into a whole.

WHAT KIND OF COLLEGE IS RHODES?

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

Coeducational. Rhodes is dedicated to the belief that the most natural and best

is small and has a low student-faculty ratio that encourages students to develop close personal relationships with professors. The College provides the best in academic advising and in personal and career counseling, but the opportunity to know and to discuss ideas with members of the faculty is among the most important parts of a fine and lasting education. Rhodes is small so its students can be well-rounded.

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

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

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

Genuine and Excellent. Rhodes is dedicated to the pursuit of genuineness and excellence in all its endeavors. Students learn to live with these standards. The College encourages, supports, and rewards outstanding achievement and merit in all parts of the life of the College.

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

A liberal education is the best preparation for tomorrow in a world that is shrinking, the best preparation for change, the best preparation for leadership, the best preparation for life, and the best preparation for developing values and vision. Those who will lead will need more than training - they need an education. If we give them only vocational training, what looks like training-for-marketability may end up as training-for-obsolescence. Rhodes students grow by studying history as analogy. They take courses that help them to think logically and precisely and independently. They learn to handle abstract thoughts and theories as well as concrete situations. They get an education that will help them to conceptualize and to act.

Liberal education prepares Rhodes students for leadership in a changing world. They have excellent preparation for earning a living over a lifetime.

Liberal education helps students form a cohesive understanding of life. They develop self-understanding and a philosophy of life that shapes the principles by which they live.

It is the duty of liberal learning to stress the integrating forces of the various disciplines. It is the task of developing the whole person, the whole life. Rhodes stresses that intellectual values and moral values are among the finest fruits of its educational process. A liberal education enables a person to analyze, evaluate, to judge, to prefer

develop a sense of beauty, a value to be preferred over ugliness or cacophony. Where the social sciences come to life through value judgments, as students study people individually, in groups, and in society. Where the natural sciences, teeming with power to liberate mankind from illness, can harness new energy sources and create new technology that will improve life for everyone.

The best way to prepare leaders of vision is to inspire them with the best that mankind has achieved - the best in the arts, the best in scientific experiments, the highest examples of society, the deepest understandings of religion. The study of the liberal arts and sciences does this best, for it holds before students what Whitehead called "the habitual vision of greatness."

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

HISTORICAL SUMMARY

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

Under the Plan of Union of 1873, the Presbyterian Church reorganized Stewart College after the Reconstruction Era to operate it as the single Presbyterian college for the entire area which was at that time considered to be the Southwest.

In 1875 Stewart College became Southwestern Presbyterian University, developing alongside the undergraduate curriculum a School of Theology, under the leader-

to the testing services, as follows: (1) The College Board, 45 Columbus Avenue, SAT Department, New York, New York 10023-6992 (2) ACT Registration Department, P.O. Box 414, Iowa City, Iowa 52243.

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

In addition, the interest a student shows in Rhodes can be a deciding factor in the admission decision. Contacts such as a visit to the campus, an interview, talking with an admission officer at your high school or at a college fair, or personally corresponding with the admission office can assist staff members in making a decision between two similar candidates. A student's ability to pay may also be a deciding factor when considering students who are academically marginal.

The Faculty Admissions Committee and/or the Dean of Admissions and Financial Aid has the discretion to deny any student admission to Rhodes College.

Students who wish to appeal their admission decision may do so by writing to the Faculty Admissions Committee requesting reconsideration.

CAMPUS VISIT AND INTERVIEW

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

While on campus, students may choose to participate in an information session or have a personal interview with an admissions officer. Appointments may be scheduled between 9:00 a.m. and 4:00 p.m. (Central Time), Monday through Friday, and during the academic year on Saturdays from 9:00 a.m. until noon. Interviews are limited to Mondays, Fridays and Saturdays in the last two weeks of January and the entire month of February due to the admission staff's heavy involvement in reading applications.

The Admissions Office is open year round, and appointments may be made by writing or calling the Admissions Office at least two weeks in advance of the date of the visit. To arrange a campus visit, students may call toll free 1-800-844-5969 or, locally, 843-3700.

EARLY DECISION PLAN

Students who are certain they want to attend Rhodes may wish to take advantage of the Early Decision Plan. Under this plan the student must submit a completed application for admission, high school transcript including grades for the first marking period of the senior year, recommendations, standardized test scores and the Early Decision Agreement form by November 1 for Early Decision I or by January 1 for Early Decision II. The student may apply to other colleges, but not under any other Early Decision Plan. If accepted, the applicant agrees to withdraw all applications submitted to other institutions, file no additional applications, and enroll at Rhodes.

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

Under the Early Decision Plan, the College agrees to render a decision on admis-

sion by December 1 for Early Decision I or by February 1 for Early Decision II. Accepted students who are applying for need-based financial aid and have submitted the PROFILE will be contacted by the Financial Aid Office concerning their request by December 5 for Early Decision I or by February 5 for Early Decision II. If accepted under the Early Decision Plan, the applicant is expected to submit the required deposit (as explained under Enrollment Deposit) by December 15 for Early Decision I or by February 15 for Early Decision II. Offers of admission and financial aid to students who do not submit the required deposit will be rescinded.

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

EARLY ADMISSION PLAN

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

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

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

DEFERRED ADMISSION

Students who have been accepted for admission and wish to delay their enrollment at Rhodes for a semester or a year may request Deferred Admission by writing the Dean of Admissions and Financial Aid. The letter requesting Deferred Admission must indicate the length of time requested for deferral, the reason for requesting the deferral and the proposed actions of the student during the time of the deferral. The Dean of Admissions and Financial Aid will respond to the deferral request in writing. If deferred admission is granted, the student must submit a non-refundable \$200.00 enrollment deposit (and \$200.00 room deposit if the student wishes to live on campus) to the Office of Admissions.

Accepted students requesting deferral who have been awarded one of the College's competitive scholarships may retain the scholarship as long as its value is one-half Rhodes tuition or less. Scholarships granted to accepted, deferred students that are valued at over one-half Rhodes tuition will not be retained by the student. In this case, the student will be reconsidered for competitive scholarships during the semester prior to their enrollment at the College.

Deferred students may not enroll in more than two college courses for credit in any one semester/term during their time of deferral. To do so would change their classification to that of a transfer student, necessitate a rescinding of their admission and scholarship offer, and require a new admission and scholarship decision.

ADMISSION OF TRANSFER STUDENTS

Rhodes welcomes applications from students who wish to transfer from other

that work for which they are best prepared and/or which they particularly need. Special students may enroll in no more than two classes, or for no more than eight hours of credit per semester. Special students who wish to audit classes are limited to taking one

Course fees per credit hour are the same as Special Student tuition. Financial aid is normally not available for students participating in the program. Participation in

also meet with the representatives of various student organizations, take placement tests, receive instruction in the use of the library, participate in social events and attend discussions with administrative officers of the College. The dates of the orientation period are listed in the college calendar at the beginning of this catalogue.

A complete medical examination and provision of immunization records are required of all full-time new students. This medical examination should take place within six months prior to enrollment. The results of the examination along with immunization records, recorded on a form provided by the College, must be on file in the College Student Health Center before registration. Failure to provide the form may result in not being permitted to register and not being provided medical services until the form has been received. In the case of insufficient or missing medical data, the student may be granted provisional registration.

Proof of health insurance is required of all students. A copy of your insurance card will be requested with the completed Health Form. Failure to provide proof of insurance may result in not being permitted to register and will result in not being provided medical services.

ADDITIONAL INFORMATION

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

Office of Admissions
Rhodes College
2000 North Parkway
Memphis, Tennessee 38112-1690
Telephone: 901-843-3700 or toll-free 1-800-844-5969
Fax: 901-843-3631
E-mail: admininfo@rhodes.edu
On-line: www.admissions.rhodes.edu

EXPENSES

The cost of an education at Rhodes is of concern to students, their families, and to the College. Rhodes has been able to hold charges for tuition, room, and board to about 70% of the total cost of a student's education. The College's success in annual fundraising and the substantial income derived from the endowment have enabled Rhodes to hold costs below those at many comparable colleges. The tuition charge includes some services in the College Health Services Center, admission to athletic events, and a wide range of activities sponsored by academic departments or the College at large. The student activity fee supports student publications and student organizations, as well as many College-sponsored social activities which are held throughout the year.

A summary of costs for the 2001-2002 academic year is listed below; students should bear in mind that charges for textbooks and supplies are not included.

Tuition		\$20,366.00
Activity Fee		200.00
Room & Board		
Room Type	Meals per Week	Cost

scripts, using College facilities, being certified for initiation into a fraternity or sorority, or being admitted to graduation.

Students may enroll in courses totaling sixteen credit hours in each semester and, if approved, a seventeenth credit hour may be added without additional charge. The student desiring to take more than a normal academic load during a semester should consult the section of the catalogue on "Registration" appearing under "Academic Regulations." A student who enrolls in more than seventeen hours in a semester must pay the extra hour fee even if the student eventually withdraws from the overload hour.

First-year students and sophomores are required to live on campus the full academic year.

Once a student moves into a residence hall room, room and board charges for the full semester are due and payable on the student's account. Even if the student moves out of the room during the semester, the full room and board charges for that semester remain due on the student's account. Because of the high demand for College housing, the student who is not withdrawing from Rhodes and is a resident only in the Fall Semester will be fined \$500 if he/she is not moved out of the room by the day after the last final examination of the Fall Semester.

Students living in the residence halls are required to choose either the 15 meals per week dining plan or the 21 meals per week dining plan. Students living in the East Village resident hall also have the option of choosing the 7 meals per week dining plan. There are no exceptions to this policy. Meals may be taken in either the Burrow Refectory or with a cash equivalency in the Lynx Lair. Students will be given the opportunity to choose the board plan they prefer prior to the start of the school year. Students may change their board option by contacting the Bursar's Office prior to the beginning of the next semester. Once the board plan has begun for a semester, no fur

ing into the room by the

Late Payment of Bill. \$25.00

Late Registration Fee. \$50.00

Graduation Fee. \$140.00 Payment due by the beginning of a student's last semester in attendance.

Transcripts. \$2.00 each; additional copies in each order \$.50 each. First transcript, free.

Student ID card replacement. \$5.00

Telephones. The College provides each residence hall room with an outlet for a telephone. Permanent numbers are assigned to each room. Students must furnish their own touch-tone telephones. Local and on-campus calls are free. Long distance services are available and require a \$50.00 deposit. Bills will be sent monthly for long distance calls plus a \$5.00 access fee. Additional information will be sent to students during the summer concerning the campus telephone system.

Vehicle Registration Fee. \$20.00

aid programs to adhere strictly to Title IV regulations. The need-based programs commonly available at Rhodes are described on the following pages.

GRANTS

Rhodes Grant-in-Aid. Students with demonstrated financial need may be awarded a Rhodes Grant-in-Aid. Grants are usually offered along with other forms of assistance such as student loans and campus employment. Whether or not a grant is offered and the amount of the grant will depend upon the availability of institutional funds and the results of the CSS Profile and/or FAFSA. Recipients of scholarships may receive additional financial aid, including a grant, if their financial need exceeds the amount of the Rhodes scholarship and other grants or scholarships received from outside sources. Also, the amount of the grant can vary from year to year depending upon the financial need of the student.

Federal Pell Grant. The federal government provides direct assistance to eligible students through the Federal Pell Grant Program. A student's eligibility for the Federal Pell Grant is determined by the results of a formula referred to as Federal Methodology. Currently these grants range from \$400 to \$3,750. *All students who apply for need-based financial aid from Rhodes must also apply for the Federal Pell Grant via the FAFSA.* If the student is eligible for a Federal Pell Grant, it will be included in the financial aid award.

Federal Supplemental Educational Opportunity Grant (SEOG). Federal Supplemental Educational Opportunity Grants are awarded by Rhodes using funds provided by the federal government. These grants are made to students with exceptional financial need. Students must be eligible for the Pell Grant in order to receive a SEOG award.

Tennessee Student Assistance Award. Students who are residents of Tennessee are expected to apply for a grant through the Tennessee Student Assistance Corporation. For 2001-2002, the TSAA grant ranges from \$1,938 to \$4,530. To be eligible a student must have graduated from a Tennessee high school, have been a continuous resident of Tennessee for the twelve month period preceding the start of the academic year for which the grant is made, and have extreme financial need. All Tennesseans should indicate on the FAFSA that they are applying for the Tennessee Student Assistance Award by releasing their FAFSA information to the state. No other application is necessary. Further information may be obtained from the Tennessee Student Assistance Corporation, Suite 1950, Parkway Towers, 404 James Robertson Parkway, Nashville, TN 37219-5097. The phone number is (800) 342-1663 or (615) 741-1346.

Ministerial Grant. As a church-related college, Rhodes will assist applicants for the ministry and children of Presbyterian Church (U.S.A.) ministers. Rhodes students who have made the decision to go into the ministry and who have been certified by the responsible court or agency of the student's denomination, or a student who is a dependent of a Presbyterian Church (U.S.A.) minister, may receive, if needed and upon application, a ministerial grant of \$1,000 in addition to an institutional grant, if eligible, as explained above.

LOANS

Federal Perkins Loan. Rhodes awards Federal Perkins Loans to students who demonstrate exceptional financial need. The maximum loan cannot exceed \$4,000 per year as an undergraduate. This is a 5% interest loan on which no interest is charged and no payments are made as long as the student is enrolled at Rhodes on at least a half-time basis (at least 6 hours). Repayment begins nine months after the student ceases being at least a half-time student in an eligible

program at an approved institution. The minimum repayment may extend over a 10-year period.

Federal Stafford Student Loan Program. Loans up to \$2,625 for the first year are available to first-year undergraduate students. Upon earning 27 credit hours, students may obtain a loan up to \$3,500 for the sophomore year and, upon earning at least 55 credit hours, a student may obtain a loan of up to \$5,500 per year for the remaining years of undergraduate study. If the student accepts the Stafford Loan(s) as part of his/her financial aid package, Rhodes will arrange for the lender to mail a promissory note to the student's home address in the summer.

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

Repayment begins six months after the student graduates or ceases to be enrolled at least half-time. The maximum repayment period is ten years, and the interest rate is variable with a cap of 8.25%.

Student Loan of the Presf01 wyme Tc0 T Tf1Aase Trs te6her6 601 wbyle to first-y

two of the Rhodes application for admission. The application for admission must be submitted by January 15 for preferential consideration.

Morse Scholarships. Normally, five (5) Morse Scholarships, valued at \$20,000

keep the best and brightest Memphians in Memphis. Qualified applicants will be offered admission to the College and awarded a full tuition scholarship. The scholarship is renewable for three years based on the student maintaining a 2.50 grade point average. If the student receives federal or state grants that, when added to the scholarship, totals more than the total cost of attending Rhodes, the scholarship will be reduced accordingly.

Army ROTC Scholarships. Rhodes students may compete for Army ROTC scholarships providing college tuition and educational fees up to \$16,000 annually. Awardees also receive a book allowance of \$450 per year and a monthly stipend of \$150 from the Army.

Students awarded a \$16,000 Army ROTC scholarship may receive up to a \$4,000 Rhodes grant. The Rhodes grant will be awarded unless the student has already received a Rhodes College scholarship equal to or greater than the indicated grant amount. Rhodes grants are renewable for three years as long as the student retains his/her ROTC Scholarship. Information about Army ROTC Scholarships may be obtained by writing to Army ROTC, The University of Memphis, Memphis, TN 38152, or by calling Army ROTC at (901) 678-2933.

Air Force ROTC Scholarships. Through an agreement between Rhodes and the United States Air Force, Rhodes students may participate fully in the AFROTC program based at the University of Memphis and can compete for an AFROTC Scholarship. Type I and Type II scholarships are available to entering students. The Type I scholarship pays all tuition and fees, full book allowance, transportation to Memphis, and a tax-free stipend of \$150 per month. The Type II scholarship has the same benefits except that the tuition payment is limited to \$15,000 per year.

Air Force Type I scholarship awardees may receive up to a \$5,000 Rhodes grant and Type II awardees may receive up to \$3,000 Rhodes grant. The Rhodes grant will be awarded unless the student has already received a Rhodes College scholarship equal to or greater than the indicated grant amount. Rhodes grants are renewable for three years as long as the student retains his/her ROTC Scholarship. Please note that if a Type I recipient chooses to live at home or with relatives, the amount of the Rhodes grant plus the Air Force Type I scholarship cannot go above Rhodes' cost of attendance for a commuter student living with relatives.

For details contact the Rhodes College Coordinator for ROTC Studies or call Air Force ROTC at (901) 678-2681. (Note: The application deadline is usually December 1 for the following academic year.)

Spencer Scholarships in Greek and Roman Studies. One to three Spencer Scholarships are awarded each year to first-year students who have distinguished themselves in the study of Latin, ancient Greek or the civilizations of ancient Greece and Rome. The scholarships range in value from \$4,000 to \$12,000 per year based on academic qualifications, and are renewable for three years based on continued academic achievement and participation in the Greek and Roman Studies program.

Outside Scholarships. Scholarships from other organizations, such as the \$1,000 one-year National Merit Scholarship and awards from local communities, are also available to students who attend Rhodes. Funds from corporations, unions, trust

TUITION EXCHANGE PROGRAMS

Associated Colleges of the South. Children of employees of ACS participating institutions are eligible to be considered for the ACS Tuition Exchange.

Rhodes' agreement with ACS indicates that for any given academic year, ACS "imports" (students attending Rhodes as an ACS Tuition Exchange student) will not exceed "exports" (children of Rhodes employees attending another ACS college under the agreement) by more than three students.

Each ACS Tuition Exchange recipient pays a participation fee of \$1,500 per academic year in exchange for tuition at Rhodes. Tuition Exchange may not include tuition for off-campus study programs. Participants must be full-time degree candidates. Recipients may be required to live in a residence hall at the College's discretion.

Interested students must specify that admission is being sought under the ACS Tuition Exchange program, apply for all state and/or federal aid for which he or she may be eligible, and submit an ACS Tuition Exchange form completed by the appropriate official at their home institution and certifying their eligibility for the exchange. Eligible students must meet Rhodes' normal admission requirements to be considered.

Association of Presbyterian Colleges and Universities (APCU). Students who are the dependent children and spouses of full-time faculty and staff in APCU colleges which have endorsed the Plan are eligible to be considered. Eligible students must meet Rhodes' normal admission requirements to be considered.

Rhodes' agreement with APCU indicates that for any given academic year, APCU "imports" (students attending Rhodes as an APCU Tuition Exchange student) will not exceed "exports" (children of Rhodes employees attending another APCU college under the agreement) by more than one student.

The tuition exchange benefit is equivalent to full tuition at Rhodes and this benefit is renewable for three years as long as the student remains in good academic standing and meets the eligibility requirements indicated above. Recipients may be required to live in a residence hall at the College's discretion.

Interested students must specify that admission is being sought under the APCU Tuition Exchange Agreement and submit a letter to the Office of Admissions from the president of his/her home institution certifying eligibility for the program.

RENEWAL OF FINANCIAL AID AND SCHOLARSHIPS

Normally, all forms of financial aid offered by Rhodes are awarded with the expectation of annual renewal for a maximum of three renewals. Students receiving need-based financial aid are required to file a Free Application for Federal Student Aid (FAFSA) by March 31 of each year. All students must be enrolled in a degree or certification program in order to receive assistance of any type.

Rhodes scholarships and financial aid can be used only for study at Rhodes or Rhodes funded programs. Funds are not available for summer terms or for studies at other institutions. Scholarships and grants can be applied only to those fees billed directly to the student by Rhodes. Rhodes funds are not available to students enrolled on a less than full-time basis (at least 12 hours) unless an exception is formally approved by the Disability Support Committee (see Students with disabilities below).

Students with disabilities who are taking a reduced course load and who have received approval of full-time status will not be discriminated against when applying for consideration for Rhodes financial aid. The amount of aid awarded, however, will be reduced to the proportionate amount that corresponds with the student's course load. For example, a minimum of 12 hours per semester is required to receive Rhodes-funded student aid as a full-time student. If a student has received approval from the Disability Support Committee to be considered a full-time student for a

course load of 8 hours in a given semester, then the Rhodes-funded aid will be reduced to 2/3 of the amount it would have been if the student were taking 12 or more hours. A course load of 6 semester hours will always be considered to be half-time. No Rhodes-funded aid will be available to any student who is enrolled on less than a half-time basis. Additionally, students with disabilities will be eligible to receive Rhodes-funded aid for a maximum of 12 semesters or 150% of the standard time required for completion of a Bachelor's degree, and the total Rhodes-funded aid will be limited to the amount the student would have received for 8 semesters taking standard course loads.

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

A student who has completed one academic year will have financial aid renewed if the student:

- attains a total cumulative grade point average of at least 2.000 in all course work attempted at Rhodes;
- has earned at least twenty-two (22) semester hours of course work by the beginning of his/her second academic year of study at Rhodes;
- has earned at least fifty-two (52) semester hours of course work by the beginning of his/her third academic year of study at Rhodes;
- has earned at least eighty (80) semester hours of course work by the beginning of his/her fourth academic year of study at Rhodes.

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

Renewal of other Title IV/State student financial assistance (Federal Pell Grant, Federal Stafford Student Loan, Federal PLUS and Tennessee Student Assistance Award)

Requirements for renewal are as follows:

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

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

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

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

years as long as the student maintains a grade point average of 3.25 or better and meets the minimum standards for renewal described previously.

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

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

Fine Arts Awards may be renewed for three years as long as the student has declared, or is making satisfactory progress toward, a major or minor in either music,

and other Title IV funds, as well as any outside loans or scholarships the student might have. However, the sum of need-based grant and merit-based scholarship awarded for the term of the program may not exceed the tuition charge at Rhodes for one semester. Work-study income will be replaced by additional loan, and need in excess of the cost of attending Rhodes will be met by loan or the student's family.

- In cases where the total cost of the semester abroad program is less than the total cost of a semester at Rhodes (as a resident student), the financial aid package will be based on the cost of the semester abroad program.
- Rhodes students receiving financial assistance from the College who choose to participate in one of Rhodes' exchange programs are considered to be Rhodes students. The financial aid awarded to the student to meet the costs of the exchange program are considered expended for the original length of the program. In other words, a student who elects to participate in a one-year exchange program is considered to have been awarded two semesters of aid. If

the parent of an undergraduate student may be eligible to borrow the cost of education at Rhodes less any financial assistance the student receives each year for educational expenses. The interest rate is variable but has a ceiling of 9%. PLUS applicants are subject to credit approval.

There are a number of private loan programs available for interested students and their families. One is from Key Education Resources listed above and another is the CitiAssist product from Citibank. The CitiAssist web site is www.citiassist.com and the phone number is (888) 812-5030. Credit-worthiness of the borrower is a determining factor.

ADDITIONAL POLICIES

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

Institutional funds will be awarded for each classification year (i.e. first-year, sophomore, etc.) only once. A maximum of two semesters of assistance will be awarded for any classification. Exceptions to this may be made by formal approval of the Disability Support Committee (see "Renewal of Financial Aid and Scholarships" for the policy exceptions for students with disabilities).

Financial aid is not available for summer terms.

When calculating Rhodes scholarships or grants based on tuition, fees, room and board, the amount used for room is the average amount charged by the College for a student at the multiple occupancy rate for that dorm; the amount used for board is the current on-campus 21 meal plan rate.

Rhodes scholarships and grants are based on a normal course load. Additional costs incurred by a student taking an overload will be incurred at that student's expense.

Rhodes scholarships and grants are not provided to students participating in non-Rhodes programs even though Rhodes may recognize the program as being a valuable experience for the student, i.e. the Washington Semester.

Rhodes scholarships and grants are provided only to students enrolled on a full-time basis. Seniors who need less than twelve (12) hours to graduate their last semester are NOT exempt from this policy.

Should a student graduate early due to overloads, summer course work, etc., that student forfeits aid for the semester(s) not enrolled. In other words, if a student graduates a semester early, for example, that student cannot have the full year's aid all in that last semester of enrollment.

Following is the definitions for enrollment status for financial aid, including Rhodes scholarships and grant:

Full Time:	12 hours or greater
3/4 Time:	9 – 11.99 hours
1/2 Time:	6 – 8.99 hours
Less than 1/2 time:	less than 6 hours

of Residence Life. All rising sophomore resident students are expected to participate in the housing lottery process to comply with the residency requirement. In the event that a student does not participate in housing lottery, a space will be selected for the student by the Director of Residence Life. The student will be notified of the assignment in writing.

BRYAN CAMPUS LIFE CENTER

The Bryan Campus Life Center is the hub of athletics and recreation at Rhodes. It houses the varsity basketball/volleyball gymnasium, a three-court recreational gymnasium, three racquetball and two squash courts, indoor jogging track, and a 6,900 square foot fitness room equipped with free weights, resistive equipment, and cardiovascular equipment. The Lynx Lair, a pub-style grill, provides students with a dining alternative on campus, and is the site of many student activities such as concerts, comedians, and “open microphone” nights. In the 5,400 square foot McCallum Ballroom students attend lectures, dances, dinners, and receptions.

STUDENT GOVERNMENT

The main purpose of the Rhodes Student Government is to provide an organization to represent the needs and concerns of the Rhodes student body to the faculty and administration. The Student Government is the primary vehicle for student participation in the governance process of Rhodes. The members of Student Government seek to keep the group effectively involved in many areas of campus life. All meetings are open to the entire campus, and students are strongly encouraged to attend.

The Student Government oversees the allocation of the Student Activity Fund; nominates students for appointment to serve on Board of Trustees, faculty, and administrative committees; directs the Student Government Committees; and generally entertains any matters of student interest or concern at meetings and campus-wide forums.

Elections are held in the Spring for all positions except the First-Year Representatives, which are elected in the Fall.

CHAPLAIN AND COMMUNITY MINISTRY

The chaplain and community ministry program at Rhodes provides opportunities for worship, community service, and spiritual growth through a variety of denominational and ecumenical activities. As a college of the Presbyterian Church (USA), Rhodes employs a full time chaplain and staff who reach out to students of all faiths. The Presbyterian and Reformed tradition has a long history of encouraging diversity of thought and respect for religious differences, while remaining biblically grounded and socially engaged. The Chaplain helps new students make connections with campus religious programs, nearby congregations, and with social action ministries throughout Memphis. Student-led religious organizations include Westminster Fellowship, Rhodes Christian Fellowship, Catholic Student Association, Canterbury, Jewish Student Union, InterFaith Circle, Fellowship of Christian Athletes, and the Muslim Student Association. Pastoral care, interfaith dialogue, mission trips, social justice ministries, and a school of servant leadership and spiritual formation are all part of the college's holistic approach to campus and community ministry.

Students with a special interest in faith-based vocations may participate in a preparation for ministry program, seminary inquiry, and special opportunities in youth ministry, hospital chaplaincy, urban ministry, and short-term missions.

THE LAURENCE F. KINNEY PROGRAM

The Kinney Program for Community Service is an integral part of life and learning at Rhodes, and has been recognized regionally and nationally for outstanding initiatives in service. The Kinney Program is coordinated by a council of sixteen student leaders and the Chaplain/Community Service staff, for the purposes of (1) developing partnerships between students and the broader community to meet actual needs; (2) helping students become aware of community issues and integrating service with learning; and (3) nurturing a lifelong commitment among students to serving with neighbors in need. Students serve voluntarily throughout the city in hospitals, crisis centers, environmental programs, public schools, housing and community development programs, and church-based social ministries. Students may also participate in research, strategic planning and community organizing in partnership with local nonprofits, serving as volunteers, interns, or through a service learning course.

Initiated by a grant from the Danforth Foundation in 1956, the Kinney Program was named in memory of a beloved Rhodes Professor of Religion. It is perpetuated by a gift from the estate of John D. Buckman, and supported by generous gifts from the Corella and Bertram F. Bonner Foundation, local churches and alumni. Over its long history, the volunteer program has grown with enthusiasm to include a large majority of the student body, and Rhodes now offers work-study jobs in community service and a four-year service scholarship through the Bonner Scholars Program. Some of the strongest service initiatives among Rhodes students are Souper Contact Soup Kitchen, Rhodes Chapter of Habitat for Humanity, the Adopt-a-School Program, Tex-Mex Alternative Spring Break, the Rhodes-MIFA Urban Ministry Partnership, and the VECA Community Development Program.

THE SOCIAL FRATERNITIES AND SORORITIES

Membership in social fraternities and sororities places an emphasis on volunteer service, academic achievement, and leadership. Such opportunities are available through any of Rhodes' 14 nationally-affiliated Greek letter organizations. Seven organizations for men currently hold charters at Rhodes. These groups include Alpha Tau Omega, Kappa Alpha Order, Kappa Alpha Psi, Kappa Sigma, Pi Kappa Alpha,

Sigma Alpha Epsilon, and Sigma Nu. The seven sororities (or women's fraternities, as some are officially known) at Rhodes include Alpha Kappa Alpha, Alpha Omicron Pi, Chi Omega, Delta Delta Delta, Delta Sigma Theta, Kappa Delta, and Sigma Gamma Rho.

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

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

MUSICAL ACTIVITIES

The Rhodes College Department of Music provides students with a number of opportunities to perform in musical ensembles. Large ensembles include Rhodes Singers, Rhodes MasterSingers Chorale, and Rhodes Orchestra. Medium and small ensembles include Flute Choir, Brass Ensemble, String Quartet, and other ensembles depending upon interest. A large number of students take advantage of private vocal and instrumental instruction.

Music students, under the guidance of the music faculty, may participate in the activities of such professional groups as the National Association of Teachers of Singing, the American Choral Directors Association, the American Guild of Organists, Pi Kappa Lambda, and various local performing arts organizations such as Opera Memphis and other performing ensembles. Hassell Hall houses practice rooms, studios, faculty offices, a music library and theory laboratory, listening stations, classrooms, and Payne Recital Hall. Additional performance and rehearsal spaces include Hardie Auditorium and the sanctuary of Evergreen Presbyterian Church.

Ensembles are open to students from all academic disciplines. An audition is required as well as an interview with the ensemble director.

Large Ensembles. Rhodes Singers is an auditioned choral ensemble that performs SATB music from the best of the choral tradition. Rhodes Singers focus on smaller choral works, often from the unaccompanied choral tradition. Rhodes Singers perform an annual tour each spring and an international tour every three years, and participate in both on-campus and off-campus concert performances.

Rhodes MasterSingers Chorale is an auditioned choral ensemble made up of community singers as well as Rhodes students, faculty, and staff. Rhodes MasterSingers Chorale focuses on larger choral works with orchestral accompaniment. Rhodes MasterSingers Chorale performs four concerts each year in various regional churches.

Rhodes Orchestra is the concert orchestra for the Rhodes Department of Music and the surrounding community. Orchestra rehearses and performs classical symphonic orchestral literature and is open to any Rhodes College student, staff, faculty, or community member with previous experience in band or orchestra. The Rhodes Orchestra is a member of the American Symphony League.

THEATRE ACTIVITIES

The performance studies program at McCoy Theatre provides numerous opportunities for student involvement. Students participate in a variety of activities in the production areas of acting, stage management, set crews, costume crews, running crews, and properties management. There are also many opportunities for involvement in what are called front of house areas of box office management, house management, public relations, McCoy publications editor, press management, marketing

ATHLETICS

The Department of Athletics administers extensive intercollegiate sports, intramurals, club sports, and fitness and recreational programs.

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

Rhodes is a member of the NCAA and competes at the Division III level. As such, all financial aid awarded to athletes is either based upon the family's financial need as established by the Free Application for Federal Student Aid or is part of the merit scholarship program. Financial Aid for all students is the responsibility of the Director of Financial Aid and the Committee on Admissions and Financial Aid.

Varsity teams compete in the Southern Collegiate Athletic Conference (SCAC), whose members are Rhodes, University of the South (Sewanee), Rose

Swimming Complex, Stauffer Baseball Field, Dunavant Tennis Center (ten lighted tennis courts), an all-weather track, a varsity soccer field, and numerous practice and recreational fields.

STUDENT SERVICES

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

CAREER SERVICES

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

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

seling, the Counseling Center conducts workshops and outreach programs on topics such as stress, depression, eating disorders, substance abuse and other issues of concern to students. All services provided by Counseling Center staff are free of charge and confidential.

MEDICAL SERVICES AND INSURANCE

Students may be treated for most ordinary illnesses at the Moore Moore Student

ADVISING AND ACADEMIC SUPPORT

ACADEMIC ADVISING

Academic advising is integral to the individualized experience at Rhodes. Advisors

eign language for all advanced degrees, the faculty advisor of the prospective gradu-

CAMPUS REGULATIONS

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

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

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

The students of the College share in the responsibility for the quality of campus life and participate through the student organizations named below in the formation and administration of College regulations.

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

THE HONOR COUNCIL

The students of Rhodes maintain the honor system and assume responsibility for the honorable conduct of all academic tests and examinations and other phases of campus life. They elect an Honor Council which is composed of representatives from each of the four classes. A student found in violation of the honor code will be disciplined by the Council, which can issue sanctions extending to expulsion from the College. The Council's decision may be appealed to a specially designated committee of the faculty. This faculty committee may, at its discretion, remand the case to the Council for reconsideration. The second decision is the final decision to be rendered by the Honor Council in the case. Every entering student is expected at the time of matriculation to sign a pledge promising to uphold the honor system and accepting the jurisdiction of the Honor Council as described in the published honor code.

SOCIAL REGULATIONS COUNCIL

The student body of Rhodes has the responsibility of governing its social and moral conduct on campus through the cooperative efforts of class and ex-officio members of the Social Regulations Council. The membership of the Council consists of seventeen voting members: a president and sixteen elected class representatives of the student body.

The Council's responsibilities are to investigate social offenses and enforce regulations with penalties up to and including expulsion, to advise the College administration on social regulations, and to promote responsible, sensitive, and mature conduct among students.

SMOKING POLICY

Certain public areas of the campus are designated as “smoke-free.” Classified as “No Smoking” areas are all interior spaces of all buildings and the exterior space within forty (40) feet of the entrances to all buildings.

In order for Rhodes to have an environment that is relatively free of pollutants or other substances that may be hazardous to one’s health, members of the campus community are encouraged to direct those who choose to smoke to areas not designated as “smoke-free.”

Campus areas in which smoking will be permitted are South Hall (Neely) of the Refectory, the patio of the Bryan Campus Life Center, the north porch of the Briggs Student Center and all exterior space at least forty (40) feet away from the buildings.

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

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

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

VOLUNTARY WITHDRAWAL OR REMOVAL FROM CAMPUS

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

If the student's behavior occurs without such violation, if the student does not

Every effort will be made to help students understand the consequences of their behavior, make responsible decisions, and develop skills that will allow them to remain and function in the Rhodes community.

OFFICIAL RECESSES

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

AUTOMOBILES

A student may not keep a car on campus without registering it with the Campus Safety Office. Car registration can be obtained through the Campus Safety Office anytime during the year. There is an annual \$20.00 vehicle registration fee that must be paid in the Bursar's Office.

USE OF CAMPUS FACILITIES

All campus facilities are for the use of the academic community of Rhodes College. During the academic year, requests by on-campus groups for the use of all campus facilities can be requested through the Facilities Management System on the Rhodes Web site. Use of the following spaces require confirmation by the listed authorizing personnel:

Bryan Campus Life Center	Director of Bryan Campus Life Center
Buckman 310	Economics Department Secretary
Burrow Library Media Room	Media Services Manager
Davis Room	Administrative Assistant to the President
Gooch Conference Room	Administrative Assistant to the President
Halliburton Lobby	Admissions Office Manager
Hassell Hall	Music Department Secretary
Hill Board Room	Admissions Office Manager
Lynx Lair	Director of Student Activities
McCallum Ballroom	Conference Services Manager
McCoy Theatre	Managing Director, McCoy Theatre
Rhea Lounge	Chaplain's Office

Requests for the use of King Hall, for the use of all facilities during the summer, and all requests by off-campus groups should be sent to the Conference Services Manager in the Meeman Center for Lifelong Learning.

**THE EDUCATIONAL
PROGRAM**

year, defined as the last 28 hours earned, must be spent in residence. No more than six (6) of these hours may be transfer credit hours.

A student must earn a cumulative grade point average of no less than 2.000 (C) to qualify for the degree. A student may apply toward a degree a maximum of six (6) credit hours in internships and a maximum of nine (9) credit hours in practica. Nine of the credit hours earned in any of the crosstown R.O.T.C. programs are counted as practica hours and three of the hours earned are counted as internship hours.

A maximum combined total of twenty-eight (28) credit hours may be earned through Advanced Placement and International Baccalaureate examinations. A student earning both transfer credit hours and Advanced Placement and/or International Baccalaureate credit hours may apply a maximum combined total of fifty-six (56) of those credit hours to the Rhodes degree. A student with such credit must earn at least 56 of the 112 credit hours required for a degree at Rhodes.

WRITING AND LANGUAGE REQUIREMENTS

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

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

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

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

Humanities (H). Of the three courses, at least one must be in literature or film - English or foreign - and at least one in history or philosophy.

Natural Science (N). The three courses must be selected from at least two of the five science areas listed below. One of the three must have an accompanying laboratory.

Biology	Mathematics/Computer Science
Chemistry	Physics/Astronomy
Geology	

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

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

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

THE MAJOR

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

Department-based Majors:

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

Interdisciplinary Majors:

- Economics and International Studies
- French and International Studies
- German and International Studies
- International Studies and Political Science
- International Studies and History
- Latin American Studies
- Urban Studies

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

All majors include a required senior seminar which both reviews and integrates important areas within the discipline. The senior seminar also further develops skills of analysis and of clear expression in both written work and oral presentations. These

seminars carry two to six hours of credit and may extend over the whole year or be offered only in the spring semester.

No major may require more than 56 credit hours. A 2.000 (C) grade point average in the major field is required for graduation. A student pursuing a double major or a second Bachelor's degree may use no more than four (4) of the same courses to satisfy requirements in both majors unless specified as required by one or both of the majors.

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

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

Students who are delinquent in filing a declaration of major will not be allowed to register for classes until the appropriate form is received by the Registrar. While students may change majors, changes made after the sophomore year may be difficult to accommodate in the remaining semesters.

Interdisciplinary Major. Some students prefer to study in an area that can best be . Tw(Rant')atemestTDges T*0.(f1oosaspringc0 .ted iri)Tjbdsl.u2 -rwi for08 TD0.oad

ted to Rhodes may graduate under requirements in effect during the original period of enrollment or by following a program incorporating features of the current and the earlier degree requirements and approved by the Standards and Standing Committee. Students may not declare a major if it has been dropped from the College's curriculum, however, even if the major was available at the time of enrollment. In addition, degree and/or major requirements may have to be modified in order to fit current curricular offerings.

ACADEMIC ACHIEVEMENT

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

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

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

If a student with transfer credit is a candidate for academic achievement recog-

to have academic work transferred from another institution must have the work approved in advance by the appropriate academic department chairperson at Rhodes and by Registrar, acting on behalf of the Curriculum Committee. Courses not receiving prior approval may not be accepted for transfer credit at the discretion of the department chair and the Registrar.

It is the responsibility of the student to ensure that an official transcript from the other institution is forwarded to the Registrar at Rhodes. Final evaluation of transfer work must be completed within twelve (12) weeks of the completion of the course(s) in question. In some departments, a proficiency examination must be passed in order for the transfer credit to be accepted.

Credit from Special Programs. Students wishing to participate in special programs at other collegiate institutions are required to obtain permission and approval in advance from the appropriate academic officer acting on behalf of the Faculty Curriculum Committee. In most cases, this approval will come from the Director of

DUAL DEGREE PROGRAM IN ENGINEERING

For those students who are interested in pursuing studies in engineering, Rhodes offers a Dual Degree Program in cooperation with Washington University in St.

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.

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

The regulations that follow are not comprehensive but are included here for the sake of easy reference by faculty and students. Any variation from academic regulations requires the formal approval of the Faculty. Students submit requests for variations from academic regulations to the appropriate faculty committees that make recommendations to the faculty. Requests for reconsideration of faculty decisions in light of new evidence will be considered by the committees making the initial recommendations. Students are encouraged to inquire in the Registrar's Office in the event that variations seem necessary.

REGISTRATION AND COURSE LOAD

All students are required to register for classes during the Enrollment Clearance/Registration process held on the day prior to the first day of classes each semester. Students who register for a semester on or after the first day of classes must pay the late registration fee. No late registrations will be accepted after the end of the Drop/Add period in any semester or summer term.

Qualification as a full-time, degree student requires registration for a minimum of twelve (12) credit hours in a semester. A normal course load for a full-time student is 13 to 16 hours. Registration for fewer than 13 or more than 17 hours by a full-time student must be approved in advance by the Standards and Standing Committee. Students must be aware that in order to complete the 112 credit hours for a degree 14 credit hours in each of the eight semesters is needed. Less than 14 credit hours in any one semester must be matched by more than 14 credit hours in another semester or by summer session credit hours.

Degree-seeking students who register for eleven (11) credit hours or less in any one semester are classified as part-time students. It should be noted that students living in the residence hall must pay the full comprehensive tuition, regardless of the number of credit hours taken in the semester. Part-time students are not eligible to live in the residence halls; however, pending the availability of rooms and approval by the Dean of Student Affairs, part-time students may be allowed residence in College dormitories. Part-time status also affects eligibility for financial aid and intercollegiate athletics. Normally, no student may carry more than eighteen (18) credit hours in a single semester or more than twelve (12) credit hours in a summer term. A year's residence with satisfactory grades is the usual prerequisite for taking more than the maximum number of courses. Computation of the total credit hours permitted per semester includes directed inquiries and concurrent enrollment at other institutions.

Degree students may obtain permission to audit no more than one course per

WITHDRAWAL FROM CLASS

EXAMINATIONS

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

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

Final examinations are given during the examination week according to the published schedule. A student with three examinations in a row (not to include reading days) may petition the Dean of Academic Affairs to re-schedule no more than two examinations for later times in the examination period. Other changes because of extenuating circumstances (e.g. illness) must also be approved by the professor and the Dean. A professor may offer optional exam times for an entire class within the examination period, except for a Reading Day. Each member of the class must choose one of the optional times at least one week before the first day of examinations. The feasibility of implementing this option is left to the professor's discretion.

A student who has a failing average on course work may be counselled before the final examination about the status of that work and about the role the final examination will play in determining the final grade, but the student is not excluded from taking the final examination. A student who has a passing average on course work but fails the final examination, and as a result has a failing average for the course, may be permitted to take a re-examination at the discretion of the instructor. The conditional grade of E (reexamination) is given in this case. The reexamination must be taken no later than the end of the second week of classes of the following semester.

A student who has a passing average on course work and who fails the final examination, but who earns a passing final grade, may be given the appropriate letter grade for the course.

Unexcused absence from a final examination automatically results in failure in the course. A student who is prevented by illness or other reason from taking the

out delay, at the discretion of the professor, if they fail a final examination and are given an E grade.

The grade of X (incomplete) will be given to the student who is unable to complete course work, including the final examination, because of illness or other emergency. The appropriate form for the submission of the X grade must be submitted to the Registrar by the student and the professor by the deadline for the submission of final grades. Upon completion of the unfinished work and assignment of a grade by the professor, the student will receive a final grade.

All unfinished work must be completed and all final grades must be submitted by the professor to the Registrar's office no later than the end of the fourth week of classes of the following semester. A student on an approved Leave of Absence or off-campus study program will have until the fourth week of the student's next semester in attendance to have the grade submitted to the Registrar. If illness or other extraordinary circumstances prevent this deadline from being met, then a petition requesting an extension must be submitted to and approved by the Standards and Standing Committee. Conditional grades not removed by the deadline will automatically become grades of F.

GRADES AND GRADE POINTS

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

Grade points are used to determine a student's grade point average. The number

ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;

3. the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and the regulations authorize disclosure without consent;

4. the right to file with the U.S. Department of Education a complaint concern-

OPPORTUNITIES FOR INDIVIDUALIZED STUDY

THE HONORS PROGRAM

The Honors program is a culminating experience in the major field, for seniors only. It is the principal means whereby a student may do more independent, intensive, and individual work than can be done in the regular degree programs. The Honors work offers an excellent introduction to graduate study as it employs the full resources of library and laboratory and encourages independent research and study.

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

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

ment. The maximum number of hours for all directed inquiries allowed is twenty-four. Normally a first-year student may not undertake a directed inquiry until after the completion of one semester of regular studies. Special students are generally not eligible for directed inquiries.

Proposals for directed inquiries must be submitted for approval to the Individualized Study Committee. Before being accepted for academic credit, the directed inquiry must be approved by the faculty. 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

INTERNSHIPS AND PRACTICA

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

Internship credit is given for involvement in programs in which off-campus work

OPPORTUNITIES FOR STUDY ABROAD AND OFF-CAMPUS STUDY

Rhodes offers four broad categories of international programs of study abroad: Rhodes College programs, exchange programs, Rhodes sponsored programs, and programs abroad sponsored by other institutions. It is also possible for students to enroll in programs sponsored by Rhodes or other American colleges and universities that take place in the United States. Because there are some very important differences among the four categories of international programs, and because off-campus study requires substantial prior planning, students interested in such a course of study should clarify their plans well in advance of their intended off-campus program or trip abroad.

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

APPLYING FOR OFF-CAMPUS STUDY

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

Each student who intends to pursue off-campus study must complete the Rhodes College Off-Campus Study Approval Form, available from the Director of International Programs. This form, when signed by all appropriate officials, grants approval for the program of study and, subject to general college policies regarding transfer credit, assigns appropriate credit for the academic work successfully completed.

The form is to be completed no later than October 15 (or next business day) for all spring semester study abroad programs and no later than March 15 (or next business day) for all summer, fall and academic year programs. It is the student's responsibility to ensure that a final transcript of the completed work is sent to the Registrar's Office at Rhodes following completion of a non-Rhodes program.

RHODES STUDY ABROAD PROGRAMS

Rhodes College's commitment to overseas study is most powerfully expressed in the programs that it has created and developed. The College offers various summer programs: four-week intensive foreign language programs in late May and early June, a two-week field course in Coral Reef Ecology in Honduras, a service oriented program in Honduras, and British Studies at Oxford, a six-week program in July and August. Occasionally there will be a special opportunity to study abroad with a professor during the summer. There is one semester long program: European Studies. Credit earned in all these programs is Rhodes credit. Rhodes does not provide financial aid for summer study; however, a limited amount of financial aid is available for a few students directly through British Studies at Oxford for its program.

Intensive Language Study. The intensive language programs have been conducted in Paris; Madrid; Morelia, Mexico; and St. Petersburg, Russia. Accompanied

by a Rhodes faculty member, students travel to a location in another country for four weeks of total immersion in the language and culture of that country.

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

Service Learning in Honduras. Students study the process of rural transformation associated with the collaborative efforts of a Northern non-governmental organiza-

some programs, room and board to Rhodes, receiving financial aid as if they were at Rhodes. The payments to Rhodes meet the expenses of the exchange students from abroad during their stay at Rhodes, while Rhodes students receive tuition or tuition, room and board overseas. Credit earned at the institution abroad is treated as Rhodes credit. The number of students who can participate in these exchanges with other institutions is limited.

RHODES SPONSORED PROGRAMS

Rhodes sponsors two programs in South America through its membership in the

International Programs. Students who wish to attend the Washington Semester must receive permission of the Director of International Programs. Since special financial

BURROW LIBRARY

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

Emily Flowers. Assistant Director and Catalogue Librarian. B.A., Union University; M. A. L. S., George Peabody College.

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

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

Annette Cates. Interlibrary and Information Services Librarian. A.A., Alabama Christian College; B.S., Auburn University; M.L.S., University of Alabama.

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

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

Elizabeth Kesler. College Archivist. B.A., M.L.S., University of Rhode Island.

Katherine Muth. Circulation Assistant. B.A., Rhodes College.

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

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

Phyllis Gregory. Periodicals and Acquisitions Assistant. B.S., University of Memphis.

The College library system is composed of the Burrow Library, five departmental collections (Biology, Chemistry, Mathematics, Music, and Physics), and the Human Relations Area File located in the Anthropology/Sociology Department office. The Burrow Library contains approximately 263,000 volumes, 1,200 periodical subscriptions, and 69,000 microforms, which provide a basis for its service. Information about the library's holdings is accessible at any computer terminal with access to the College's central computer. The collection is supplemented by computer access to information and online information services including the DIALOG Information Retrieval system, AP Photo Archive, Bibliography of the History of Art, Environmental Knowledgebase, FirstSearch, Infotrac, ProQuest Research Edition, the MLA Bibliography, PsycInfo, LEXIS-NEXIS, World News Connection, Religious Periodicals Database, the Washington Post Online, Newsbank, Philosopher's Index, Wilson Databases and the Latin American Database. Access is also provided to the Project Muse and JSTOR electronic journal collections. The library staff of twelve is concerned not only with the acquisition, organization, and circulation of the collection, but provides reference and reader assistance to users, as well as instruction to classes and individuals in the effective utilization of library resources.

Dedicated in 1953, and renovated in 1988, the Burrow Library building stands on the Rhodes campus as a monument to the generosity of its donors, Mr. and Mrs. A. K. Burrow, of Memphis. The present building has a capacity for 260,000 volumes and 250 readers.

The Burrow Library's book collection has been carefully built over a period of years by both the teaching and the library faculty so as to include materials that constitute valuable resources for undergraduate instruction in a liberal arts institution. In addition to the reference and circulating collections there are three special collections, the Rhodes Collection, the Richard Halliburton Collection, and the Walter Armstrong Rare Book Collection. The Rhodes Collection consists of publications about Rhodes of an historical nature as well as the books written by faculty and alum-

ni. The Walter Armstrong Rare Book Room includes the special items of value added to the library through the years, and The Rare Book Collection of first editions of English and American authors, many of them autographed, donated by Mr. Walter P. Armstrong, Jr. The Halliburton Collection consists of manuscripts and artifacts relating to the life of noted explorer Richard Halliburton.

The Media Center, located on Burrow Library's renovated first floor, was opened in 1986. This center offers listening and viewing facilities to individuals and small groups. Housed in the Media Center is a collection of non-print material including laser discs, audiocassettes and videotapes selected to enhance learning.

The Human Relations Area File, maintained in the Anthropology/Sociology Department, is a carefully selected file of over 2 million pages, stored on microfiche and CD-ROM. Thoroughly cross-indexed, it is a major resource for research not only in anthropology and sociology but also in related disciplines such as comparative government, religion, and linguistics. The departmental collections in science and mathematics include files of specialized periodicals and indexes of research. The Buckman Library for Mathematics, given by the late Dr. Stanley J. Buckman and his associates of Buckman Laboratories, Inc., Memphis, is housed in the Frazier Jelke Science Center and was dedicated October 19, 1968.

The E. J. Adams Music Library is located in Hassell Hall. It functions as an audio center and music reference library. The department's collection of phonodiscs and audiocassettes, scores of the complete works of major composers, and reference sources are available for use within the Adams Library.

In order to effect optimum interinstitutional library service to the students, faculty, and staff of the Greater Memphis Consortium, the Burrow Library joins the following libraries in making their collections available to each other's students and faculty: The Christian Brothers University Library, Hollis F. Price Library of LeMoyne-Owen College, Ned W. McWherter Library of the University of Memphis, G. Pillow Lewis Library of the Memphis College of Art, and the Memphis Theological Seminary Library. Students are also entitled to library cards in the Memphis and Shelby County Public Library and Information Center, the Main Library of which is an especially valuable community resource. The Burrow Library operates an active interlibrary loan service for its faculty and students with libraries outside the Memphis area.

INFORMATION TECHNOLOGY SERVICES

L. Charles Lemond. Director of the Information Technology Services. *Assistant Professor of Psychology.* B.A., Rhodes College; M.A. and Ph.D., Vanderbilt University.

Judith C. Rutschman. Associate Director. B.A. and M.S., University of Memphis.

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

Janet M. Kirby. Lab/Office Manager. B.A., Wisconsin State University.

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

Richard T. Trenthem, Jr. Database Administrator. B.A., Rhodes College; M.L.I.S., University of Texas.

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

Joby M. Dion. Computer Technician.

Douglas G. Walker. c T c T. c 74 T4Cmputer .h Twa[rsior.

with individual businesses to assess developmental needs and design educational and training programs to meet those specific needs and objectives.

INTERNATIONAL/INTERCULTURAL UNDERSTANDING SEMINARS

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

CONTINUING EDUCATION UNITS

Generally, Continuing Education Units (CEUs) are earned through any Meeman Center non-credit course. Continuing Legal Education (CLE) hours are earned through the Institute on the Profession of Law and certain other CLE Commission-certified continuing education courses. Both Continuing Professional Education (CPE) credit and CEUs are earned in the Institute for Executive Leadership. Contact the Meeman Center office for more information.

CONFERENCE SERVICES

The Smith & Nephew Conference Center in King Hall, and rooms in buildings across campus are often used by campus, community, and business groups for meetings, seminars, educational conferences, and social functions. Amenities including integrated multi-media systems in some conference rooms, and full food and beverage service are available through conference services.

During the summer months, Meeman Center utilizes the entire campus, hosting

**COURSES OF
INSTRUCTION**

BIBLICAL STUDIES AT RHODES

Rhodes' relation to the Presbyterian Church has remained close and unbroken since 1855. The most recent expression of the College's relationship to the Church may be found in a covenant statement between Rhodes and the Church, summarized as follows:

Rhodes is a liberal arts college associated with the Presbyterian Church (U.S.A.). The College has a covenant relationship with the Synod of Living Waters (Tennessee, Mississippi, Alabama, Kentucky). Rhodes, as a church-related college whose primary mission is to educate, guarantees freedom of inquiry for faculty and students. The College, without pressing for acceptance, maintains a climate in which the Christian faith is nurtured. The curriculum includes a variety of courses in Bible and religion that explore the Judeo-Christian heritage and its implications for the whole of life. Students are required to study the Bible and its relationship with history and culture as a part of their college work. As an academic community founded on Christian ideals, Rhodes expresses personal concern for students, provides opportunities for corporate worship, and maintains a commitment to social justice and human mercy.

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. The readings show how basic Christian convictions became relevant in society as prophetic voices in successive eras made the biblical message come alive in the daily life and hopes of humankind.

In the study of the Middle Ages, the prodigious effort to establish a universal Christian civilization under the aegis of the Church is seen as nothing less than an attempt to construct a world community on Christian principles. Readings and study topics include St. Francis of Assisi, the struggle for Christian perfection in the devotion of the Monastic movement, and the vision of 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. Students consider and discuss the personal experiences of Luther and Calvin as these persons discovered meaning for their lives from Scripture and looked for guidance for life in society.

Many complex movements have emerged as the course approaches the modern scientific world, e.g. nationalism, the expansion of science, industrial and technological development, and divergent economic and political systems. In these complex movements, both the power and often the perversion of Christian ideas is seen: 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 inherited problems of the present time.

In the twentieth century, two great challenges are examined: the struggle of democratic powers with communism and fascism and the great anxieties of our age as seen in Existentialism. Class discussion focuses on how contemporary expression of the biblical faith can respond to these challenges.

There is a distinct emphasis on reading original sources, so the student is led directly to the idea as it is stated by the author, and not by secondhand knowledge.

ology and phenomenology of religion, two other areas of the “Life” curriculum, and is taken by all “Life” students in the second semester of the first year.

The third and fourth “Life” courses are chosen from a variety of courses in biblical studies and Bible-related studies (theology, ethics, history of religions, philosophy). Advanced courses in biblical studies focus on particular topics in the Hebrew Bible/Old Testament or New Testament. “Life” students must take one 200-level biblical studies course. Advanced courses in Bible-related studies pursue themes found in biblical materials as those themes take shape in theology, ethics, history of religions, or philosophy. Theology and ethics courses treat primarily Christianity while some history of religions courses include the study of other major world religions. Philosophy courses can be historical or thematic in nature. “Life” students must take one 200-level course in Bible-related studies. 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. A complete listing of the courses approved for the *Life: Then and Now* program is given in the section of the catalogue entitled for the

COURSES OF INSTRUCTION

Normally courses numbered in the one-hundreds and two-hundreds are for first and second year students; those in the three-hundreds and four-hundreds are for juniors and seniors. Courses numbered above 500 are graduate-level courses and are open only to students admitted to the graduate program. Courses numbered above 800 are courses designed for and offered only to students attending any of the various Rhodes foreign study programs.

In general, courses numbered in the one-hundreds and two-hundreds are given yearly. Higher level courses are frequently offered every other year. Students making long range plans for majors are urged to consult with the chairperson of the department for information concerning the sequence of offerings.

From time to time experimental, special topics courses are offered by faculty members. These courses are numbered "099" and are not listed in the catalogue. Faculty members propose these courses; approvals are required from the department chairperson, the Curriculum Committee, and the Faculty. They are conducted in a manner consistent with regular course offerings, governed by normal class schedules

ANTHROPOLOGY AND SOCIOLOGY

ASSOCIATE PROFESSORS

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

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

Thomas G. McGowan. *Chair.* B.A., M.S.S.R., Hunter College, City University of New York; Ph.D., University of New Hampshire. (Interpretive sociology, social gerontology, service-learning pedagogy, evaluation research.)

PART-TIME INSTRUCTORS

To be announced.

The Department of Anthropology/Sociology unites two major social science disciplines. Although the disciplines differ in origin, boundaries, and methodology, they share a common mission: to interpret and explain the structural forces that constitute and influence human action and to facilitate an ongoing encounter with the other, in order to provide the basis for undertaking a critique of our own culture, society, history, and self. Skills of both a methodological and theoretical nature are developed in order to undertake these tasks. The objectives of the department are to prepare students for professional careers in anthropology and sociology and to enrich general education by exposing students to the perspective gained by learning to con-

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

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

REQUIREMENTS FOR A MAJOR IN ANTHROPOLOGY/SOCIOLOGY

A total of forty (40) credit hours as follows:

1. Anthropology/Sociology 103 and 105.
2. Anthropology/Sociology 261 and 262. (to be taken junior year)
3. Anthropology/Sociology 275. (to be taken junior year)
4. Anthropology/Sociology 486. (to be taken senior year)
5. Seven additional courses (21 hours) in Anthropology/Sociology

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

REQUIREMENTS FOR A MINOR IN ANTHROPOLOGY/SOCIOLOGY

A total of nineteen (19) credit hours as follows:

1. Anthropology/Sociology 103 or 105.
2. Anthropology/Sociology 275.
3. Four non-introductory courses.

HONORS IN ANTHROPOLOGY/SOCIOLOGY

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

COURSE OFFERINGS

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

Anthropology, in the largest sense of the discipline, is the study of what it is to be human. In attempting to understand the diversity of thought and behavior that is characteristic of humans, we better understand ourselves, our potentials and our limitations. Further, this process of listening to and learning from others allows us to grant dignity and respect to those that we might otherwise naively dismiss as "primitives". This course covers the basic data, concepts, and theories of cultural anthropology placing emphasis on the foundations of human society, social organization, culture, and symbol systems. No prerequisite. Not open to seniors.

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

Sociology emerged in the late nineteenth century as an attempt to understand and explain the unprecedented changes in social organization and human relations resulting from modernization. This course provides a general overview of the sociological concepts, theories, and empirical research that concern the problems of modernity and contemporary American society. The naive, popular view of individuals as "free-standing, autonomous subjects" is critically assessed and a more comprehensive understanding of individuals as "social" selves that are both *products* and *producers* of institutions and social relationships is examined. In addition to introducing students to the field of sociology, the course aims to cultivate self-understanding and critical insight into the conditions of contemporary existence. No prerequisite. Not open to seniors.

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

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

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

A critical examination of the interaction between industrial nations of the developed world and the tribal societies of the third world. The course will focus on the increasingly efficient exploitation of these peoples, not only by the industrialized world, but, also, by third world elites. The notion of progress itself will be critiqued. (Course offered in alternate years; scheduled for 2002-2003.)

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

An analysis of a variety of social problems such as racism and poverty. An attempt will be made to understand how situations are defined as problems and what efforts are made to solve them. Emphasis will be placed on the complexity of such problems in a contemporary urban setting.

207. Becoming Human: Archaeology and the Origins of Culture. (Fa) [3] S

The study of archeological methods and theory. Problem focus on human origins and cultural development up to the domestication of plants and animals. A section on the archaeology of the Southeastern United States is included. No prerequisite. Students should take 207 or 208 but not both.

208. Pyramids and Palaces: Archaeology of Complex Societies. (F) [3] S

Prehistory from the origins of plant and animal domestication to the origins of early states in the Old and New Worlds. Covers both the archaeological evidence available and the theoretical explanations offered for such cultural developments. Students should take 207 or 208 but not both.

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

This major institution is considered from sociological, anthropological, and historical perspectives. With emphasis on diversity and change, the course will examine issues of family organization, sexuality, marriage, and child rearing. Prerequisite: Anthropology/Sociology 103 or 105.

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

This course allows students to gain credit for participation in off-campus field

pological, and physical anthropological research. Students will be required to integrate academic and field work experiences in an oral and/or written report at the end of the field work experience. Maximum of 3 hours credit is possible. Prerequisite: consent of instructor.

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

Basic concepts and methods of anthropological and sociological research. Both quantitative and qualitative (ethnographic) skills are stressed. Several small projects are undertaken utilizing these concepts and methods. Prerequisite: Anthropology/Sociology 103 or 105.

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

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

This course examines issues raised by gender differentiation from an anthropological and sociological perspective. While biological and psychological differences might exist between the sexes, it is perhaps more important to realize that societies are capable not only of recognizing, ignoring, elaborating or creating gender differences, but of attaching value to them as well. Prerequisite: Anthropology/Sociology 103 or 105. (Course offered in alternate years; scheduled for 2002-2003.)

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

Humans are always searching for meaning and order beyond the limits of the activities that are needed to guarantee their immediate survival. This course will consider the role of symbolic activity in the construction and maintenance of coherent and comprehensive systems of meaning that integrate human experience with the workings of the larger world or cosmos. Prerequisite: Anthropology/Sociology 103, an upper level anthropology course and permission of instructor. (Course offered in alternate years; scheduled for 2001-2002.)

320. Anthropology and the Written Word (Sp) [3] S

This course examines various issues involving orality and literacy and its consequences for ourselves and the others whose lives we wish to understand. The cultural contexts surrounding the invention and use of writing systems as well as the effects of literacy on mind and society will also be studied. Anthropologists use writing to record some of their knowledge about other peoples and cultures. While anthropologists have produced numerous "scholarly" texts, they have also pursued other writing projects: autobiographies of individuals from non-Western societies, poetry and the novel, science fiction and literary texts which may or may not conform to Western literary traditions. This course will not only explore some of these genres of writing but will involve a component of creative writing as well. Prerequisite: Anthropology/Sociology 103. (Course offered in alternate years; scheduled for 2002-2003.)

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

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

328. Social Conditions of the Self. (Sp) [3] S

This seminar examines the ontological condition of existing socially and explores the implication of this condition for the construction of the self. While societies may be differentiated on the basis of numerous criteria (i.e., demographic composition, economy, political organization, etc.), every society conditions its individual members to internalize its normative beliefs and practices. This process of internalization begins with primary socialization and continues throughout the life-course. The implications of this life-long dialectical relationship between self and society will be studied in terms of the contrast between American and pre-revolutionary Czechoslovakian (prior to 1989) societies. Prerequisite: Anthropology/Sociology 105. (Course offered in alternate years; scheduled for 2003-2004.)

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

It is a condition of being human to understand in terms of projected assumptions of meaning based on one's historical, social, cultural and linguistic position. This course examines the phenomenon of the projective or "prejudiced" nature of human

understanding and explores its implications for the self and the structure of interpersonal, institutional and cross-cultural experience. Students are assigned a question each week that must be answered in the form of an essay based on the students' interpretation of assigned readings. Student essays provide a context for seminar discussions of lectures and readings in social epistemology, phenomenology, and philosophical hermeneutics. (Course offered in alternate years; scheduled for 2002-2003.)

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

An examination of major approaches to the study of socio-cultural change in contemporary peasant societies. The course will focus on how these types of societies function and change within the context of the larger systems of which they are a part. Special attention will be paid to the articulation of peasant economic systems with national and international capitalistic economies. Andean-America will be the geographic focus. Prerequisite: Anthropology/Sociology 103 or 105, or consent of instructor. (Course offered in alternate years; scheduled for 2001-2002.)

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

This course provides an ethnographic introduction to the cultures and culture history of sub-Saharan Africa. It also includes the study of various cultural practices and theoretical issues that have continued to fascinate anthropologists and animate ethnological discussions. Prerequisite: Anthropology/Sociology 103 or 105. (Course offered in alternate years; scheduled for 2001-2002.)

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

An examination of racial and ethnic relations in a variety of contemporary cultures, including, but not restricted to, the United States. Attention is given to historical and cultural factors involved in present structural arrangements. Prerequisite: Anthropology/Sociology 103 or 105. (Course offered in alternate years; scheduled for 2002-2003.)

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

Introduction to a variety of native peoples of South America. Emphasis on ecological adaptation to both physical and cultural environments. Prerequisite: Anthropology/Sociology 103 or 105, or consent of instructor. (Course offered in alternate years; scheduled for 2002-2003.)

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

This course provides an ethnographic introduction to the cultures and culture history of the areas of Micronesia, Melanesia and Polynesia. It also includes the study of various cultural practices and theoretical issues that have continued to fascinate anthropologists and animate ethnological discussions. Prerequisite: Anthropology/Sociology 103 or 105. (Course offered in alternate years; scheduled for 2001-2002.)

350. Contemporary South American Society and Culture (Sp) [3] S

An anthropological look at contemporary problems of change in South America

ASSOCIATE PROFESSORS

A. Victor Coonin. *Chair.* B.A., Oberlin College; M.A. Syracuse University; Ph.D., Rutgers University. (Renaissance, Baroque, and Medieval art history.)

Diane M. Hoffman. B.F.A., Rhode Island School of Design; M.F.A., School of the Art Institute of Chicago. (Painting and drawing.)

David P. McCarthy. B.A., Gettysburg College; Ph.D., University of Delaware. (Modern, Contemporary, and American art history.)

ASSISTANT PROFESSORS

Val Valgardson. B.F.A., University of Victoria; M.F.A., University of California, San Diego. (Sculpture and drawing.)

Margaret Woodhall. B.A., Georgetown University; Ph.D., University of Texas. (Classical Art and Archeology.)

ADJUNCT ASSOCIATE PROFESSOR

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

PART-TIME INSTRUCTORS

Hallie Salky Charney. B.F.A., University of Tennessee; M.F.A., University of Memphis. (Photography.)

James Lutz. B.A., University of California, Berkeley; M. Arch., Syracuse University. (Architecture and design.)

DIRECTOR, CLOUGH-HANSON GALLERY, and CURATOR, VISUAL RESOURCES COLLECTION

Marina Pacini. B.A., University of Wisconsin, Madison; M.A., University of Delaware.

The Department of Art offers to the student, regardless of experience or major, the opportunity to develop a sensitivity to visual language through studio work and the study of the history of art. The department requires a balanced program in studio and art history that may be augmented to suit particular student interests and needs.

The offerings in the history of art are designed to help the student develop the skills of analytical thinking about art; to understand the processes by which art is made, the ideas guiding its production, and the patterns of its consumption within both its historical and subsequent contexts; to develop visual literacy through the recognition of various languages of world art; and to respond critically to their ideological implications. Specialized topics in the history of art may be undertaken by means of directed inquiries.

Studio courses are designed to train students in the conception and production of art; to master fundamental skills necessary for the successful execution of work in various media (including drawing, painting, sculpture, photography, and architectural design); and to investigate, through studio practice, processes, themes, and materials in light of their historical and contemporary connotations.

Graduates in art often pursue careers in teaching, research, gallery management, museum curatorship, architecture, advertising, and studio art. By choosing the appropriate area of concentration, art majors may gain the skills and back-

ground necessary for entry into graduate or professional school, or into an art-related field immediately upon graduation.

Opportunities for Special Study. Through a consortium arrangement, full-time students may take studio courses at the Memphis College of Art for full credit without payment of additional tuition. Students may also earn 3-6 credits through Rhodes' European Studies Program. Internships in museum methods are possible through an arrangement with the Memphis Brooks Museum of Art, the Dixon Gallery and Gardens, and other local institutions, where students earn credit in museum methods by working alongside professionals in the field. Students interested in pursuing architecture as a career are strongly encouraged to take Art 460: Art/Architectural Internship. The Memphis College of Art and the Brooks Museum, both near the campus, along with other educational institutions, galleries, and theatres in the Memphis area, offer a rich variety of exhibitions and films to students throughout the year.

Interdisciplinary Programs. The College offers a number of interdisciplinary programs which draw on faculty from several departments. Students interested in pursuing studies in art have the opportunity to complete minors in American Studies and/or Film Studies, as well as a major in Urban Studies. For further information on interdisciplinary programs at Rhodes, see the section on Interdisciplinary Study in this catalogue.

The Jessie L. Clough Art Memorial for Teaching. In 1953, Etta Hanson gave to the College an important collection of Asian woodcut prints, porcelains, fabrics, and other objects that she and her sister had collected. Named in honor of Jessie L. Clough, the collection forms the basis of the College's art collection. Selected objects from the collection are periodically displayed in the Clough-Hanson Gallery and are used for teaching.

The Clough-Hanson Gallery. The Clough-Hanson Gallery, located in Clough Hall, brings to campus exhibitions of contemporary art from September through March. In April and early May, the gallery hosts two student exhibitions: the Juried Student Exhibit and the Senior Thesis Exhibit.

REQUIREMENTS FOR A MAJOR IN ART

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

I. Concentration in Studio

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

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

1. Theory: Art 150, 440.
2. Studio Art: 101 or 105, 107, 385, 485, 486.
3. Art History: 231, 232, and one of the following: 342, 344, 345.
4. Twelve additional hours, at least six of which must be at the level of 300 or above in studio.

II. Concentration in Art History

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

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

1. Theory: Art 150, 440.
2. Studio Art: 101 or 105, 107.
3. Art History: 231, 232, 485, plus 18 additional hours, nine credits of which must be taken in courses covering art produced before 1800, and nine credits after 1800.

4. Three additional hours in studio or art history.

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

III. Concentration in Architecture Studies

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

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

1. Theory: Art 150, 440.
2. Studio Art: 101 or 105, 107, 108, 122, 322, 485.
3. Art History: 225, 231, 232, 334.
4. Six additional hours in studio or art history.
5. Cognate courses: Math 121, 122; Physics 111, 111L, 112, 112L.

The following courses are recommended:

Studio: 422, 460.

Art History: 227, 337, 342.

REQUIREMENTS FOR A MINOR IN ART

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

1. Theory: Art 150, 440.
2. Studio Art: 101 or 105.
3. History of Art: 231, 232.
4. Six additional hours at 300 level or above.

HONORS IN ART

1. In the spring of the junior year, an art major, in consultation with an appropriate member of the art faculty, may write a proposal for honors work in the senior year. The proposal must be approved by the department before the petition is submitted to the Individualized Study Committee.

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

COURSE OFFERINGS

Introductory Studio Art

Students interested in commencing studio work are encouraged to enroll in the introductory studio courses in their first year. These courses are designed for students with no previous background in the designated areas. Special emphasis is given to introducing media, exploring basic techniques, and problem solving. Typically, students will be given specific assignments that allow them to comprehend the inherent possibilities and limitations of media in two- and three-dimensions. For those students who feel that they are ready to move directly into intermediate studio courses, the department offers an examination and portfolio review the first weekend of each semester.

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

A studio fee is required for every studio course to cover the expense of materials and equipment.

101. Drawing. (Fa, Sp) [3] F

An introduction to drawing in various media.

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

An introduction to the illusionistic and physical properties of painting in oil.

107. Sculpture. (Fa, Sp) [3] F

An introduction to the making of sculpture. Emphasis will be on carving, constructing, and casting.

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

Studio problems exploring the relationship between solid and void, materials, and the organization of space with particular emphasis on architectural space. (Course offered in alternate years, scheduled for 2002-2003.)

111. Photography. (Fa) [3] F

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

122. Making Places: An Introduction to Architectural Design. (Fa) [3] F

Studio investigations into the nature of architectural space and form, supplemented by illustrated discussions, readings, and field observations. (Course offered in alternate years, scheduled for 2001-2002.)

166. Topics in Studio Art. (Fa or Sp) [1-3] F

Topics will vary from year to year with the instructor. Course may be repeated as long as topics are different.

Intermediate Studio Art.

Students taking intermediate studio courses will explore issues concerning media and methods relevant to individually designated concepts and investigations. Students are required to propose a fifteen-week program of research, develop a relevant body of work, meet weekly for critiques with the instructor, and maintain a daily sketchbook or journal. In addition each student will participate in one formal critique with art faculty and a peer group at the end of the semester. Students are expected to spend twelve hours per week on research and production. Students must have permission from the instructor before registration.

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

A studio fee is required for every studio course to cover the expense of materials and equipment.

Inter3aking Places: An Intectual Design. (F) [3] F

366. Advanced Topics in Studio Art. (Fa or Sp) [1-3] F

A seminar, open to both majors and non-majors, on varying subjects. May be repeated for credit. Topics courses include landscape painting and figure painting.

385. Junior Seminar. (Fa) [3] F

Individually designed creative projects or research undertaken with the approval and guidance of the art faculty. Requirements include: a proposal of a fifteen-week program of research and production, the development of a body of work that focuses on depth and commitment to precise conceptual explorations, a sketchbook or journal recording studio and critique strategies, and the active participation in weekly critiques with art faculty and peer group. At the end of the semester, each student will present their work in a formal critique to all art faculty. Students are expected to present and defend their work orally. Each student will produce an artist's statement, an exhibition resume, and a slide sheet of finished work. All will be submitted as part of a portfolio review the last day of class. Students must spend no less than twelve hours a week on research and production. Prerequisites: junior standing and successful com-

es on depth and commitment to precise conceptual explorations, a sketchbook or journal recording studio and critique strategies, and the active participation in weekly critiques with art faculty and peer group. At the end of the semester, each student will present their work in a formal critique to all art faculty. Students are expected to present and defend their work orally. Each student will produce an artist's statement, an exhibition resume, and a slide sheet of finished work. All will be submitted as part of a portfolio review the last day of class. Students must spend no less than twelve hours a week on research and production. Prerequisites: senior standing and successful completion of all 100- and 200 -level courses required for the major. Required of all majors in the studio and architecture tracks.

486. Senior Thesis. (Sp) [3] F

The continuation of the senior seminar in which students further develop and refine creative projects with the approval and guidance of the art faculty. Requirements include: a proposal of a fifteen-week program of research and production, the development of a body of work that focuses on depth and commitment to precise conceptual explorations, a sketchbook or journal recording studio and critique strategies and the active participation in weekly critiques with art faculty and peer group. Students will refine their artists' statements, exhibition resumes, and slide sheets. Students are also required to submit proposals for the senior thesis exhibition in the spring at the Clough Hanson Gallery. Students must spend no less than twelve hours a week on research and production. Prerequisite: Art 485.

HISTORY OF ART

150. Introduction to the Visual Arts. (Fa, Sp) [3] F

A comprehensive, theoretical introduction to the visual arts. Special attention is given to media, visual analysis, interpretation, and writing about the visual arts. Open to first-year and sophomore students only.

225. Discovering Architecture. (Fa) [3] F

An exploration of the major ideas that have influenced the making of the architecture of our time. Illustrated discussions will be supplemented by readings and exercises designed to develop a thoughtful awareness of architectural space and form. (Course offered in alternate years, scheduled for 2002-2003.)

227. Survey of Western Architecture. (Fa or Sp) [3] F

A consideration of Western architecture from prehistory to the present day. Emphasis is placed on the historical context of buildings, the effects of new technologies, the relationship between a building's form and its function, and the interactions of architecture with its environment and the viewer.

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

A survey of Western art from pre-history through the middle ages. Emphasis is placed on examining art within the producing cultures of ancient Egypt, the ancient near east, classical Greece and Rome, the Byzantine East, and medieval Europe. Students will be exposed to the basic methods of art historical analysis.

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

A survey of Western art from 1300 to the present. Special emphasis will be placed on the development and expansion of Renaissance ideals of art, and then the reassessment of these ideals in the Nineteenth and Twentieth Centuries.

265. Topics in Art History. (Fa or Sp) [1-3] F

Topics will vary from year to year with the instructor. Course may be repeated as long as topics are different.

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

An examination of the visual arts in Europe during the period normally known as the Middle Ages, ca. 313-1348. Attention will also focus on the art emanating from the Byzantine east. Art works discussed will include both secular and religious objects, and topics covered will include issues of aesthetics, iconography, style, functionality, and spirituality. (Course offered in alternate years; scheduled for 2002-2003.)

323. Italian Renaissance Art. (Fa) [3] F

This course examines Italian art and architecture, ca. 1260-1580, with emphasis on the historical and social context. Such themes as patronage, functions, theory, materials and techniques, style, and the profession of the artist will be discussed. Artists treated include Giotto, Brunelleschi, Masaccio, Donatello, Botticelli, Leonardo, Bramante, Raphael, Michelangelo, Titian, and Palladio. (Course offered in alternate years; scheduled for 2001-2002.)

326. Northern Renaissance Art. (Sp) [3] F

An examination of painting, sculpture, and the graphic arts in the Netherlands, Germany, and France, from 1400 to 1600, with emphasis on the historical and social context. Such themes as the status of the artist, art and mysticism, art and the

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

A survey of the major European art movements from about 1760 to 1870. Special emphasis is given to the interplay between politics and the emergence of new styles and subject matter in painting. Artists covered include David, Goya, Constable, Delacroix, Friedrich, Courbet, and Manet. (Course offered in alternate years; scheduled for 2002-2003.)

342. Modern Art II. (Sp) [3] F

A survey of European art from 1870 to 1940. Themes examined include "primitivism," the tension between modern art and mass culture, the attempt to combine radical politics with formal innovation, and the development of non-objective styles of painting. Movements discussed include symbolism, fauvism, cubism, futurism, dada, and surrealism. (Course offered in alternate years; scheduled for 2002-2003.)

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

A comprehensive survey of European and American art from 1940 to the present. Themes examined include the rhetoric of late-modernist criticism, the tension between modern art and mass culture, the effect of the cold war, the development of feminist strategies in representation, and the emergence of different voices in the art world in the past decade. Movements discussed include abstract expressionism, pop, minimalism, conceptual, process, neo-expressionism, and activist art. (Course offered in alternate years; scheduled for 2001-2002.)

356. Michelangelo. (Fa or Sp) [3] F

An examination of the life and art of Michelangelo Buonarroti (1475-1564). Special attention will be paid to stylistic, interpretive, and methodological issues, as well as the many controversies that have surrounded his life and art from the Renaissance to the present. Works studied will include painting, sculpture, architecture, drawings, and poetry. Class will combine both lecture and seminar formats.

360. Gallery Management. (Fa and Sp) [2]

An internship involved with the various aspects of gallery management, such as selection, crating, shipping, publicity design, printing, computer entries, preparation and designing of exhibitions, hanging, lighting, receptions, security, etc. Students must enroll for two full semesters. Enrollment by permission of instructor. May be repeated for credit.

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

A seminar, open to both majors and non-majors, on varying subjects. May be repeated for credit so long as topics are different. Topics courses include Classical Art, Modernism, and Pop Art.

399. Tutorial for Honors Candidates. (Sp) [1]

Students interested in reading for honors in the Department of Art are required to enroll in a preparatory tutorial in the spring semester of their junior year. Successful completion of the tutorial does not necessarily guarantee acceptance into the Honors Program.

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

A seminar devoted to the analysis of art theory and criticism in the modern period. Approaches examined include formalism, semiotics, marxism, and psychoanalysis. Open only to senior art majors and minors. Prerequisites: Art 150, 231, 232.

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

An introductory training program in administration, organization, acquisition, preservation, conservation, cataloging, exhibition techniques, and the various operations of the art museum. Prerequisites: art major with junior or senior standing; recommendation of the Art Department and approval, through an interview, of the Director of the Dixon Gallery or the Memphis Brooks Museum. May be repeated for credit, with permission of chair.

455. Washington Semester. (Fa,Sp) [14-16]

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

BIOLOGY

PROFESSOR

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

ASSOCIATE PROFESSORS

Jay A. Blundon. B.S., Duke University; M.S., Ph.D., University of Maryland. (Animal physiology, neuroscience.)

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

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

David H. Kesler. B.S., Denison University; M.S., University of Rhode Island; Ph.D., University of Michigan. (Ecology, limnology, behavior, coral reef ecology.)

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

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

ASSISTANT PROFESSORS

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

Mary Miller. B.S., University of Tennessee; Ph.D., University of Virginia. (Genetics, microbiology, cell biology.)

STAFF

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

The Department of Biology seeks to provide students with an understanding of a modern scientific discipline with practice in its methods of investigation. Students will develop an understanding of the diversity of life and of the organizing principles of Biology, including the chemical and physical basis of life, the development and regulation of living systems, the expression and transmission of genetic information, the unity of structure and function at all levels of biological organization, the interactions that determine distribution and abundance of organisms, and the process of evolution.

A major in Biology provides a solid foundation for a career in any biologically related field and for acceptance into the finest graduate and professional schools.

hours), which can be used to satisfy a major requirement as an upper level course with the completion of 4 credit hours.

Students may undertake independent work in various research facilities which offer other specialized opportunities for research, including the University of Tennessee Medical School, St. Jude Children's Research Hospital, the Memphis-Shelby County Health Department, and the Memphis City Zoo. Students may enroll in an intensive two-week field course in May given by Rhodes faculty at the Institute of Marine Sciences, Roatan Island, Honduras. This course stresses biological and geological processes, natural history, and the development of research questions focused on coral reef ecology. Biology students may also participate in the Oak Ridge Science Semester, a spring program for juniors and seniors which is described in the catalogue section on Special Study Opportunities.

Facilities. The Department of Biology is housed in a 37,000 square-foot wing of the Frazier-Jelke Science Center, located at the center of the Rhodes campus. Besides office and specialized laboratory space for each member of the Biology faculty, there are nine teaching laboratories, a mammal room, an aquarium room, a herbarium, constant temperature facilities, a cell culture laboratory, an electron microscope facility with both TEM and SEM, a video imaging center, two darkrooms, and three laboratory preparation rooms among the special facilities in the department. The Biology Library, located in the Frazier Jelke Science Center, houses many of the current journal holdings of the Biology Department. Books and other periodicals are housed in Burrow Library.

Non-Science majors. Students not majoring in Biology may satisfy a portion of the general degree requirements in the Natural Sciences by enrolling in Biology 120, Botany; Biology 121, Zoology; a course in the Biology 105 series, Topics in Biology; Biology 200, Evolution; or Biology 201, Mycology.

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

A total of fifty-two to fifty-four (52-54) credit hours as follows:

1. Biology 120-120L, 121-121L.
2. At least seven upper level courses; at least five of these must have lab components. Four hours of research in Biology (Bio 451-452) and/or Chemistry 414/414L may also be counted as upper level courses.
3. Biology 485 or 486.
4. Chemistry 111-111L, 112-112L or 122-122L, 211-211L, 212-212L.
5. Math 111 and either 115 or 121. (A third course in Mathematics is required by the college for the B.S. degree).

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

A total of forty-seven to forty-nine (47-49) credit hours as follows:

1. Biology 120-120L, 121-121L.
2. At least six upper level courses; at least four of these must have lab components. Four hours of research in Biology (Bio 451-452) and/or Chemistry 414/414L may also be counted as upper level courses.
3. Biology 485 or 486.
4. Chemistry 111-111L, 112-112L or 122-122L.
5. Math 111 and either 115 or 121.

HONORS IN BIOLOGY

Honors in Biology involves intensive investigation into a research topic. In addition to the normal degree requirements, Honors students will enroll in 3-4 hours of supervised research each term during the senior year. The research culminates in the writing of the Honors thesis and the presentation of the Honors research in a seminar. Students interested in Honors in Biology are urged to begin their planning early and discuss their interests with a Biology faculty member. Approval of Honors work is granted by the Individualized Studies Committee.

COURSE OFFERINGS

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

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

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

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

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

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

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

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

201. Mycology. (Sp) [4] N

The study of life's "fifth kingdom": the fungi and fungus-like protists. Even though they share an equal evolutionary standing with plants and animals, to most persons fungi remain amongst the most mysterious and ill-defined of nature's inhabitants. Just what is a fungus anyway? Where do they live, and what are they doing out there? This course will provide answers to questions like these, as well as provide examples of the practical uses of fungi in industry and research and of the roles that some of them play as agents of disease. The laboratory emphasizes the development of skills

in the isolation and characterization of fungi from nature. Prerequisite: Biology 120, 120L or consent of the instructor. Three hours of lecture/discussion and not less than three hours of laboratory per week. (Course offered in alternate years; scheduled for 2001-2002.)

202. Vertebrate Life. (Sp) [3]

A study of the diversity of vertebrates including past and present radiations. This course focuses on the various and diverse adaptations in behavior, ecology, morphology and physiology that allow vertebrates to successfully inhabit water, air and land. Prerequisites: Biology 121, 121L. Three hours of lecture/discussion per week. (Course offered in alternate years; scheduled for 2002-2003.)

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

An overview of developmental processes directed at exploring the cellular and subcellular mechanisms which control development. Modern experimental approaches and current models will be emphasized. Prerequisites: Biology 120, 120L, 121, 121L. Three hours of lecture and not less than three hours of laboratory per week.

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

A study of the diversity of the plant kingdom, including algae, bryophytes and vascular plants. Emphasis will be placed on the morphology, life history and phylogenetic relationships of the groups examined. Prerequisites: Biology 120, 120L. Three hours of lecture and not less than three hours of laboratory per week. (Course offered in alternate years; scheduled for 2001-2002.)

207. Animal Behavior. (Sp) [4]

An evolutionary and ecological approach to questions of why and how animals behave as they do. Emphasis is on how traits help individuals maximize the survival of genes within them. Laboratories will involve quantitative data collection in both the laboratory and field. Math 111 or equivalent suggested. Prerequisites: Biology 121, 121L, 200. Three hours of lecture and not less than three hours of laboratory per week. (Course offered in alternate years; scheduled for 2002-2003.)

209. Embryology. (Sp) [3]

A study of the morphological changes that occur in animals from fertilization of an egg to birth. This anatomically-based course will focus on the development of the major organ systems and body plan of vertebrates, including comparisons of developmental patterns among vertebrates and understanding what happens when the patterns are disrupted to produce birth defects. Prerequisites: Biology 121, 121L. Three hours per week of class meetings that will be predominantly lecture with some laboratory work. (Course offered in alternate years; scheduled for 2001-2002.)

240. Plant Physiology. (Fa) [4]

An examination of physiological processes which operate in vascular plants. The course will emphasize water relations, photosynthesis and gas exchange, hormonal control of tropistic responses, plant development, and mineral recycling. Laboratory work will be conducted on both the molecular and whole plant levels. Prerequisite: Biology 120, 120L. Three hours of lecture and not less than three hours of laboratory per week. (Course offered in alternate years; scheduled for 2002-2003.)

lar activities as nutrition, secretion, intercellular recognition and communication, and energy transformations. Emphasis will also be placed on the role of proteins in motility and the regulation of cell metabolism. Prerequisites: Biology 120, 120L, 121, 121L. No laboratory is required, although Bio 308 or Bio 309 are recommended for those students desiring an appropriate laboratory accompaniment.

309. Electron Microscopy. (Sp) [2]

A laboratory/lecture course covering the theoretical and practical aspects of the use of transmission electron microscopy in biological research. Principal emphasis will be placed on the operation of the transmission electron microscope, specimen preparation in thin section, and techniques of image recording. Prerequisites: Biology 120, 120L, 121, 121L. One hour of lecture and not less than three hours of laboratory per week plus an independent project. Credit in this course can be combined with 2 hours credit in Bio 451 or 452 to satisfy an upper level course requirement in Biology, or it can be used as a laboratory accompaniment to Bio 307.

310. Methods in Biochemistry and Cell Biology. (Fa) [2]

This course will provide instruction in the theory and application of a variety of research techniques dealing with the structure and function of proteins in biological systems. Techniques to be studied include enzyme assays and characterization, peptide sequencing, polyacrylamide gel electrophoresis, antibody production, immunoblotting, and immunofluorescence microscopy. This course can count as laboratory credit to accompany Biology D020, re-will aolol aole wcludGr oratory 8 urs310. Memn aotJ/F 8sqe0, re-

structural basis for classification of viruses and both viral and host aspects of virus infection and replication. The remainder of the course provides an overview of the vertebrate immune system, focusing mainly on specific mechanisms of cellular and humoral immunity. Prerequisites: Biology 121, 121L. Three hours of lecture. No laboratory is required, although Biology 308 is recommended for those students desiring an appropriate laboratory accompaniment.

340. Animal Physiology. (Fa) [4]

A study of the organs and organ systems of animals using both physical and chemical relationships to describe their functional activities and roles in controlling the animal's internal environment. Although primary emphasis will be placed on the vertebrates, the diversity of physiological adaptations of invertebrates will also be examined. Laboratory investigations will include studies of the nervous system responses to external stimuli, functional diversity of vertebrate muscles, regulation of vertebrate cardiac activity, blood pressure and respiration, and regulation of vertebrate salt and water balance. Laboratory experiments will involve the careful and humane use of live vertebrates as research models. Prerequisite: Biology 121, 121L. Three hours of lecture and three hours of laboratory per week.

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

A comparative approach to the study of vertebrate anatomy, emphasizing evolution, development, and functional significance. This course focuses on the morphological patterns shared by vertebrates. Laboratories will involve dissection of representative vertebrates. Prerequisites: Biology 121, 121L. Two hours of lecture per week and not less than 4 hours of laboratory per week.

360. Histology (Fa) [4]

A study of the microscopic features of animal cells, tissues and organs. This course emphasizes the relationship between microscopic form and function starting with a brief overview of cells and progressing through the different mammalian organ systems. Prerequisites: Biology 120, 120L, 121, 121L. Three hours of lecture and not less than three hours of laboratory per week.

370. Neuroscience. (Sp) [4]

A study of the structural and functional aspects of the central and peripheral nervous systems. Topics covered may range from the processes involved in communication within individual cells of the nervous system to higher order human brain functions such as learning, memory, states of sleep and consciousness, and the physiological regulation of emotions and behavior. Pathologies of the brain (mania, schizophrenia, Alzheimer's disease) may also be included. Laboratory investigations will give students hands-on experience in electrophysiology, biophysics, and cell biology, and will include studies of intracellular signals (resting potentials, synaptic potentials and action potentials) of excitable cells, an examination of the complexity of neural networks, cell culture and investigations of growth and development of the nervous system. Some laboratory experiments will involve the careful and humane use of live vertebrates as research models. Prerequisite: Biology 121, 121L. Three hours of lecture and three hours of laboratory per week. (Course offered in alternate years; scheduled for 2001-2002.)

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

Qualified students may conduct original laboratory or field research in biology. A student may use four hours of research or a combination of two hours of credit from

Bio 308 or Bio 309 combined with research credit to total four hours to satisfy one of the upper level requirements in Biology. Interested students should consult the appropriate Biology faculty member. Prerequisite: permission of sponsoring faculty member. At least three hours per week per credit hour, weekly conferences with faculty sponsor, written report at the end of the semester.

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

The Internship Program is designed to introduce students to practical applications of their academic work. Students may work off campus under professional supervision in fields related to the biological sciences, such as Health Care, Laboratory Diagnosis, Forensics, Environmental Protection, Agriculture. Students will be required to integrate academic and work experiences in an oral and/or written report at the end of the internship. No more than 3 hours per semester for no more than two semesters. Prerequisites: Permission of Departmental Program Director. (Pass/Fail credit only. Biology 460 does not satisfy an upper level Biology course requirement for the major.)

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

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

495-496. Honors Tutorial. (Fa, Sp) [3-6,3-6]

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

MARINE SCIENCES

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

COURSE OFFERINGS

Marine Science II: Marine Biology. [5]

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

Marine Invertebrate Zoology. [6]

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

Marine Ecology. [5]

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

Coastal Vegetation. [5]

A broad study of general and specific aspects of coastal vegetation, and certain unique areas. Vegetational composition, variation, succession, climax, and distribution including survey and descriptive methods, plant identification, delineation of vegetational types and mapping. Prerequisites: 10 hours of biology including general botany.

Coastal Ecology for Teachers. [4]

had a year of high school chemistry may wish to take the equivalent of such a course in the summer preceding the freshman year. However, capable students have in the past successfully completed the first year chemistry sequence without prior chemistry courses. The consent of the instructor is required in this case. Students majoring in other sciences or mathematics may choose to take the Chemistry 111-112 sequence as an introduction to work within the department.

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

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

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

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

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

REQUIREMENTS FOR A MAJOR IN CHEMISTRY LEADING TO THE

B.A. DEGREE

A total of forty-seven to forty-nine (47-49) credit hours as follows:

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

REQUIREMENTS FOR A MAJOR IN CHEMISTRY LEADING TO THE

B.S. DEGREE

A. Chemistry Track

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

1. Chemistry 111-111L, 122-122L, 211-212, 211L-212L, 311-312, 311L-312L, 406, 408, and one additional approved one-semester course.
2. Physics 111-112 or 109-110, 113L-114L.
3. Mathematics 121-122.
4. Chemistry 385-386.
5. Chemistry 485-486.

B. Biochemistry Track

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

1. Chemistry 111-111L, 122-122L, 211-212, 211L-212L, 310, 311-312, 311L-312L, 414-415.
2. Biology 120-121, 121L, 307 and one of the following: 301, 330, 340 or 370.
3. Physics 111-112 or 109-110, 113L-114L.
4. Mathematics 121-122.
5. Chemistry 385-386.
6. Chemistry 485-486.

REQUIREMENTS FOR CERTIFICATION BY THE AMERICAN CHEMICAL SOCIETY

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

HONORS IN CHEMISTRY

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

ECONOMICS AND BUSINESS ADMINISTRATION

PROFESSORS

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

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

ASSOCIATE PROFESSORS

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

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

Ronald H. Eaton. B.B.A., M.B.A. University of Memphis; Ph.D., University of Arkansas. C.P.A. (Accountancy.)

John M. Planchon. A.B., M.A., University of Missouri, Columbia; Ph.D., University of Alabama. (Marketing, marketing management, business policy.)

ASSISTANT PROFESSORS

Teresa A. Beckham. B.A., Agnes Scott College; Ph.D., University of North Carolina at Chapel Hill. (International economics, econometrics, macroeconomics.)

Marshall K. Gramm. B.A., Rice University; Ph.D., Texas A & M University. (Public economics, econometrics.)

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

Allan Ryan. B.A. McGill University; M.A. University of Toronto; M.B.A. McGill University; M.S., Ph.D. Cornell University. (Business Policy, international management, business ethics.)

INSTRUCTOR

Michael Rollosson. B.A., Rhodes College. (Statistics)

PART-TIME INSTRUCTOR

Max A. Piwonka. C.P.A. B.S., University of Tennessee at Martin; M.S., University of Memphis.

The Department of Economics and Business offers three majors to meet students' particular interests and career goals: Economics, Business Administration, and Economics and Business Administration. There are two tracks within the Business Administration major: General Business Administration and International Business Administration. Economics and business administration are closely related social sciences that share a common theoretical base and employ similar methodology and analytical tools. They differ primarily in the perspectives taken and the problems on which they focus. A liberal education in economics provides students with an understanding of the method and techniques of economic analysis, the important economic institutions in our economy and the role that they play, and the policies designed to correct economic problems. Similarly, a liberal education in business administration provides students with both applied knowledge of the functional

areas of the business firm's operations, and with the broader social and historical perspective required for successful leadership roles in business and society at large. Courses are offered to help students understand the nature of and reasons for the

Economics and Business. Students who have completed an undergraduate degree in

2. Business Administration 241, 343, 351, 361, 371, 454, 463, 473, 486.
3. Mathematics 115. (For graduate study, see note above concerning mathematics requirement).
4. Foreign Language proficiency in or completion of course of study in a foreign language through the second full year at the college level.
5. Recommended: Mathematics 107, Philosophy 304.

REQUIREMENTS FOR A MAJOR IN ECONOMICS AND BUSINESS ADMINISTRATION

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

1. Economics 101-102, 290, 302, 307, 308, 486.
2. Business Administration 241, 343, 351, 361, 371, 486.
3. Two courses, one from each of the following areas:
 - a. Domestic issues: Economics 201, 205, 206.
 - b. International/Historical: Economics 210, 212, 222, 322.
4. One course from each of two of the following areas:
 - a. Accounting: Business Administration 341.
 - b. Finance: Business Administration 452, 454.
 - c. Management: Business Administration 366, 463.
 - d. Marketing: Business Administration 372, 473.
 - e. Quantitative methods: Business Administration 375, Economics 320.
5. Mathematics 115 (for graduate study, see note above concerning mathematics requirement).
6. Recommended: Mathematics 107, Philosophy 304.

REQUIREMENTS FOR A MINOR IN ECONOMICS

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

1. Economics 101, 102, 290, 302, 307.
2. One additional course from the following: Economics 201, 205, 206, 210, 212, 222, 320, 322.
3. Mathematics 115. (For graduate study, see note above concerning mathematics requirement).
4. Students who major in Business Administration may not minor in Economics

REQUIREMENTS FOR A MINOR IN BUSINESS ADMINISTRATION

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

Option I

Economics 101, 102, 290.

Business Administration 241, 351, 361, 371.

Option II

Economics 101, 102, 290.

Business Administration 241 and 343.

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

HONORS IN ECONOMICS

1. Requirements for a major in Economics.
2. Economics 495-496.
3. A substantial research paper in an area of special interest to the candidate.
4. An oral examination on the research paper.

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

210. International Economics. (Fa) [3]

ing concepts, how to record transactions for the three legal forms of business organizations, and how to prepare financial statements. Use is made of tutorial software.

246. Law of Basic Commercial Transactions. (Sp) [3]

Introduction to legal concepts in those areas of the law essential to commercial transactions, including creation and performance of contracts for the sale of goods and other property, negotiable instruments, real and personal property, leases, and wills and estates. The course will be taught largely utilizing the case method and problem approach, with an emphasis on how legal concepts are applied to specific factual situations.

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

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

341-342. Intermediate Accounting Theory. (Fa-Sp) [3-3]

Accounting theory, from both the theoretical and practical viewpoints. Covers the foundation of accounting theory, the accounting and reporting process, and the impact of the recent pronouncements from FASB, AICPA, AAA, and SEC. Should be taken in sequence. Prerequisites: Economics 101-102 and Business 241. Business Administration 343 recommended.

343. Cost Accounting. (Fa, Sp) [3]

Analysis of cost accounting techniques and applications relative to managerial planning, control, and decision making. Topics include measurement of unit costs, control of operating costs, incremental decision making, production cost reports, cost variances, and profit planning. Computer spreadsheets and cases are used to analyze cost accounting data and to simulate managerial accounting decisions. Prerequisites: Economics 101-102 and Business Administration 241.

345. Federal Income Tax. (Fa) [3]

An introduction to the principles of taxation applicable to individuals and businesses, including determination of income, deductions, exemptions, capital gains and losses, depreciation, employee expenses, alternative minimum tax, and property transactions. The course emphasizes taxation of individuals, but introduces corporate and partnership taxation as well. Coverage includes the theory and purpose of taxation, the impact of taxes on management decisions, and the evolution of the tax system over time. A computer tax service and a computer tax preparation program are utilized for tax research and simulation of financial decisions involving complex tax issues. Prerequisites: Economics 101-102 and Business Administration 241.

351. Financial Management. (Fa, Sp) [3]

The main objectives of the financial manager are to plan for, acquire, and use funds in an efficient manner in order to maximize the value of the firm. This course introduces the discounted cash flow model, modern portfolio theory, the capital asset pricing model, and the static theory of capital structure. Major topics covered include decision-making under uncertainty, cost of capital and valuation, history of capital markets, and financial analysis. Students are introduced to computerized financial spreadsheets, case studies, and contemporary financial issues. Prerequisites: Economics 101-102, 290, and Business Administration 241.

361. Management of Organizations. (Fa, Sp) [3]

Survey of organizational behavior and organization theory. Initially, the course covers fundamental issues such as theory construction, the difference between theoretical and non-theoretical models and theory testing as a basis for analyzing management models. The second part of the course focuses on micro issues such as theories of work motivation, leadership and selected topics such as tokenism and political behavior. The third part of the course deals with macro issues such as organizational structure, technology/work design, intraorganizational conflict, and the organizational/environmental interface. Throughout the second and third parts of the course, both theory application and theory evaluation are emphasized. Prerequisite: Economics 101 or permission of instructor.

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

450. Washington Semester: International Business and Trade. (Fa, Sp) [16]

A sixteen week program in Washington, D, in conjunction with American University. Consists of an eight-hour seminar, a four-hour internship and an optional three-hour course for transfer. Since special financial arrangements are required for this program, students may not apply Rhodes financial aid or Rhodes scholarship funds to the cost of attendance at American University. Prerequisite: Consent of Department. Special financial arrangements with the college are required.

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

Application of financial theories introduced in Financial Management (Business 351) to actual business problems using quantitative and qualitative techniques. Presented with debatable alternatives, students analyze, choose, and defend their ideas and a course of action. Corporate finance theories are reexamined in conjunction with their related cases. Case topics include financing current operations, long-term financing, investment decisions, signalling with dividend and debt policies, and mergers and acquisitions. Contemporary corporate financial issues are examined, as well as financial ethics. Extensive use of computerized financial spreadsheets. Students are organized into teams for case preparation. Prerequisite: Business Administration 351.

454. International Finance. (Sp) [3]

Introduction to the environment of international financial management, including the international monetary system, balance of payments, and parity conditions in the foreign exchange market. Presentation of foreign exchange markets, international investment analysis, international capital markets and derivatives, using concepts learned in Business 351: the efficient market hypothesis, discounted cash flow analysis, modern portfolio theory, and static capital structure theory. Students are also exposed to financial engineering and option theory in order to understand foreign exchange forward and futures contracts and foreign exchange options, which are important hedging securities. Case studies included. Use of computerized spreadsheet required. Prerequisite: Business Administration 351.

460. Internship. (Fa, Sp) [4-6]

The internship program provides an experiential approach to the learning process and affords economics and business administration students the opportunity to work in both business and nonprofit organizations for academic credit. Internship placements are designed to complement learning goals and career plans by allowing the student to apply theoretical principles learned in the traditional classroom. Placements are arranged by the Director of Career Services and work schedules are arranged by the student and the on-site supervisor. Typically students work on specific projects related to their career interest and compatible with the goals and interests of the sponsoring organization. Other requirements of the internship include submission of a resumé and application, interview with the on-site supervisor, participation in classroom seminars which focus on long-term career planning and job search skills, completion of written self-assessment assignments made by the faculty director, and the writing of a comprehensive paper. Internships are available to second-semester junior and senior economics or business majors with possible availability to majors from other departments. Arrangements for internships are made the semester prior to the actual experience. Prerequisite courses appropriate to the specific internship experience are required. Under special circumstances, the number of credit hours may vary from 1 to 6, but under no circumstances will more than 6 hours of credit be allowed to count toward the 112 hours required for graduation.

463. International Management. (Sp) [3]

Explores the application of management models to international business decisions in the areas of work design, organizational structure, strategic planning and human resource/personnel management. The focus is on the usefulness of contemporary models across diverse cultural settings as indicated by recent empirical research. Prerequisite: Business Administration 361.

473. International Marketing. (Sp) [3]

An introduction to the global marketing environment, with an examination of how international business variables affect the marketing process. Objectives include

ENGLISH

PROFESSORS

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

Robert L. Entzminger. *The T.K. Young Professor of English Literature.* B.A., Washington and Lee University; Ph.D., Rice University. (Milton, Renaissance literature.)

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

Cynthia Marshall. *Chair, The Connie Abston Chair of Literature.* B.A., Roanoke College; M.A. and Ph.D., University of Virginia. (Shakespeare, critical theory.)

ASSOCIATE PROFESSOR

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

ASSISTANT PROFESSORS

Tina Barr. B.A., Sarah Lawrence College; M.F.A., Columbia University; M.A. and Ph.D., Temple University. (Creative writing, twentieth-century literature.)

Gordon Bigelow. B.A., Brown University; M.A., University of New Hampshire; Ph.D., University of California, Santa Cruz. (Nineteenth-century British and Irish literature, cultural studies.)

Marshall Boswell. B.A., Washington and Lee University; M.A., Washington University; Ph.D., Emory University. (Comparative fiction, creative writing.)

Robert Canfield. B.A., M.A., and Ph.D., University of Arizona. (Postcolonial literature, drama, cultural studies.)

Melanie Conroy-Goldman. B.A., Columbia University; M.F.A., University of Oregon. (Creative writing.)

John Hilgart. B.A., University of Michigan; Ph.D., Duke University. (American literature.)

Mary Ellen Pitts. B.S., University of North Alabama; M.A. and Ph.D., University of Florida. (Composition and rhetoric, literature and science.)

The Department of English offers courses in expository and creative writing, in film, and in the rich body of literature written in English, ranging in time from the Old English *Beowulf* to the work of such contemporary writers as Joan Didion and Toni Morrison, and in scope from traditional choices-Shakespeare, Faulkner-to authors past and present whose interest lies in their fresh discovery. The faculty approaches these works from a variety of critical perspectives, asking fundamental questions about meaning, about the work's significance in its own time and its continuing value. Students grapple with these questions in class discussion and demonstrate their understanding of the subject by learning to express their ideas in clear and effective prose. While all literature and film courses are thus writing courses as well, a number of courses focus specifically on the students' writing as the subject, typically employing a workshop format to help students develop a critical eye and ear for their own imaginative or expository writing as well as for their classmates'. Students majoring in English choose between a concentration in the study of literature and a concentration in writing.

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

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

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

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

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

REQUIREMENTS FOR A MAJOR IN ENGLISH

A total of forty-four (44) credit hours as follows:

Track I: Concentration in Literature

1. Any 200-level literature course
2. Four (4) courses in English literature written before 1800 (i.e., 230, 260, 315-341)
3. Either English 332 or 385, to be taken by the end of the junior year (may also satisfy #2 or #6)
4. English 485-486
5. Eight (8) additional courses in English, 200 or above, at least 6 of which must be in literature.

Of the above required courses, a minimum of eight must be numbered 300 or above.

Track II: Concentration in Writing:

1. Any 200-level literature course
- Literature:*
2. One course in pre-19th century English literature at the 300 level or higher (i.e., 315-341)
 3. Either English 332 or English 385, to be taken by the end of the junior year
 4. English 373
 5. Four additional courses in literature (one film course may be counted in this category)
- Writing:*
6. Five courses chosen from English 200, 201, 251, 300, 301, 310, 311 or a writ-

ing course in any other department, subject to approval by the English Department. The five courses (15 hours) must include both 300-level workshops in the student's major genre (fiction, poetry), at least one of which must be taken before the senior year.

7. English 481-482

8. English 485

Of the above required courses, a minimum of eight must be numbered 300 or above.

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

REQUIREMENTS FOR A MINOR IN ENGLISH

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

1. Any 200-level course

2. Three courses in English numbered 300 or higher

3. Two additional courses in English numbered 200 or higher

HONORS IN ENGLISH

explore the distinct issues that women, their representations, and their writing raise. Possible topics: Women's Autobiography, Contemporary Black Women Authors, and others. May be repeated once with different topic. Prerequisite: English 151.

221. The Novel of Manners. (Fa or Sp) [3] H

A study of the evolution of the genre of the novel of manners, from the nineteenth century to its modern and contemporary practitioners. Authors include: Austen, Meredith, James, Wharton, Adams, and Didion. This course may be counted toward a Women's Studies minor. Prerequisite: English 151.

223. Literature and Medicine. (Sp) [3] H

This course will focus on literary works, some by or about physicians, that treat subjects from medicine or medical ethics. Examination of a variety of texts that reveal the emergence of "medical science" from the "medical arts." By looking at medical issues as portrayed in a variety of literary forms, the course will note at times the cultural biases that underlie the seemingly neutral discourse of medicine. Prerequisite: English 151.

225. Southern Literature. (Fa, Sp) [3] H

A study of literature written about the South, primarily but not exclusively Southern literature of the 19th and 20th centuries. Authors likely to be studied include George Washington Harris, William Faulkner, Flannery O'Connor, Thomas Wolfe, Eudora Welty. Prerequisite: English 151.

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

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

235. World Drama. (Fa) [3] H

An introduction to the critical reading of dramatic texts, and to the various implications of the genre itself. The stage will be explored not only as the site for the enactment of literary themes but also as a cultural arena where the re-presentation of cultural values and discourses becomes contested, subverted, reaffirmed, or celebrated. The issues will also be addressed in examining the translation of theatre to film. Prerequisite: English 151.

260. Survey of English Literature I. (Fa, Sp) [3] H

Representative works of medieval, Renaissance, and 18th century literature. Specific content will vary with the instructor. Prerequisite: English 151.

261. Survey of English Literature II. (Fa, Sp) [3] H

Representative works of the 19th and 20th centuries. Specific content will vary with the instructor. Prerequisite: English 151.

262. Survey of American Literature. (Sp) [3] H

Representative works primarily from the nineteenth and early twentieth centuries. Specific content will vary with the instructor. Prerequisite: English 151.

265. Special Topics. (Fa, Sp) [3] H

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

ADVANCED LITERATURE COURSES

320. Medieval Literature. (Fa) [3] H

A study of representative works of medieval literature which may include works from the Anglo-Saxon period through the 15th century. Possible topics include: The

that resulted in the emergence of the novel as a mass market genre. Fiction by such

translation. Possible authors: Kafka, Mann, Grass, Camus, Sartre, Proust, Nabokov, Calvino, Bulgakov, Garcia Marquez, Fuentes, Faulkner, Woolf, and others. Prerequisite: Any 200-level literature course.

373. Developments in Contemporary Literature. (Fa or Sp) [3] H

A study of the emergence of new writers after 1945, with close analysis of poems, works of fiction and plays. May be repeated with different topic. Prerequisite: Any 200-level literature course.

375. Survey of Postcolonial Literature. (Sp) [3] H

An introduction to the crucial issues and sites of postcolonial resistance. Focusing on three main arenas—poetry, fiction, and drama—the course will re-explore the various voices, relations, and movements that comprise the literature of the Other. Prerequisite: Any 200-level literature course.

385. Topics in Advanced Literary Study. (Fa, Sp) [3] H

The focused exploration of special topics or critical problems in literary study. Topics will vary from semester to semester, and may include the intensive study of major authors, literary genres or movements, historical contexts of imaginative expression, significant themes, or critical methodologies. Courses include the study of critical texts and issues that are central to defining and interpreting their literary topic. Seminar format. Repeatable for credit with different topic. Prerequisite: Any 200-level literature course. Majors only.

485. Senior Seminar. (Fa,Sp) [3]

An examination of selected developments in contemporary critical theory and their impact on the teaching and study of literature. Prerequisite: 332 or 385. For Senior English majors only.

486. Senior Paper. (Sp) [2]

For majors in the literature concentration. An independent project in which students will produce a sustained work of literary criticism on a topic of their choosing.

INTRODUCTORY AND ADVANCED FILM COURSES

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

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

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

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

245. Special Topics in Film. (Fa) [3] H

Introductory film course open to all students. Special topics may include Film Comedy; South in Film; Fantasy, Science Fiction, and Horror Film. Course may be repeated for credit with a different topic. Prerequisite: English 151.

381. Advanced Topics in Film. (Sp) [3] H

The focused exploration of a topic or genre that ties a body of films together in

order to pursue issues of film criticism and theory in depth. Such topics as the following may be considered: gender and film, race and film, film adaptation, American genre films, the film auteur, screenplay writing. Includes the study of critical texts. Repeatable for credit with different topic. Prerequisite: 241 or 242.

382. Film Theory. (Sp) [3] H

The study of appropriate films in connection with a selection of theoretical texts that elaborate the problem of meaning in film. Films and readings will be roughly chronological. Requirements include mandatory attendance at film screenings, to occur outside of scheduled class hours. Prerequisite: 241 or 242. (Course offered in alternate years; scheduled for 2001-2002.)

SPECIAL COURSES

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

A survey of the historical development of English from the Anglo-Saxon period to the present, including a consideration of the concept of language, the Indo-European system, lexicography, and issues of American English. (Course offered in alternate years; scheduled for 2001-2002.)

399. Tutorial for Honors Candidates. (Sp) [1]

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

450. Washington Semester. (Fa, Sp) [12-16]

An intensive study of journalism offered by the School of Communications at the American University in Washington, D.C., including seminars in contemporary journalism and a semester internship. Since special financial arrangements are required for this program, students may not apply Rhodes financial aid or Rhodes scholarship funds to the cost of attendance at American University. Prerequisite: Permission of department chair and special financial arrangements with the College.

455. Linguistics. (Fa or Sp) [3]

The basic principles of structural, historical, and comparative linguistics, with primary emphasis on the Indo-European family of languages.

460. Internship. (Fa, Sp) [3]

A directed internship in which students will apply analytical and writing skills learned in the classroom to situations in business, journalism, not for profit organizations, and the professions. Graded Pass/Fail only.

465. Tutorial in One-to-One Writing Instruction (Fa) [1]

Theoretical and applied study of one-to-one writing instruction.

495-496. Honors Tutorial. (Fa-Sp) [3-6, 3-6]

Prerequisite English 399. Satisfies the Senior Paper requirement. For seniors only.

FOREIGN LANGUAGES AND LITERATURES

PROFESSORS

Horst R. Dinkelacker. Staatsexamen, Eberhard-Karls-Universität Tübingen; Ph.D., Vanderbilt University. (German language, literature, and culture; eighteenth and nineteenth centuries.)

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

ASSOCIATE PROFESSORS

Shira Malkin. Doctorat de Troisième Cycle, Université de Paris VII; Ph.D., State University of New York. (French language and literature, drama, intercultural education, and translation.)

Kenneth S. Morrell. *The J. Walter and Irene McDonnell Chair in Greek and Roman Studies.* B.A., Stanford University; M.A. and Ph.D., Harvard University. (Greek and Roman Studies.)

Valerie Z. Nollan. *Chair.* B.A., University of Delaware; M.A. and Ph.D., University of Pittsburgh. (Russian language and literature-nineteenth and twentieth centuries, Soviet/Russian cinema.)

Katheryn L. Wright. B.A., Virginia Polytechnic Institute and State University; M.A., University of Florida; Ph.D., Indiana University. (French language and literature - twentieth century; African literatures.) (on sabbatical)

ASSISTANT PROFESSORS

Sarah E. Crisler. B.A., Millsaps College; M.A. and Ph.D. University of Texas. (French language and literature, medieval literature.)

Kathleen Anne Doyle. B.A., Saint Xavier College; M.A. and Ph.D., University of Chicago. (Spanish language and Peninsular Spanish literature.)

Ming Dong Gu. M.A. University of Kent, England; M.A. University of Wisconsin-Madison; Ph.D. University of Chicago. (Chinese language, literature, culture, and comparative literature)

P. Eric Henager. B.A., Rhodes College; M.A. and Ph.D. University of Illinois. (Spanish language and Spanish-American literature.)

Amanda L. Irwin. Licenciatura, Centro Universitario de Ciencias Humanas, Mexico City; M.A. and Ph.D., University of Chicago. (Spanish language and Spanish-American Literature.)

José E. Santos. B.A., M.A., University of Puerto Rico, Río Piedras; Ph.D., Brown University. (Spanish language, linguistics, and Peninsular Spanish Literature.)

David H. Sick. B.A., College of Wooster; M.A. and Ph.D., University of Minnesota. (Greek and Roman religion, Indo-European mythology, Roman social history.)

INSTRUCTORS

Alexandra Kostina. M.A. equivalent, Novgorod State University; Ph.D. candidate, Gornyi Institute. (Russian language, linguistics, and culture.)

Sabine Schmidt. M.A., Hamburg University; M.F.A., University of Arkansas; Ph.D. candidate, Johann Wolfgang von Goethe-Universität Frankfurt am Main, Germany. (German language, culture, and film.)

PART-TIME ASSISTANT PROFESSOR

Angela Balducci Mutzi. Doctor of Letters, University of Palermo (Italian language and literature.)

PART-TIME INSTRUCTOR

Anna Tran. M.A. equivalent, Uzbekistan Institute of Foreign Languages. (Russian language and culture.)

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

A major in a foreign language provides the fundamental linguistic requirements for a career in teaching, diplomacy, international business, and translation, and for graduate study. It is useful in travel and important in understanding a foreign culture. Of particular interest to students are the Summer Intensive Study (Maymester) programs in France, Mexico, Russia, and Spain, and the Rhodes exchange programs with the University of Poitiers in France, the University of Tübingen in Germany, and Nebrija University in Spain.

The Summer Intensive Study program, currently offered for French, Russian, and Spanish, is designed to give students an opportunity to finish the sequence of courses leading to the fulfillment of the foreign language proficiency requirement in one academic year and thus to avoid the summer hiatus between language courses 102 and 201. In each program, students receive intensive language instruction five days a week for approximately four weeks at language institutes in Paris, St. Petersburg, Madrid, and Morelia (Mexico), which also provide room and board. A Rhodes faculty member accompanies each group to provide special tutoring beyond the institute's instruction and to organize additional events or excursions.

The Rhodes exchange programs in France, Germany, and Spain are for more advanced language students, generally juniors, who want to spend a semester or a year studying abroad. To be eligible for these programs students are normally required to have completed course work at the 300 level. For more information on any of these programs, please consult a faculty member in the relevant language.

Foreign Language Degree Requirement. The degree requirement in foreign languages may be met by the successful completion of any appropriate three or four hour course numbered 201 or higher or by an acceptable score on the placement test. Students who take 201 or the equivalent at another institution and wish to earn transfer credit must pass a placement test in the specific language before credit for that course is accepted. This placement test is administered the Saturday before classes start in the Fall semester only.

All students who plan to fulfill Rhodes' foreign language degree requirement in a language they have previously studied for two years or more in high school take a placement test in that language during orientation. For French, German, Latin, Russian, and Spanish, scores on that test will be used to place students in the course most appropriate for them at Rhodes. **However, a student may not take for academic credit a course numbered 101 in any language if two or more years of that language were completed in high school.** Students with fewer than two years in a language may enter that language at the 101 level. Any student who scores at the 201 level or higher fulfills Rhodes' foreign language requirement. Students wishing to fulfill the foreign language requirement in a language not previously studied

should sign up for a course numbered 101 in that language.

In the modern languages, placement tests cover reading, writing, listening comprehension, and culture; in Latin, reading and writing. They are given once a year during orientation week in August. **Literature or culture courses given in translation do not satisfy the foreign language degree requirement.**

Departmental Majors. Three types of majors are offered by the department:

A. The major in French, German, Greek and Roman Studies, and Spanish. This major is designed to provide depth in one language, including its literature and civilization. Requirements are listed under the appropriate language heading.

B. The interdisciplinary major in International Studies/French or International Studies/German. These majors are fully described in the Interdisciplinary Study section of this catalogue.

C. The Russian Studies major is described below under "Russian".

Minors are offered in Chinese, French, German, Greek and Roman Studies, Russian Studies, and Spanish. Requirements are listed under the appropriate language headings.

THE LANGUAGE CENTER

The Language Center houses technology for students and faculty members to use in accessing instructional materials in both analog (audio and video tapes and foreign-language television broadcasts) and digital (digital audio and video resources and computer software) formats. The Language Center, located in Buckman Hall, also consists of an office, seminar room, classroom, and faculty workroom used primarily to support the work of the Department of Foreign Languages and Literatures. Further information about the Language Center, including a list of its holdings, is available via the WWW at: server.forlang.rhodes.edu/Lcenter/LangCtr.html.

GENERAL COURSES

Foreign Languages 150. Selected Foreign Languages. (O.D.)

Certain foreign languages not listed above as regular course offerings are taught on occasion. Information concerning languages not regularly taught may be obtained from the Registrar or the chair of the department.

Foreign Languages 460. Internship. (Fa, Sp) [1-3]

Internships in foreign languages, which are normally arranged by the Director of Career Services, are occasionally available and permit a qualified student to receive academic credit for an off-campus experience by working with either a business or non-profit organization. The internship, which requires of the student an advanced competence in a foreign language, must entail a significant encounter with a foreign language, written and/or spoken, and maintenance of an appropriate journal as well as a final written evaluation of the internship. Placements must be approved by a faculty member who teaches the language in question and the chair of the department.

CHINESE

A set of courses covering the Chinese language, literature, and culture are offered. The Chinese language offered at Rhodes is called "Mandarin" by English speakers, *putonghua* in the People's Republic of China, and *Kuo-yu* in Taiwan. The language courses include elementary, intermediate, and advanced Chinese. The literature and culture program offers courses either concentrating on or directly related to Chinese literature and culture.

Francophone university. Departmentally pre-approved courses taken there will normally be accepted as courses in the major.

REQUIREMENTS FOR A MINOR IN FRENCH

A total of fifteen (15) credit hours as follows:

1. Three of the following four Rhodes core courses: French 301, 302, 313, 314.
2. Two other elective 3 or 4 credit hour French courses numbered 301 or above.

French 301 or 302 and French 313 or 314 must be taken before elective courses above 314 are attempted.

Minors are strongly encouraged to spend at least one term of their junior year in a French or Francophone university. Approved courses taken there, beyond French 314, will count as elective courses in the minor. French 305 counts as one elective course in the French minor.

HONORS IN FRENCH

A minimum of 33 hours above the 200-level courses in French; a research paper on a specific literary topic; demonstrated proficiency in spoken and written French; and study abroad (at least one semester). Approval by the Individualized Studies Committee is required.

COURSE OFFERINGS

101-102. Elementary French. (Fa, Sp) [4-4]

Fundamentals of the language including pronunciation, grammar, reading, writing, and speaking.

201-202. Intermediate French. (Fa, Sp) [4-4]

Continued practice and acquisition of the basic language skills. In French 202, particular emphasis is placed on the reading and discussion of literary and cultural texts.

205. Intensive French. (Summer) [4 or 6]

Immersion-style French language study at the intermediate level, in a Francophone country. May be used to satisfy the college's proficiency requirement in foreign languages. Prerequisite: French 102 or equivalent.

206. Intermediate Conversation Practicum. (Fa) [1]

Intermediate grammar review, along with continuing development of oral expression and aural comprehension. Prerequisite: French 201 or 205. Students who have already taken French 202 or a course at the 300 - 400 level will not receive credit for 206.

234. Hitchcock and Truffaut. (Sp) [3] H

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

301. Composition and Conversation. (Fa) [3]

Emphasis on development of oral expression through grammar review and acquisition of active vocabulary to be practiced in writing and class discussions. Prerequisite: French 202.

302. Survey of French Civilization. (Sp) [3]

French civilization from the Middle Ages to the twentieth century. Prerequisite: French 301 or permission of instructor.

ary, linguistic, or cultural topic; demonstrated proficiency in spoken and written German. Approval by the Individualized Studies Committee is required.

COURSE OFFERINGS

101-102. Elementary German. (Fa, Sp) [4-4]

Fundamentals of the German language: pronunciation, grammar, speaking, reading and writing.

105-106. Accelerated German (Fa, Sp) [4-4]

This course essentially covers the same material as the 101-102-201 sequence in two semesters. It is thus intended for students who either already have some background in German or have studied another language and are willing to go at an accelerated pace; they are also expected to do more independent and individualized work outside the classroom. Students are advised to consult the instructor for details before enrolling.

155. German Cultural Studies. (Fa, Sp) [1]

This course introduces students to contemporary German culture and society. Students who have already chosen German or are thinking about doing so are particularly encouraged to explore what "German" might mean aside from fulfilling a language requirement. Some of the topics we will explore are Germany and its Past; Women and Men; German Images of America and vice versa; the Concept of National Identity and Germany's Foreigners; Current Political Issues; Youth; Popular and High Culture (Literature, Film, Theatre, Music, Comics, etc.); Religion and Religiosity; Public and Private Spaces; Everyday Life: Customs, Foods, and Feasts. Taught in English. May be repeated once.

201-202. Intermediate German. (Fa, Sp) [4-4]

Continued practice of the basic language skills. Particular emphasis is placed on the reading and discussion of modern texts of literary and cultural interest, systematic vocabulary building, and simple composition. Continued oral practice in language laboratory and in small groups with native speakers. Prerequisite: German 102 or the equivalent. Corequisite: German 203-204.

300. Current Issues/Deutsch Aktuell. (Fa, Sp) [1]

Discussions of current political, cultural, and social issues and developments in Germany/Europe centering around media reports via SCOLA and *Deutsche Welle*. May be repeated for credit. Prerequisite: German 201 or permission of instructor.

301. Composition and Conversation. (Fa) [3]

Training in written and oral German expression; intensive work with tapes; discussion of topical subjects, based on readings from newspapers and magazines and German news programs; individual reports. Prerequisite: German 202 or permission of instructor.

302. Advanced Grammar. (Sp) [3]

A study of the more difficult aspects of the German language. Further training in written and oral communication, translation exercises. Prerequisite: German 301 or permission of instructor.

303-304. German Culture and Civilization. (Fa, Sp) [3-3] H

A two-semester survey of the cultural and intellectual history of the German

speaking peoples with particular emphasis on the last two hundred years. Readings from a variety of areas (literature, philosophy, politics, etc.); films, lectures, reports, and discussions. The second half of the course will focus on the major developments of the 20th century. Prerequisite: German 301 or 302 or permission of instructor.

307. German Cinema. (Sp) [3] H

This course, examining important German films since the days of the Weimar Republic, places special emphasis on the historical and social background of each film as well as the aesthetic qualities of the works. It thereby seeks to contribute to a better understanding of recent German history and of films as an artistic medium. Filmmakers to be studied include Friedrich Murnau, Fritz Lang, Leni Riefenstahl, Werner Herzog, Wim Wenders, Rainer Werner Fassbinder, and Margarethe von Trotta. Prerequisite: German 301 or 302 or permission of instructor.

310. Readings. (Fa, Sp) [1-3]

Readings designed to meet individual interests and needs. May be taken more than once for credit. Prerequisite: German 202 or permission of instructor.

340. Workshop in Literary Translation. (Fa or Sp) [1-3]

After an introduction to German and American translation theory (Schleiermacher, Benjamin, Lefevere, Venuti), students compare and critique existing translations, using poetry by Rilke and Celan. Students are introduced to the role of the translator in literature and the function of literary translation as a method of literary analysis and interpretation. Part of the semester is devoted to the practice of translation and translation critique in a creative workshop atmosphere. Students submit a portfolio as their final project. Prerequisite: German 301 or permission of instructor.

401. The Drama. (Fa) [3] H

Plays by representative dramatists from the Enlightenment to the present. Authors studied: Lessing, Schiller, Goethe, Buechner, Hauptmann, Brecht, Duerrenmatt. Prerequisite: at least three 300-level courses or permission of instructor.

403. The Novel. (Sp) [3] H

Study of representative German novelists. The major focus of the course will be on the 20th century novel (Hesse, Kafka, Mann, Grass, Boell, Frisch). Prerequisite: at least three 300-level courses or permission of instructor.

405. The Novelle. (Fa) [3] H

Study of a distinctive genre of German literature. The focus of the course will be on examples from the 19th century (Romanticism to Thomas Mann). Authors studied: Tieck, Hoffmann, Eichendorff, Kleist, Keller, Storm, Mann. Prerequisite: at least three 300-level courses or permission of instructor.

407. Poetry. (Sp) [3] H

Study of poetics and major poets from Classicism to the present. A major focus of the course will be on Goethe and Romanticism. Other authors studied: Hölderlin, Eichendorff, Heine, George, Morgenstern, Benn. Prerequisite: at least three 300-level courses or permission of instructor.

409. Special Topics. (Fa or Sp) [3] H

Intensive study of some aspect or theme of German literature, culture or society.

486. Senior Seminar. (Sp) [3]

Designed to provide an integrative experience of German studies by focusing on a particular period, genre, theme. Students will be assigned individual research topics and present their results orally and in writing at the end of the course.

495-496. Honors Tutorial. (Fa-Sp) [3-6, 3-6]

training in Greek or Latin from high school who place into Greek or Latin 201 or directly into the advanced reading courses (Greek or Latin 211 and higher) will usually take the advanced reading courses for more than one unit.

For students who concentrate in Greek.

2. Three hours of study in courses on Greek culture from GRS 211, 221, 231, 305; Theater 280; or Philosophy 401.

3. Three hours of study in courses on Roman culture from Latin 101, 102, 201 (or higher); GRS 212, 222, 232, 305; Art 231, 321; or Philosophy 201.

For students who concentrate in Latin.

2. Three hours of study in courses on Roman culture from GRS 212, 222, 232, 305.

3. Three hours of study in courses on Greek culture from) from Greek 101, 102, 201 (or higher); GRS 211, 221, 231, 305; Theater 280; Philosophy 401; Art 231, 321; or Philosophy 201.

GRS 241 and 242 may count either as a course on Greek culture or Roman culture but not both.

Honors in Greek and Roman Studies

Honors is awarded to those who distinguish themselves as exceptional students of ancient Greece and Rome. The honors project described below must be approved by the Individualized Studies Committee. Preparation for the project should begin no later than the spring semester of a candidate's junior year. In addition to fulfill-

ty (GRS 241-242) will provide students, especially majors in the humanities, social sciences and religion, with an introduction to the social and religious conventions of ancient Greece and Rome which continue to influence the beliefs and institutions of modern societies.

The advanced reading components listed in Greek and Latin (courses numbered 211 and above) are designed to accompany courses listed under the Greek and Roman Studies section. The number of the reading component will correspond to the number of the GRS course. For these courses, the students and instructor will develop collaboratively a schedule of readings depending on the direction and focus of the course. Under the designation Greek 315 and Latin 315 will appear reading components that are offered in conjunction with courses in other disciplines. Students of Greek and Latin may take the language components independently of the corresponding courses in GRS and other programs. Course offerings are subject to change. For the latest information, visit the GRS website at www.classics.rhodes.edu.

COURSE OFFERINGS

211. Myth and Community in Ancient Greece in Rome. (Fa) [3] H

A study of mythoi from ancient Greece and Rome as transmitted in a variety of multiforms through works of literature, art, and architecture. This course aims to familiarize students with a set of Greek and Roman myths, discuss how myths shape human lives and perceptions, and present three interpretive traditions: the myth and ritual school (Fraser, Harrison, Murray), the psychoanalysts (Freud, Jung, Campbell), and the structuralists (Lévi-Strauss, Burkert). Sources for the study range from the Iliad and the iconography of Greek vase painting to Ovid's *Fasti* and Augustus' *Ara Pacis*. (Course offered every fourth year; Scheduled for 2003-2004.)

212. Literature of the Roman World (Sp) [3] H

A survey of Roman literature from the earliest works shaped by Greek models to late antiquity and the classical tradition. The material will be organized thematically, and themes may vary by year. Possible themes include: love and gender, the individual and the state, nature and society. Readings cover several genres, including epic and lyric poetry, the novel, drama, and biography. (Course offered every fourth year; scheduled for 2003-2004.)

221. History of Greece. (Fa) [3] H

A survey of Greek history in three parts: the prehistorical Minoan and Mycenaean societies of the Bronze Age, the rise and evolution of the Greek city-states from the Archaic Period to the rise of Macedonia, and the Hellenistic Period from the conquests of Alexander the Great to the collapse and annexation of Macedonia by the Roman Empire in 146 BE. (Course offered every fourth year; scheduled for 2001-2002.)

222. History of Rome. (Sp) [3] H

A survey of Roman history from Bronze Age Italy to the reign of Constantine. Students will encounter leading historical figures from Rome through their own writings and the perspectives of artists, contemporary historians, and later biographers. Readings will include the *Commentaries on the Civil War* by Caesar, the political speeches of Cicero, the political poetry of Catullus, Horace, Virgil, Ovid, and Lucan, the historical writings of Polybius, Sallust, Livy, and Tacitus, and the biographical treatises of Plutarch and Suetonius. (Course offered every fourth year; scheduled for 2001-2002.)

231. Athenian Society and the Dramatic Festivals of Dionysus. (Sp) [3] H

A study of Athenian society in the fifth and early fourth centuries BCE as reflected in the festivals of Dionysus. While focusing primarily on the City Dionysia, the largest and most significant of the festivals, during which native Athenians, resident foreigners, and visitors from around the Mediterranean experienced the dramatic works of the major Athenian tragedians and comic playwrights, the course will introduce students to the cultic, economic, political, and artistic nature of the City Dionysia and enable them to study the plays of Aeschylus, Sophocles, Euripides, and Aristophanes within their social, political, and cultural context. (Course offered every fourth year; scheduled for 2004-2005.)

232. The Romans and their City. (Sp) [3] H

This course serves as an introduction to the topography of the ancient city of Rome, surveying major public works as well as the arrangement of private architecture in the city. Additionally the course explores the relationship of that arrangement to Roman culture by reviewing important historical events and common social practices that occurred in those spaces. Ultimately the course investigates how Roman mores affected the topography of their city and conversely, how the site of the city influenced those same mores. Students will read works by major Roman authors such as Cicero, Plautus, Frontinus, and Martial. (Course offered every fourth year; scheduled for 2004-2005.)

241. The Archaeology of Ancient Greece and Rome. (Fa) [3] H

Beginning with a survey of Neolithic settlements and concluding with an overview of the artistic and architectural accomplishments of Late Antiquity, this course will provide students with an introduction to the material culture of ancient Greece and Rome. Students will study examples from each of the major categories of artifacts and gain a familiarity with techniques used by scholars to establish a chronology of cultural development. Students will also apply methods of formal and spatial analysis to pose questions about the activities of the Greeks and Romans and offer interpretations of the material record. (Course offered every fourth year; scheduled for 2002-2003.)

242. Serving Gods: Graeco-Roman Religions (Sp) [3] H

This course will use documents and material artifacts to reconstruct the beliefs and rituals of the traditional religions of Greece and Rome. The approach will focus on particular shared aspects of the sacred among the Greeks and Romans. Topics will include Graeco-Roman theology, sacrifice and its interpretation, hero cult, the afterlife, oracles and forms of prophecy, maintenance of sanctuaries, philosophical religion and emperor worship. This survey will culminate in an investigation of the confrontation between the mystery cults, such as Mithraism and Christianity, and the traditional Graeco-Roman cults. The sources of conflict between these world views will be discussed as well as the shared heritage of Christianity and ancient paganism. (Course offered every fourth year; scheduled for 2002-2003.)

253. Archaeology of Western Asia Minor. (Sp) [1]

This inter-institutional collaborative course, organized by Sunoikisis, a collaborative initiative in classics among the institutions of the Associated Colleges of the South, prepares students to participate in the excavation and survey at Hacimusalar in the Elmali Plain of southwestern Turkey. This course introduces the theory and methods of archaeological field work with emphasis on the faunal, ceramic, epigraphic, architectural, geophysical, and paleoenvironmental record at the site.

Students will also learn about the history of Lycia, the sculpture of western Asia Minor, and the technological infrastructure that serves the needs and goals of the project. Specifically designed for students who will work in Turkey, the course features weekly webcasts, on-line readings and discussion, and the opportunity to work with actual data from the excavation. Those interested in taking this course must obtain the approval of the instructor.

305. Travel-Study in Greece. (Summer) [3] F

An intensive introduction to the material culture of ancient Greece. Through vis-

221. Reading Component. (Fa) [1-3]

Reading from the historians (generally Herodotus I or selections from Thucydides I and II).

222. Reading Component. (Sp) [1-3]

Reading from historical and biographical texts written in Greek during the Late Republic and Principate (generally Appian's *Civil Wars*)

to work on their aural-oral proficiency. Students will meet in three class sessions scheduled on Mondays, Wednesdays, and Fridays, as well as in a fourth tutorial session on Tuesdays or Thursdays, which will focus on reading authentic texts at sight.

211. Reading Component. (Fa) [1-3]

Reading from Vergil (generally from Aeneid I, II, IV, VI, VIII, or XII or Livy (*Ab urbe condita* I).

212. Reading Component. (Sp) [1-3]

Reading selected from a range of possible Latin authors, including Plautus, Terence, Catullus, Vergil, Ovid, Propertius, Tibullus, Horace, Cicero, Sallust, Livy, Tacitus, Petronius, and Juvenal.

221. Reading Component. (Fa) [1-3]

Reading from sources written in Latin concerning the history of ancient Greece (generally selections from Quintus Curtius Rufus's *History of Alexander the Great* or Cornelius Nepos's *De viris illustribus* or Livy's *Ab urbe condita*).

222. Reading Component. (Sp) [1-3]

Reading of significance for the study of Roman history (generally from prose authors, including Caesar, Cicero, Sallust, Livy, Tacitus, Petronius, or Suetonius).

232. Latin in Rome (Summer) [3] H

An intensive reading course examining works of Latin literature pertinent to the study of the topography of Rome. Selections are taken from Roman historians, poets, orators, and inscriptions. Class meetings are held in the city of Rome. The sites described in the primary literature are visited and analyzed; inscriptions will be reviewed in situ where possible, and the textual tradition studied through available manuscripts.

241. Reading Component. (Fa) [1-3]

Reading from sources concerning the material culture of the ancient Greeks and Romans (generally from Pliny's *Naturalis historia* and Vitruvius's *De architectura*).

242. Reading Component. (Sp) [1-3]

Reading selections significant for the study of Graeco-Roman religion and early Christianity. Readings will generally be chosen from one or more of the following: Lucretius, Cicero's *De natura deorum* or *De divinatione*, Ovid's *Fasti*, Apuleius's *Metamorphoses*, the *Acta Martyrum*, or a treatise of the Christian fathers.

315. Reading Component. (Fa-Sp) [1-3]

Students may take reading components in conjunction with selected courses in search, theater, art, philosophy, humanities, English, history, and religious studies.

393. Literature of the Neronian Period (Fa) [3]

This inter-institutional collaborative course, organized by Sunoikisis, a collaborative initiative in classics among the institutions of the Associated Colleges of the South, explores the literature of the early Roman Empire, with a particular emphasis on the works of authors who were active during the period of Nero's reign. These authors include Seneca, Lucan, and Petronius. Students will participate in a weekly webcast lecture, an on-line discussion moderated by participating faculty members, and weekly tutorials with faculty members at Rhodes. This course is specifically

REQUIREMENTS FOR A MAJOR IN RUSSIAN STUDIES

A total of thirty-one (31) credit hours as follows:

1. Russian 301-302
2. Russian 205, 212, 306
3. Russian 210 or 214
4. Russian 410, 486
5. One course in Russian history approved by program coordinator
6. International Studies 221,333

Recommended courses (these do not count toward the 31 hours needed for the major): Russian 310 (Business Russian), Economics 222 (Classical and Marxian Political Economy), Philosophy 415 (Existentialism), and Music 120 (Musical Heritage of Russia and Eastern Europe). Majors are encouraged to spend at least one semester studying in Russia.

REQUIREMENTS FOR A MINOR IN RUSSIAN STUDIES

A total of sixteen (16) credit hours as follows:

1. Russian 301, 302, 410
2. Russian 306
3. Two of the following: Russian 205, 210, 212, 214

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

PROGRAMS ABROAD

Rhodes College maintains a close relationship with the Gornyi Institute in St. Petersburg, where the Russian Studies Program's Maymester takes place. Students interested in the Maymester can take either Russian language training there or two courses taught in English (i.e., no prior knowledge of Russian is required for participation in the Maymester). In addition, students studying Russian can spend a

210. Soviet/Russian Film. (Sp) [3] H

Introduction to the ideological and aesthetic forces that have shaped the development of Soviet/Russian film, with particular attention to various film theories. Films of various directors, such as Eisenstein, Chukhrai, Daneliia, Tarkovsky, and Mikhalkov will be studied. All films are subtitled; course is taught in English and cross-listed with English 382 (Course offered in alternate years; scheduled for 2001-2002.)

212. Masterpieces of Russian Literature in Translation. (Fa) [3] H

Reading of representative works by major Russian writers of the nineteenth century (including Pushkin, Goncharov, Turgenev, Tolstoy, and Dostoevsky) and screening of film adaptations of these works. All works are read in translation; all films are in Russian, with English subtitles. (Course offered in alternate years; scheduled for 2002-2003.)

214. Dostoevsky in Literature and Film (Sp) [3] H

In the course we will explore selected works by Dostoevsky in the context of the rise of the Russian novel, and view and analyze some filmic adaptations of his works. We will concentrate on the major literary, philosophical, and religious issues Dostoevsky raises in his prose, as well as consider questions relating to filmic reworkings of masterpieces in written form. Among other works we will read and view "White Nights," *The Idiot*, *The Brothers Karamazov*, and "Uncle's Dream." All works are read in translation. (Course offered in alternate years; scheduled for 2002-2003.)

301-302. Advanced Russian. (Fa, Sp) [3-3]

Advanced grammar, with greater emphasis on the refinement of conversation and composition skills. Discussion of topics related to contemporary life in Russia. Prerequisite: Russian 201-202 or equivalent.

306. Phonetics. (Sp) [1]

Practice in Russian sounds, especially those that tend to be problematic for a non-native speaker. Emphasis on specific phonetic phenomena, such as palatalization and assimilation of consonants, and reduction of unstressed vowels. Examination of word stress, sentence-level stress, and intonation patterns. Course should be taken as early as possible in the study of Russian, but must be taken as a co-requisite with Russian 301.

310. Business Russian. (Sp) [1]

The course is designed to train students in speaking about, writing, and reading different kinds of business or other official documents. Materials deal with law, education, anthropology, sociology, history, economics and politics, and will be presented in a cultural context. Prerequisite: Russian 201.

410. Stylistics. (Fa) [3]

Explorations of different prose styles in Russian, including literary, official, scientific, and political. Course conducted in Russian. Prerequisite: Russian 302 or equivalent.

486. Senior Seminar. (Sp) [3]

Students will be assigned individual research topics appropriate for their interests and needs, give weekly progress reports, which will involve analytical discussion, and present their results orally and in writing at the end of the course. Special attention will be given to assigned readings from the Russian press and from Russian literature.

495-496. Honors Tutorial. (Fa-Sp) [3-6, 3-6]

SPANISH

Courses are offered in the language, civilization, and literature of Spain and Spanish America.

The 100-level and 200-level courses emphasize acquisition of comprehension, speaking, reading, and writing skills in Spanish. An introduction to the civilization

301-302. Advanced Spanish Language and Civilization. (Fa, Sp) [3-3]

A study of the most difficult aspects of the Spanish language with emphasis on the four skills of speaking, understanding, writing, and reading. Special attention is given to the idiomatic character of the language. Text materials deal with civilization and current events. Aural comprehension and oral production are stressed in 301; composition is stressed in 302. 301 and 302 need not be taken in sequence Prerequisite: Spanish 202 or the equivalent.

303. Introduction to Spanish Literature. (Sp) [3] H

Reading and analysis of selected works of Peninsular Spanish literature. Beginning with a brief introduction to Spain's multicultural past, the course will provide students with an overview of the major periods in Spanish cultural and literary history. Prerequisite: Spanish 301 or 302 or permission of instructor

305. Spanish in Madrid. (Summer) [4]

An intensive study of Spanish at Estudio Internacional Sampere in Madrid, Spain, at the advanced level. Prerequisite: two years of college-level Spanish.

306. Introduction to Spanish American Culture and Literature (Fa) [3] H

After an introduction to the pre-Columbian heritage, attention is given to the prose of exploration, the poetry of the viceregal courts, the literature of the wars of independence, the modernista poets of the 19th century, and the new narrative of the 20th century. Prerequisite: Spanish 301 or 302 or permission of instructor.

307. Oral Proficiency Practicum. (Sp) [1]

Discussion of contemporary issues in Spanish-speaking communities with emphasis on improving oral proficiency. Prerequisite: Spanish 301 or 302 or permission of instructor.

309. Spanish in Morelia, Mexico. (Summer) [4]

An intensive study of Spanish at Centro Mexicano Internacional, at the advanced level. Prerequisite: two years of college-level Spanish.

310. Spanish in Memphis [3] H

A course in which students read and analyze texts pertaining to the U.S. Hispanic experience as they work with agencies that provide services in the Hispanic Community of Memphis.

320. Spanish American Drama. [3] H

A study of the works of Spanish American dramatists from the colonial era to the present. Prerequisite: Spanish 301 or 302 or permission of instructor.

330. Spanish American Poetry [3] H

A study of the major movements and representatives of Spanish American Poetry, from pre-Columbian era to the 20th Century.

340. Latin American Colonial Literature (Fa) [3] H

A survey course centered on the literary manifestations of Latin America during the Colonial period. Some of the main authors that will be studied are Cristobal Colón, Hernán Cortés, Bartolomé de las Casas, Inca Garcilaso de la Vega and Sor Juana Inés de la Cruz. Prerequisite: Spanish 301 or 302, or permission of the instructor. (Course scheduled for 2001-2002.)

350. Short Fiction by Spanish Women Writers (Fa) [3] H

Aims to raise and examine issues associated with women's literary expression through the study of short works by some of the most prominent Spanish writers of the last two centuries. Questions of marginality (as related to gender, language and (culture), feminine sexuality and creativity, and the challenge of writing under the watchful eye of state censors will be addressed. Spanish 301 or 302 or permission of instructor. (Course scheduled for 2001-2002.)

360. Gender In Spanish American Literature. (Sp) [3] H

A study of gender in women and men writers. Topical units composed of texts representing various genres, regions, and periods. Prerequisite: Spanish 301 or 302 or permission of instructor.

365. Special Topics in Spanish. (Fa, Sp) [3]

Emphasis on a particular genre or the literature of a specific Hispanic nation. Prerequisite: Spanish 301 or 302 or permission of instructor.

370. Contemporary Argentine Literature. (Fa) [3] H

A study of contemporary Argentine literature including the short story, novel and theatre. Prerequisite: Spanish 301 or 302 or permission of instructor.

390. Introduction to Hispanic Linguistics (Sp) [3] H

A general overview of the main topics of Hispanic linguistics. Theoretical description, succinct history and dialectal configuration of the Spanish language. Prerequisite: Spanish 301 or 301 or permission of the instructor.

395.Spanish Medieval Masterpieces (Fa) [3] H

A survey course of the literary manifestations of Spain during the Middle Ages. Some of the main texts that will be studied are *Poema de Mio Cid*, *Milagros de Nuestra Señora*, *Libro de buen amor* and *La Celestina*. Spanish 301 or 302 or permission of instructor. (Course scheduled for 2001-2002.)

405. The Literature of Mexico after 1911. (Fa) [3] H

A study of major Mexican writers of the 20th century, including works by Juan Rufo, Rosario Castellanos, Elena Garro, Carlos Fuentes, and Octavio Paz. Prerequisite: Spanish 301 or 302 or permission of instructor.

406. The Contemporary Novel of Spanish America. (Fa) [3] H

A study of major novelists since 1950, including works by Isabel Allende, Mario Vargas Llosa, and Gabriel García Márquez. Prerequisite: Spanish 301 or 302 or permission of instructor.

408. The Spanish American Short Story. (Fa) [3] H

A study of Spanish American short story writers, including works by Jorge Luis Borges, Isabel Allende, Luisa Valenzuela, Julio Cortázar, and Horacio Quiroga. Prerequisite: Spanish 301 or 302 or permission of instructor.

410. Modern Spain: From Enlightenment to Realism. (Fa) [3] H

This course aims to give the student an overview of the literary development of Spain during the 18th and 19th centuries. Emphasis is given to the main cultural and literary movements: Enlightenment, Romanticism and Realism. Prerequisite: Spanish 301 or 302 or permission of instructor.

412-413. Twentieth-Century Spain. (Fa, Sp) [3-3] H

The Generation of 1898; the literature of the Civil War, the Franco era and early fruits of the new democracy. Prerequisite: Spanish 301 or 302 or permission of instructor.

421-422. The Golden Ages. (Fa,Sp) [3-3] H

The first semester of this sequence focuses on 16th century poetry and 16th and 17th century prose, with a particular emphasis on Cervantes. The second semester focuses on 17th century poetry and representative plays by the major dramatists of the 16th and 17th centuries. Prerequisite: Spanish 301 or 302 or permission of instructor.

486. Senior Seminar. (Sp) [3]

An overview of major topics of Hispanic literature and culture.

495-496. Honors Tutorial. (Fa, Sp) [3-6, 3-6]

GEOLOGY

PART-TIME INSTRUCTOR

Carol L. Ekstrom. B.S., Beloit College; M.S., George Washington University.
(Department of Physics, Geology.)

No major or minor is offered in Geology. An Earth System Science minor is described in the section on Interdisciplinary Study.

Geology is the basic science of the earth: its materials, its energy, and its complex interactions with the atmosphere, hydrosphere and biosphere that occur through time. The courses are designed to increase the students awareness and appreciation of their physical environment. An understanding of the dynamics of the earth is important for the future design of our society.

COURSE OFFERINGS

111-111L. Introduction to Earth System Science. (Fa) [3-1] N

HISTORY

PROFESSOR

Douglas W. Hatfield. *The J. J. McComb Professor of History.* B.A., Baylor University; M.A. and Ph.D., University of Kentucky. (Modern Europe, German history.)

ASSOCIATE PROFESSORS

Michael R. Drompp. *Chair.* B.A., M.A., Ph.D., Indiana University. (East Asian history, China and Japan, Inner Asian history.)

James C. Lanier. B.A., Stetson University; M.A. and Ph.D., Emory University.

For a broadly based liberal arts education, the student may follow departmental requirements, emphasizing both geographic and chronological diversity.

For teaching history at the secondary level, the student should stress advanced courses in United States history. The chair of the Department of Education can provide additional information on appropriate courses for state certification.

As preparation for graduate work in history, the student should concentrate on upper level research courses.

HONORS IN HISTORY

1. Completion of all requirements for a Bachelor of Arts degree in History and a minimum grade point average of 3.50.
2. Completion of the two-term tutorial sequence History 495-496.
3. Completion of a major research project, culminating in a research paper and an oral presentation. The topic of research is to be selected by the student in conjunction with a member of the department. The student usually begins preparing a proposal in the spring of the junior year. Approval of the honors proposal and the final honors project by the Department of History and the Individualized Studies Committee is required.

COURSE OFFERINGS**101. Introduction to Historical Investigation. (Fa, Sp) [3] H**

This course is intended primarily for students considering a major or minor in History. The purpose of the course is to introduce students to the experience of how historians do history. Although centered around a specific topic, each seminar will address issues of methodology, historiography, and the use of primary sources. Written work will be emphasized. (Enrollment in 101 is normally limited to first-year students and sophomores.) Possible topics for History 101 include: The Impact of the Norman Conquest, Why Hitler?, The Mind of the South, Post-World War II United States, and Learning and Life at Rhodes: An Oral History.

205. Selected Introductory Topics in History. (Fa, Sp) [3] H

Introduction to selected periods and topics in history. Varies with instructor. May be repeated for credit when topics vary. Not offered every year.

211. Ancient Mediterranean Worlds. (Sp) [3] H

This course traces the development of five early civilizations that centered around the Mediterranean basin. It begins around 3000 BCE with the Egyptians and Mesopotamians, considers the histories of the Hebrews and Greeks, and ends with the collapse of the Roman Empire. The course's emphasis is on environmental influences, the development of cultural, social, and political institutions, and the migrations and interactions of peoples. (Course offered in alternate years; scheduled for 2001-2002.)

212. Medieval Europe. (Fa) [3] H

This course examines the transition from the world of late antiquity to that of the European Middle Ages, from the collapse of the Roman Empire through the eleventh century. Lectures will focus on the medieval "braid" of Roman tradition, Christianity and Germanic custom. Topics will include patterns of migration, the Christianization of Europe, the development of social and political institutions, the conflicts between church and state, and the urban revival of the eleventh century. (Course offered in alternate years; scheduled for 2002-2003.)

213. Renaissance and Reformation Europe. (Fa) [3] H

This course begins by examining the changes, as well as the medieval carry-overs, that brought about the period we know as the Renaissance. We will look at the effects of impersonal forces such as climate change and epidemics, the impact of the discovery of the Americas, and a new understanding of human capabilities. Then we turn to a survey of the intellectual movements and of the religious, social, and political characteristics of European history from 1500 (the coming of the Reformation) to 1714 (the height of French power under Louis XIV). The emphasis will fall upon

those changes that prepared society for the transition to what we now consider the “modern” world. (Course offered in alternate years; scheduled for 2001-2002.)

215. Enlightenment, Despotism, and Revolution: Europe, 1714-1815. (Fa) [3] H

This course surveys the development of the Old Regime in the eighteenth century and seeks to interpret the social, economic, and intellectual forces that tended to undermine it, with particular reference to the roles of the “enlightened despots.” It examines the overthrow of the Old Regime in France and then the rise and fall of the Napoleonic system in Europe.

216. Industrialism, Nationalism, and Imperialism: Europe, 1815-1914. (Fa) [3] H

This course examines the impact of industrialization on the social, political, and intellectual life of Europe. The combination of nationalist idealism and the realism of state power that produced the unifications of Italy and Germany will be critically examined. The course will also examine the nationalist and imperialist rivalries that drove the European states to the brink of war after the turn of the century.

217. Total War, Cold War, and Beyond: Europe since 1914. (Fa or Sp) [3] H

This course focuses on the impact of the two world wars of the twentieth century and the transformation of European life in all its dimensions: political, social, economic, cultural, intellectual, and religious. The course will conclude with a survey of the attempts by the European countries and peoples to reconstitute their lives in a world they could no longer dominate.

224. British Empire and Commonwealth. (Fa) [3] H

This course introduces some of the major developments of the British Empire in the period from 1713 to 1970. Emphasis will be on the empire’s role in Britain’s rise and fall as a world power, on the empire’s impact on Britain’s domestic political and economic structures, and on Britain’s impact on its colonies and possessions. (Course offered in alternate years; scheduled for 2001-2002.)

231. North America in the Colonial and Revolutionary Eras. (Fa, Sp) [3] H

This course investigates British, French, Spanish, African, and Native American encounters in North America from the Age of Exploration through the early political development of the United States. Major themes may include the tensions between individual and community interests, the origins and development of slavery, and the emergence of capitalism and popular sovereignty.

232. The United States in the Nineteenth Century. (Fa, Sp) [3] H

This course examines major social, political, cultural, and economic changes in the nineteenth century, including territorial expansion, reform movements, the Civil War, Reconstruction, and industrialization. Major themes may include the rise and decline of sectionalism, transformations in gender and race relations, and contests over political participation.

233. The United States in the Twentieth Century. (Fa, Sp) [3] H

This course investigates major social, political, cultural, and economic changes in the twentieth century, from Progressivism through the end of the Cold War. Major themes may include the effects of world war and economic depression on society, the United States’ changing role in the global community, the rise and fall of American liberalism, the Vietnam War as watershed, and the emergence of cultural pluralism.

will be placed on the distinctiveness of Southern society and its complex cultural diversity. (Course offered in alternate years; scheduled for 2002-2003.)

252. African-American Work Culture. (Fa) [3] H

The purpose of this course is to attain a fundamental understanding of the diverse experiences of African Americans as workers in the United States. Ranging from slavery to current affirmative action issues, we will examine cultural, political, and economic explanations for why Blacks have historically lagged behind Whites in the workplace. Also, we will discuss ways in which African-American workers responded to their limited job opportunities and inferior social status. (Course offered in alternate years; scheduled for 2001-2002.)

254. Interpreting the American West. (Sp) [3] H

A collaboration between History and Theater Arts, this course will immerse stu-

264. History of Religion in Latin America. (Sp) [3] H

This course examines the history of religion and religious tradition in Latin America, beginning with an analysis of pre-Columbian religious history and study of the imposition of Christianity with the arrival of the Spaniards and Portuguese. Syncretic identity, politics and religion and the recent growth of evangelical Protestantism in Latin America will be some of the major themes addressed. (Course offered in alternate years; scheduled for 2001-2002.)

267. Mexico: From Pre-Columbian Peoples to the Present. (Sp) [3] H

This course focuses on Mexico as a geographic unit and addresses, principally, the social, cultural and economic history of the peoples who have inhabited Mexico. Beginning with an examination of pre-Columbian history, the course moves in a mostly chronological fashion, focusing on the European conquest of Mexico (1519-1521), colonial institutions and actors, nineteenth century independence, politics and instability. The course concludes with an examination of twentieth century revolution (1911 and after), reform and identity. (Course offered in alternate years; scheduled for 2002-2003.)

281. The Origins of Chinese Civilization. (Fa) [3] H

This course examines the foundations and evolution of China's cultural tradition from the prehistoric period to the Song reunification in 960 CE, with emphasis placed on the imperial period (beginning 221 BCE). The themes of change and continuity within the structure of an enduring ideology are supplemented by a multifaceted approach which includes the history of society and the arts. (Course offered in alternate years; scheduled for 2001-2002.)

282. Late Imperial China. (Sp) [3] H

This course examines China's development into a modern nation from the tenth-century Song reunification through foreign conquest, native recovery, and yet another foreign conquest to the creation of the heavily bureaucratized and Confucianized Qing state. It also explores the beginnings of China's encounter with the West which led to the collapse of the traditional Chinese world order. (Course offered in alternate years; scheduled for 2001-2002.)

285. Nomads of Inner Asia. (Fa) [3] H

This course presents a survey of the history of the pastoral nomadic peoples who have inhabited the Eurasian steppe region since early times, with particular attention paid to the creation of nomadic empires and their relations with sedentary neighbors in China, Europe, and the Middle East. The course will focus on the histories of the Scythians, Xiongnu, Huns, Turks, and Mongols.

288. Japanese Civilization. (Fa) [3] H

This course presents an examination of Japan's history and culture from prehistoric times to the mid-nineteenth century. Important themes will include Japan's creation of a unique culture through both isolation and cultural receptivity, the formation and preservation of enduring values, the structure and transformations of Japanese society, and Japan's "cult of aesthetics." (Course offered in alternate years; scheduled for 2002-2003.)

289. East Asia in the Modern World. (Fa) [3] H

This course presents a survey of the modern experiences of five different Asian nations: China, Japan, Mongolia, Korea, and Vietnam. The emphasis will be on the period from World War II to the present, to examine these different countries' expe-

riences with nationalism, world war, civil war, revolution, and modernization along with the tenacity of tradition. The course also will examine the relationships among these nations and their significance in the modern world. (Course offered in alternate years; scheduled for 2002-2003.)

293. Medieval India. (Fa) [3] H

This course explores India from the first Islamic invasions of the late tenth century CE through the death of the last great Mughal emperor, Aurangzeb, in 1707. Emphasis is on political history, especially the distinctly Indian Muslim states that flourished in this period, although attention will also be devoted to religious, intellectual, social and economic developments as well.

294. Modern India. (Sp) [3] H

This course surveys the history of South Asia from the collapse of the Mughal

culminating in Louis IX and Philip the Fair, and examines the “militant miracle” of Joan of Arc and the process of recovery that set France on the road to royal absolutism. Prerequisite: Any History course at the 200 level or permission of the instructor. (Course not offered in 2001-2002.)

318. Medieval Misfits. (Fa) [3] H

This seminar focuses attention on the people most overlooked in regular medieval history classes: the misfits and non-conformists of medieval society – those who, precisely because they were somewhat out of step with their world, sought new solutions or brought about change. Students will examine some of the side issues that influenced the social and economic development of medieval Europe, such as love potions and herbal brews, labor riots, religious fringe groups, and attitudes toward money. Among the not-so-ordinary people discussed will be heretics, witches, moneylenders, magicians, renegade monks, and holy anorexics. Prerequisite: Any History course at the 200 level or permission of the instructor. (Course offered in alternate years; scheduled for 2001-2002.)

343. The Civil Rights Movement. (Fa) [3] H

olutionary one. Beginning with the intrusion of Western powers and the collapse of China's imperial system, the course will then explore the nation's attempts at integration and stabilization in the face of warlordism and invasion. Finally, an important focus will be China's civil war and the history of the People's Republic to the present day. Prerequisite: Any History course at the 200 level or permission of the instructor. (Course offered in alternate years; scheduled for 2002-2003.)

388. Modern Japan. (Sp) [3] H

This seminar examines Japan's transition from a closed, traditional society through the processes of modernization, imperial expansion, defeat and occupation to its postwar recovery and emergence as a global economic power. Particular empha-

Students function as research assistants, community planning workers, and policy analysts under the program. Contact the department chair for more information.

First year students should take introductory classes in the discipline from which they will be selecting their electives. First year students considering Urban Studies as a major should register with the Chair for the mailing list for the Urban Studies Colloquium.

REQUIREMENTS FOR A MAJOR IN URBAN STUDIES

A total of forty (40) credit hours as follows:

1. Political Science 200: Urban Politics
2. Political Science 316: Urban Policy
3. Anthropology/Sociology 206: Social Problems
4. History 252: African-American Work Culture
5. Two courses of Urban Studies 460: Internship in Urban Studies
6. Urban Studies 485: Senior Seminar in Urban Studies
7. One course in research methods selected from the following: Anthropology/Sociology 261, Political Science 270, or International Studies 350.
8. Eighteen hours of urban-related courses from the following list with at least

Education 201: Foundations of Education
 Political Science 161: Contemporary Issues in Public Policy
 Political Science 200: Urban Politics
 Political Science 230: Black Politics
 Political Science 316: Urban Policy
 Political Science 385: Criminal Justice
 Political Science 420: Seminar in Urban Policy
 History 242: African-American History
 History 243: Slavery in the United States
 History 244: History of Childhood in America
 History 247: The American South
 History 252: African-American Work Culture
 History 258: American Traditions of Service, Philanthropy, and Social Change
 History 267: Mexico: From Pre-Columbian Peoples to the Present
 History 305: Selected Advanced Topics in History*
 History 343: The Civil Rights Movement
 International Studies 250: Mexican Politics and Society in the 20th Century
 Psychology 229: Developmental Psychology: Infancy and Childhood
 Psychology 303: Psychology of Health
 Psychology 304: Abnormal Psychology
 Psychology 311: Counseling Psychology
 Religious Studies 232: Social Issues in Ethical and Religious Perspectives: Hunger, Plenty and Justice
 Religious Studies 258: Religion in America: African American Religious History*
 Urban Studies 350: Topics in Sociopolitical Relations
 Urban Studies 351: Topics in Urban Public Policy
 Urban Studies 450: Washington Semester (three classes can be used as electives and one class can be used as an internship, depending upon urban content)
 Urban Studies 460: Internship in Urban Studies
 Urban Studies 462: Practicum in Urban Studies

COURSE OFFERINGS

Urban Studies 350. Topics in Sociopolitical Relations. (Fa, Sp)[3]

A course based on specialized topics in the social and political area of urban studies; possible topics include urban social problems, black politics, and welfare policies. No prerequisites; course may be repeated.

Urban Studies 351. Topics in Urban Public Policy. (Fa,Sp)[3]

A course based on specialized topics in urban management and urban policy; possible topics such as urban health systems, urban planning and urban environmental analysis. No prerequisites; course may be repeated.

The courses integrate traditional academic work in Urban Studies with practical internship experience. Prerequisite: Two courses in Urban Studies or Urban Studies electives. (Education 450 may be used to satisfy Urban Studies 461.)

Urban Studies 462. Practicum in Urban Studies. (Fa,Sp)[3]

Direct application of class work to an urban problem or issue through field work in an urban institution; development of a research or policy design before field activity; involvement of student, faculty sponsor and community agency sponsor. Prerequisite: three courses in Urban Studies or Urban Studies electives.

Urban Studies 485. Senior Seminar in Urban Studies. (Sp)[3]

An investigation of subject areas in the discipline of Urban Studies which involves research collaboration between students and faculty.

LATIN AMERICAN STUDIES

published in the Proceedings of the Symposium. Additionally, the Latin American studies faculty work to promote on-campus cultural activities, including speakers, films, music, and other events thematically related to Latin America. The Office of Career Services helps students identify options and job opportunities in the area of Latin American Studies.

Finally, students have the opportunity to apply for the Five-Year Cooperative Degree Program between Rhodes and the Center for Latin American Studies (CLAS) of Georgetown University. The agreement allows qualified Latin American Studies majors who have demonstrated an interest and competence in Latin American studies to complete a master's degree within two semesters and a summer (one year) at Georgetown University. Students are guaranteed admission to Georgetown if they meet the minimum cumulative GPA of 3.50.

REQUIREMENTS FOR A MAJOR IN LATIN AMERICAN STUDIES

A total of forty-five (45) credit hours as follows:

1. Each of the nine following courses:

Anthropology/Sociology 103: Introduction to Anthropology **or** 105:

Introduction to Sociology

History 261: Colonial Latin American

History 262: Modern Latin America

International Studies 200: Introduction to Comparative Politics

International Studies 273: Latin American Politics and Society

Anthropology/Sociology 335: Modernization and Cultural Change
 or 346: Peoples of South America
 History 264: Colonial Latin American Survey
 History 267: Modern Latin America
 International Studies 200: Introduction to Comparative Politics
 International Studies 273: Latin American Politics and Society
 International Studies 274: Issues in US-Latin American Relations
 Spanish 306: Introduction to Latin American Culture and Literature

COURSE OFFERINGS

485. Senior Seminar. (Fa) [3]

Senior Seminar is an interdisciplinary research project from the following departments: Anthropology/Sociology; History; International Studies; Foreign Languages (Spanish). Students must combine two disciplines in their research and work under the supervision of the faculty from the departments who are also members of the Latin American Studies Committee.

AMERICAN STUDIES

Committee:

James C. Lanier, Department of History, *Chair*
Marshall Boswell, Department of English
Dorothy C. Garceau, Department of History
John Hilgart, Department of English
Timothy S. Huebner, Department of History
David P. McCarthy, Department of Art
Patrick A. Shade, Department of Philosophy
Russell Wigginton, Department of History
Stephen H. Wirls, Department of Political Science

The program in American Studies is designed to enable students to broaden their understanding of the United States. Courses in many different departments examine facets of American culture. Participation in American Studies allows students to draw upon what they have learned in separate disciplines to develop a more integrated knowledge of American culture. Specific efforts are made to bring together insights from the social sciences, the humanities, and the fine arts.

Students who choose American Studies as a minor field are challenged to understand the culture in which they live and to formulate their own responses to it. They explore the diversity of American culture by considering the roles which race, class, gender, and region play in shaping experience. Students are asked to think comparatively, to consider what American culture has in common with other developed societies and to contrast its patterns with those of traditional societies. Throughout the program, the goal is to engage students to understand their own role in American culture-how they have been shaped by it, how they can be creative actors in it, and how they can resolve the numerous value conflicts within it.

REQUIREMENTS FOR A MINOR IN AMERICAN STUDIES

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

1. American Studies 200 or American Studies 300
2. Four courses from at least two departments chosen from the following courses with an American Studies approach:

- a. English 225: Southern Literature
English 360: American Literature to 1880
English 361: American Literature 1875-1945
English 364: Black Writers in America
 - b. History 242: African-American History
History 245: Women in United States History
History 247: The American South
History 254: Interpreting the American West
History 257: American Intellectual History: The Twentieth Century
 - c. Philosophy 370: American Philosophy
 - d. Political Science 212: American Political Thought
 - e. Religious Studies 251: Religion in America
3. Three additional courses from Group 2 or from the following courses:
- a. Anthropology/Sociology 206: Social Problems
 - b. Art 334: American Art
Art 344: Modern Art III
Art 345: Contemporary Art
 - c. Economics 201: Money and Banking
Economics 205: Public Economics
Economics 206: Industrial Organization and Government Regulation of Business
 - d. English 220: Women and Literature (when subject is American)
English 241: History and Criticism of American Cinema
English 265: Special Topics (when subject is American)
English 373: Developments in Contemporary Literature (when subject is American)
English 381: Topics in Film (when subject is American)
English 385: Topics in Advanced Literary Study (when subject is American)
 - e. History 101: Introduction to Historical Investigation (when subject is American)
History 231: North America in the Colonial and Revolutionary Eras
History 232: The United States in the Nineteenth Century
History 233: The United States in the Twentieth Century
History 241: Native America and American History
History 244: History of Childhood in America
History 252: African-American Work Culture
History 258. American Traditions of Service, Philanthropy, and Social Change
 - f. International Studies 371: U. S. Foreign Policy
International Studies 372: Contemporary U. S. Foreign Policy
 - g. Music 118: Black Music in America
 - h. Philosophy 250: Topics in Philosophy (when subject is American)
 - i. Political Science 151: United States Politics
Political Science 200: Urban Politics
Political Science 230: Black Politics
Political Science 260: Congress and the Political Process
Political Science 301-302: Constitutional Law and Politics
Political Science 340: The American Presidency
 - j. Religious Studies 211: Contemporary Theology (when subject is American)
Religious Studies 232: Social Issues in Ethical and Religious Perspective (when subject is American)

Religious Studies 300: Selected Topics (when subject is American)

ed inquiry if approved by the Asian Studies Committee. Courses currently being offered which meet this requirement are:

Humanities

- Chinese 205: Chinese Culture through Literature
- Chinese 210: Chinese Literary Heritage
- History 281: The Origins of Chinese Civilization
- History 282: Late Imperial China
- History 285: Nomads of Inner Asia
- History 288: Japanese Civilization
- History 289: East Asia in the Modern World
- History 293: Medieval India
- History 294: Modern India
- History 382: Modern China
- History 388: Modern Japan
- Religion 255: Living Religions of Today's World (when topic centers on Asia)
- Religion 258: Topics in History of Religions (when topic centers on Asia)

Social Sciences

- Economics 212: Economic Development (when topic centers on Asia)
- International Studies 261: Government and Politics of China
- International Studies 262: China's Foreign Policy
- International Studies 263: Government and Politics of Japan
- International Studies 264: Government and Politics of Southeast Asia
- International Studies 285: The East Asia Miracle
- International Studies 395: United States Foreign Policy in East Asia
- International Studies 432: Topics in International Studies (when topic centers on Asia)

COURSE OFFERINGS

150. Asian Societies Past and Present. (Fa) [3]

This introductory, interdisciplinary course takes a thematic approach to important issues in Asian societies. By examining these broad topics, the student will see how each society's past informs its present, and thus will develop a basis for the further study of these societies. Important subjects to be discussed will include the interactions among Asian cultures and the transmission of ideas, the development of Asia's significant religious and philosophical traditions, the inherent tension between nomads and cultivators, and Asian societies' experiences with Western political and economic expansionism.

EARTH SYSTEM SCIENCE

COMMITTEE:

- David H. Kesler, Department of Biology, *Chair*
- Carol L. Ekstrom, Department of Physics (Geology)
- John L. Streete, Department of Physics

Earth System Science is the study of the interactions between the different earth systems, the lithosphere, hydrosphere, atmosphere and biosphere; and the transfer of energy and materials on various scales of time and space. Viewing the earth as interconnected subsystems gives a contextual framework for the study of environmental issues in courses in Geology, Biology, and Physics. A GIS (geographic information

Darlene Loprete, Department of Chemistry
Shira Malkin, Department of Foreign Languages
Robert A. Canfield, Department of English

The Women's Studies Program provides students with the opportunity to examine gender roles and the social construction of gender in historical and contemporary context and to consider women's contributions to society, the arts, and sciences. Women's Studies classes encourage critical analysis of how women have been represented in philosophy, religion, literature, science, and in social and political theory.

REQUIREMENTS FOR A MINOR IN WOMEN'S STUDIES

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

1. Two required core courses to be taken in sequence:
 - a. Women's Studies 200: Introduction to Women's Studies.
 - b. Women's Studies 400: Seminar in Contemporary Feminist Theory.
2. Four courses selected from a list of courses that deal with women's issues offered in various departments. One of these required courses may be satisfied by doing an internship in an appropriate setting or pursuing a directed inquiry in any department on a topic relevant to women's issues. The internship or the directed inquiry must be approved by the Women's Studies Committee. Courses *regularly* being offered which meet this requirement are:

Anthropology/Sociology 209: The Family
 Anthropology/Sociology 310: Gender and Society
 English 220: Topics in Women and Literature
 History 245: Women in United States History
 History 249: History of Southern Women
 Psychology 232: Psychology of Women
 Religious Studies 232: Religion and Sexuality
 Religious Studies 220: Feminist Theology

COURSE OFFERINGS

200. Introduction to Women's Studies. (Fa or Sp) [3] H

An interdisciplinary course designed primarily for first and second year students. This course assists students in formulating questions about gender as it relates to their work in various disciplines across the curriculum.

400. Seminar in Contemporary Feminist Theory. (Fa or Sp) [3]

An interdisciplinary seminar in contemporary feminist thought for third and fourth year students. Students will examine contributions of feminist scholars in political theory, literary criticism, theology, psychology, anthropology, and philosophy.

INTERDISCIPLINARY MAJORS

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

Economics and International Studies

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

1. Economics 101-102, 210, 212, 290, 302, 307, 309, 485-486.
2. Mathematics 115.
3. International Studies 100, 190, 200, 300, 475, plus one two-course sequence.
4. Political Science 151.
5. An appropriate foreign language through completion of the second year.

International Studies/French or German

A total of fifty-one (51) credit hours as follows:

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

Students will be expected to bring their particular emphases to bear in the courses they take. This may mean in a literature course, for example, that students might concentrate on writers who are politically engagés. Conversely, in International Studies, their awareness of literary and cultural traditions will enhance their understanding of certain political dynamics; they will have to use foreign sources for the courses in which papers are required.

History and International Studies

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

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

International Studies and Political Science

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

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

INTERDISCIPLINARY COURSES

HUMANITIES

Basic Requirement In Humanities

role of historical and cultural context in shaping biblical views on theological issues (God, sin and evil, Jesus' significance, e.g.).

Second Semester, First Year: Introduction to the Theological Traditions. (Sp) [3]. This course continues the introduction to the "Life" sequence begun in RS 101 by examining the development of central themes in the Christian theological tradition. The course begins with classical figures (Catholic and Protestant) from early and medieval periods, and follows the impact of modernity on Christian thought. The course concludes with major theological developments in the 20

RS 260: Archaeology and the Biblical World
 RS 265: Archaeology and the Biblical World: Field Work

Philosophy

PHIL 201: Greek and Medieval Philosophy
 PHIL 212: Philosophical Theology
 PHIL 250: Topics in Philosophy
 PHIL 305: Responses to Moral Confusion
 PHIL 318: Metaphysics of the Human Person
 PHIL 320: Medical Ethics
 PHIL 350: Philosophy of Religion
 PHIL 360: Philosophy and the Christian Faith
 PHIL 415: Existentialism

Participating Staff: Professors Armour (Religious Studies), Batey (Religious Studies), Danziger (Religious Studies, part-time), Favazza (Religious Studies), Haynes (Religious Studies), Jordan (Religious Studies, part-time), Kaltner (Religious Studies), Llewellyn (Philosophy), McKenzie (Religious Studies), McLain (Religious Studies), McNary-Zak (Religious Studies), Muesse (Religious Studies), Shade (Philosophy), Streete (Religious Studies), Walsh (Religious Studies).

INTERDISCIPLINARY COURSE OFFERINGS

195. Intercultural Education (Fa,Sp) [1]

The purpose of this course is to provide a theoretical framework to develop cross-cultural literacy and to offer practical opportunities to enhance competent intercultural communication. Topics covered include ethnocentrism, the ways in which culture affects perception and influences behavior, verbal and non-verbal communication, the phenomenon of “culture shock” and the strategies to manage it effectively. In addition to weekly readings, students will be required to keep a journal and to conduct a directed research project based on interviews of inter-cultural informants in the Memphis community. This course meets only the second seven weeks of each semester. Although it is designed for students planning to study abroad, it is open to all students interested in understanding cultural differences.

222. Geographic Information Systems (GIS). (Sp) [1]

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

240. Effective Public Speaking. (Fa) [3]

This course provides students with frequent opportunities to practice oral communication skills. Students study the fundamentals of healthy and efficient voice production, as well as the use of the voice and body as instruments of expression and persuasion. There is also a Service/Learning component in the course.

331. Theory and Practice of Grant Writing. (Fa) [3]

This course is a workshop designed to assist students in the theoretical and practical aspects of writing successful grants for post-graduate scholarships and other

competitive opportunities. Students learn about the various options available, read scholarly literature on grant writing, develop strategies for writing proposals and give and receive criticism on proposals and projects. By the conclusion of the course, students are prepared to compete for national post-graduate scholarships.

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

This course is intended for the student who is pursuing an interdisciplinary, self-designed major. In the event that the student is unable to unify the senior seminar experiences of the departments involved in the major or to take each of the department's senior seminars, the Interdisciplinary Senior Seminar will be utilized to serve as the culminating experience for the major. It is intended to be an experience that will show both a breadth and a depth of knowledge in the integration of the departments, requiring both written and oral work.

INTERNATIONAL STUDIES

PROFESSORS

John F. Copper. *The Stanley J. Buckman Distinguished Professor of International Studies.* B.A., University of Nebraska; M.A., University of Hawaii; Ph.D., University of South Carolina. (East Asia, China and Japan, international politics, international law.)

Andrew A. Michta. *The Mertie Willigar Buckman Professor of International Studies.* B.A., St. Mary's College; M.A., Michigan State University; Ph.D., The Johns Hopkins University. (Eastern and Central Europe, Russia and Soviet successor states, international politics, communism and post-communism, U.S. foreign and security policy.)

ASSOCIATE PROFESSORS

Karl C. Kaltenthaler. *The P.K. Seidman Professor in Political Economy.* B.A., M.A., University of Akron; Ph.D., Washington University. (Western Europe, comparative and international political economy.)

Frank O. Mora. *Chair.* B.A., George Washington University; M.A. and Ph.D., University of Miami. (Latin America, comparative politics, international politics.)

ASSISTANT PROFESSORS

Stephen J. Ceccoli. B.A., Heidelberg College; Ph.D., Washington University. (International Relations, research methods, political economy.)

Quintan Wiktorowicz. B.A., Cornell University; Ph.D., American University. (Comparative Politics, Middle East.)

INSTRUCTOR

Krista Johnson. *The William Randolph Hearst Endowed Teaching Fellow.* B.A., The Johns Hopkins University; Ph.D. candidate, Northwestern University. (African politics and society, comparative politics.)

The Department of International Studies at Rhodes is one of the few undergraduate departments of international studies in a liberal arts college. The main objectives of the department are to prepare students, within the framework of a sound liberal arts education, to meet the requirements of leading graduate schools and law schools and to prepare students for careers in international business, journalism, teaching, research, government, and international organizations.

The international studies curriculum affords the student an understanding of international politics, foreign policy making, political development, international law and international organization, defense policy, and the politics and cultures of various countries and regions of the world. Students concentrate in one of two general areas: (1) Area A "Functional Specialization" or (2) Area B "Area Specialization."

The Department offers a number of interdisciplinary majors in cooperation with other departments. These majors include International Studies/Economics; International Studies/Foreign Languages; International Studies/History; and International Studies/Political Science. Other student-designed, interdisciplinary majors can be arranged according to student interests. Students have constructed interdisciplinary majors with Anthropology/Sociology, English, Religious Studies, and other fields.

In addition to regular courses, the Department sponsors Model U.N.—mock United Nations sessions—each year for which students receive credit, and the Great

333: Communism and Post-Communism
 336: Nationalism
 371-372: U.S. Foreign Policy/National Security Policy
 395: U.S. Foreign Policy in East Asia
 420: Revolution in World Politics
 421: Democratization in World Politics
 451-452: International Organization/International Law

Area B Area Specializations

221: Russia/Soviet Successor States
 243-244: The Middle East
 245-246: Africa
 250: Mexican Politics and Society in the 20th Century
 261-262: China/Chinese Foreign Policy
 263-264: Japan/Southeast Asia
 273-274: Latin America
 281-282: Western Europe
 283: Eastern and Central Europe
 285: The East Asia Miracle

Other Courses (these can be either A or B area courses):

133: Model United Nations
 235: Great Decisions
 431-432: Selected Topics in International Studies
 460: Internship in International Studies (1-6 credit hours)
 470: Summer Internship Abroad (Mertie W. Buckman Student Fellowship Program) (1-6 credit hours)

HONORS IN INTERNATIONAL STUDIES

1. Prerequisites: Senior standing, a minimum GPA of 3.50 in all course work. Approval of the department and acceptance of the Honors Project by the Individualized Studies Committee.
2. Required: A project consisting of an intensive research effort, the presentation and refinement of a research design, the writing and rewriting of the senior paper and the ultimate submission and a defense of the paper to the department (including faculty and students).

COURSE OFFERINGS

100. Introduction to International Relations. (Fa,Sp) [3] S

A survey of contemporary international politics. Major topics covered in this course include international political geography, the nation-state, modern diplomacy, international political economy, international law and organization, the East-West conflict, North-South issues, and the evolution of the international system.

133. Model United Nations. (Fa,Sp) [1]

Simulation of United Nations bodies (General Assembly, Security Council, etc.) in a controlled class environment to prepare students for participation in Model United Nations Sessions to which Rhodes College is invited annually. Students engage in detailed topical research on political, economic, and social issues of assigned countries and formulate position papers and resolutions for debate in the simulation. May be repeated for credit (4 credit hours maximum).

190. International Politics since 1945. (Fa,Sp) [3] S

An extensive survey of key world events and trends in the international system

285. The East Asia Miracle. (Sp) [3] S

This course will focus on the development (economic and political) miracles that have taken place in East Asia since WWII. Special attention will be given to change in Japan since the war, the Four Dragons (S. Korea, Taiwan, Hong Kong and Singapore), where economic growth seems to have produced democracy (faster than

350. Research Methods in International Relations. (Fa) [3]

This course examines various tools and methods used in the study of international relations. The formulation and design of research projects will be emphasized. Basic analytical concepts and techniques will also be introduced as students explore various approaches to the study of world politics. Prerequisite: International Studies 300 or permission of the instructor.

371. American Foreign Policy. (Fa) [3] S

This course examines the foreign policy making process in the U.S. and American foreign policy since World War II. Emphasis will be placed on the historical evolution of American foreign policy, the conduct and style of foreign policy making and the contemporary foreign policy establishment. Policy alternatives for specific issues in the present and near future will also be studied. Prerequisite: International Studies 190 or permission of the instructor. (Course offered 2001-2002.)

372. U.S. National Security Policy. (Sp) [3] S

This course examines the evolution of American military power and U.S. national security policy in the twentieth century. Emphasis will be placed on the dynamics of policy formation, the interaction of foreign and defense policy, and the impact of domestic politics and the changing international environment on the policy process. Various strategic theories, assumptions about national security policy, and dilemmas regarding the use of force will also be examined. Prerequisite: International Studies 371 or permission of the instructor. (Course offered 2001-2002.)

395. U.S. Foreign Policy in East Asia. (Sp) [3]

This course will assess U.S. foreign policy toward the countries of East Asia. It will focus on America's traditional role in the Far East, recent wars (Korea and Vietnam), problems in current relations with China and Japan, the NICs, ASEAN and the survival of communism in East Asia, trade and security issues, and human rights. The matter of a Pacific Rim bloc will also be covered. Prerequisite: At least one of the following: I.S. 261, 262, 263, 264, 371, 372, 373 or 374.

420. Revolution in World Politics. (Fa) [3]

This course examines the concept of revolution, the development and processes involved in revolutionary movements, and the consequences and ramifications of revolutionary change. Students will first be familiarized with theoretical frameworks prevalent in the study of revolutions (those of Gurr, Johnson, Skocpol, etc.). Focus will then be on historical case studies, with particular emphasis on the Russian, Chinese, Algerian, Cuban, Vietnamese, and Iranian revolutions, and on the specific role of such contributive factors as human agency, mass mobilization, state breakdown, international dynamics, guerrilla activities, and the prevailing social and cultural environment. Prerequisite: International Studies 200

421. Democratization in World Politics. (Sp) [3]

This course examines thematically as well as empirically the phenomenon of democratization in previously non-democratic countries. It analyzes the general dynamics involved in the causes, processes, and consequences of the move toward modernization, examining the various theoretical frameworks forwarded for the explanation of the phenomenon. Some of the topics discussed will include the role and significance of political culture, the institutional and structural characteristics of the political systems involved, the importance of initiatives by political actors and parties, and the general nature of the events leading to the establishment of a

democratic polity. The course will also focus on various case studies, starting from the re-establishment of democracy in southern Europe in the 1970s to parts of Latin America in the 1980s and various east European nations at the start of the 1990s. Prerequisite: International Studies 420 or permission of the instructor.

431-432. Topics in International Studies. (Fa-Sp) [3-3] S

Concentrated study on issues of special importance in international affairs. This course is arranged to meet particular students' interests or faculty research projects. Topics offered recently have included Soviet-American Arms Control

and economics. It can be used to satisfy requirements in either Area A “Functional Specializations” or Area B “Area Specializations,” of the International Studies curriculum. The Mertie W. Buckman Student Fellowships, which fund the internship, are awarded on a competitive basis and cover all direct expenses associated with the internship, including travel and accommodations abroad.

115. Applied Calculus. (Fa, Sp) [3] N

This one-semester course presents an overview of calculus: limits, the derivative and applications, the definite integral and area, the fundamental theorem of calculus, integration by substitution and by parts, exponential and logarithmic functions, and partial derivatives. This course does not use trigonometry. (Note: Credit cannot be earned for both of Math 115 and Math 121. Math 115 is not adequate preparation for Math 122.)

121. Calculus I. (Fa) [3] N

This is the first course of a rigorous three course calculus sequence: functions, limits, continuity, the derivative, applications of the derivative, and the definite integral. This course does assume a knowledge of trigonometry. (Note: Credit cannot be earned for both of Math 115 and Math 121.)

122. Calculus II. (Fa, Sp) [3] N

A continuation of Math 121: inverse functions, logarithm and exponential functions, techniques of integration, applications of the definite integral, sequences and series, and polar coordinates. (Note: Math 115 is not adequate preparation for Math 122.) Prerequisite: Math 121.

161-162. Discrete Mathematics. (Fa-Sp) [3-3] N

An introduction to principles, applications, and techniques of discrete mathematics. Topics include mathematical logic, proofs, rings, groups, fields and Boolean algebras. Also included are introductions to combinatorics, graph theory, functions, relations, automata and formal languages. Prerequisite for 162: Math 161.

223. Calculus III. (Fa, Sp) [3] N

A continuation of Math 122: vector calculus, functions of several variables, partial derivatives, multiple integrals, line integrals, and Green's theorem. Prerequisite: Math 122.

251. Differential Equations. (Fa) [3] N

The theory, methods, and applications of ordinary differential equations. Topics include existence, uniqueness and other properties of solutions, linear equations, power series and Laplace transform methods, systems of linear equations, and qualitative analysis. Prerequisite: Math 223.

261. Linear Algebra. (Sp) [3] N

Topics include systems of linear equations, matrix algebra, determinants, real and complex vector spaces, linear transformations, eigenvalues and eigenvectors, and diagonalization. Attention is given to proofs. Prerequisite: Math 122.

311-312. Mathematical Statistics and Probability. (Fa-Sp) [3-3] N

Topics include probability spaces, discrete and continuous random variables, independence, expectation, characteristic functions, the Central Limit Theorem, point and interval estimation, hypothesis testing, and regression. Prerequisite for 311: Math 122. Prerequisites for 312: Math 311 and Math 261. (Courses offered in alternate years; scheduled for 2001-2002.)

321-322. Real Analysis. (Fa-Sp) [3-3] N

Topics include the real and complex number systems, metric spaces, sequences

and series, continuity, and differentiation, as well as topics selected from the Riemann and the Riemann-Stieltjes integrals, sequences and series of functions, functions of several real variables, and Lebesgue theory. Emphasis is on careful proof. Prerequisite for 321: Math 261. Prerequisite for 322: Math 321. (Courses offered in alternate years; scheduled for 2002-2003.)

362-363. Abstract Algebra. (Fa-Sp) [3-3] N

An introduction to axiomatic algebraic structures. Topics include groups, subgroups, permutation groups, cyclic groups, normal subgroups, quotient groups, homomorphisms, isomorphisms, rings, integral domains, polynomial rings, ideals, quotient rings, fields, and extension fields. Additional topics may include finite fields, Galois theory, and advanced topics from linear algebra. Prerequisite for 362: Math 261. Prerequisite for 363: Math 362. (Courses offered in alternate years; scheduled for 2001-2002.)

370. Complex Variables. (Sp) [3] N

This course is an introduction to the theory of functions of a complex variable. Topics covered include complex numbers and their properties, analytic functions and the Cauchy-Riemann equations, complex logarithm, exponential and trigonometric functions, complex integration and the Cauchy integral formula, complex power series, the residue theorem, and applications to calculations of definite integrals. Prerequisite: Math 223. (Course offered every third year; scheduled for 2002-2003.)

390. Numerical Analysis. (Fa) [3] N

A study of computational methods for solving problems in science and engineering; floating point arithmetic, rounding and truncation errors, solution of equations, numerical differentiation and integration, interpolation, initial and boundary value problems, and solution of systems of linear equations. Prerequisites: Math 223, Math 261, and CS 195. (Course offered every third year; scheduled for 2002-2003.)

431. Topology. (Sp) [3] N

Topics selected from sets, functions, metric spaces, topological spaces, separation properties, compactness, connectedness, the Stone-Weierstrass theorem, mapping theorems, plane topology, homotopy, and homology theory. Prerequisite: Math 223 and Math 261. (Course offered every third year; scheduled for 2001-2002.)

455-456. Readings in Mathematics. (Fa-Sp) [1 to 3]

This course allows students to do advanced work not provided for in the regular courses. Its content will be fixed after consultation with the student and in accord with his or her particular interests. Prerequisite: Permission of department chair.

460. Internship. (Fa, Sp) [1-3] N

Internships in Mathematics and Computer Science, which are normally arranged by the Director of Career Services, are occasionally available and permit a qualified student to receive academic credit for off campus work experience. Internships are for Junior and Senior students majoring in the department. Depending on the specifics of the internship, credit received may be used towards the major. Upon completion of the internship, a written and oral report is required integrating the student's academic work and the internship project. Interested students should contact the Chair of the department and the Director of Career Services.

465. Special Topics in Mathematics. (Fa, Sp) [3] N

An occasional offering of topics not covered in the existing mathematics courses. Topics may include but are not limited to: graph theory, Fourier analysis, measure theory, dynamical systems, foundations of mathematics, game theory, set theory, logic, non-Euclidean geometry, applied mathematics, operations research. Prerequisites will vary.

482. Combinatorics. (Fa) [3] N

298. Software Analysis and Design. (Sp) [3] N

An introduction to algorithms and their implementation. Special attention will be paid to the analysis of algorithm complexity, proofs of algorithm correctness, development of efficient algorithms and development of correct, maintainable, testable implementations. Prerequisite: CS 195 or equivalent. (Course offered in alternate years; scheduled for 2001-2002.)

390. Numerical Analysis. (Fa) [3] N

A study of computational methods for solving problems in science and engineering; floating point arithmetic, rounding and truncation errors, solution of equations, numerical differentiation and integration, interpolation, initial and boundary value

ASSOCIATE PROFESSORS

Thomas E. Bryant. B.M., M.M., University of Georgia; D.M., Northwestern University. Pupil of Despy Karlas, Jane Douglas, Hans Petermandl, Maria Regina Seidlhofer-Luponi, Donald Isaak; studies in accompanying with Laurence Davis, Erik Werba. (Piano, music theory, music literature.)

Diane M. Clark. *Chair.* B.M., Rhodes College; M.M., Indiana University; D.A., University of Mississippi; Certificate in Transpersonal Studies, Institute of Transpersonal Psychology. Pupil of Neumon Leighton, Zinka Milanov, Martha Lipton, Wiley Tatum, Larry Frazier, Vera Scammon, Jack Eric Williams, Wesley Balk. (Voice, music theory, public speaking.)

David Ramsey. B.M., Rhodes College; S.M.M., Union Theological Seminary, New York. Pupil of Adolph Steuterman, William Gravesmill, Alec Wyton, Vernon de Tar. Associate Conductor, Rhodes Singers. (Organ, music theory, music literature.)

Timothy W. Sharp. B.M., Belmont University; M.C.M., D.M.A., The School of Church Music, Southern Baptist Theological Seminary. Director of Ensembles. Conductor of Rhodes Singers, Rhodes MasterSingers Chorale, and Rhodes Orchestra. (Ensembles, conducting, music literature.)

ASSISTANT PROFESSOR

Patricia Gray. B.A., Rhodes College; M.A., M.M., University of Memphis; Ph.D., Washington University. (Music history, music literature, computer applications for teaching.)

ADJUNCT INSTRUCTORS

The Department of Music provides a wide range of applied music courses made possible in part by drawing on an unusually talented group of musicians in the Memphis area. These persons provide applied music courses based on student demand and on availability of instructor.

Carole Choate Blankenship. B.A., Rhodes College; M.M., University of Memphis. Pupil of Diane Clark, Beverly Hay, and Randal Rushing. (Voice.)

Sara Chiego. B.M., University of Memphis, M.M., Cincinnati Conservatory of Music. Memphis Symphony Orchestra. (String bass.)

Marsha M. Evans. B.M., Rhodes College; M.M., University of Memphis. Artistic Director, Memphis Chamber Music Society. (Piano.)

Catherine Scarbrough Fletcher. B.M., Lambuth College; M.A., Middle Tennessee State University. Director of The Music Academy. Pupil of Daniel Fletcher, Jerry Perkins, and Don Huneycutt. (Piano.)

Tommy Gaines. B.M., M.M., University of Memphis. Pupil of Richard Paige and Katherine Akins

Robert Gilbert. B.M., Indiana University. Pupil of Ralph Pottle and Philip Farkas. (French horn.)

Rose Meri Hurt. B.A., Lambuth College. Pupil of Wayland Rodgers and Carolyn Cansler. (Voice.)

Nobuko Igarashi. B.M., Indiana University. Pupil of Eli Eban, Alfred Prinz, and James Campbell. (Clarinet.)

Bradley Kroeker. B.M., M.M.A., University of Nebraska. Pupil of Richard Grace, Clare Elby, Raymond Gibbs, Beverly Hay, and Randal Rushing. (Voice.)

David T. Lay. B.M., Lambuth University. (Guitar.)

Phyllis Long. B.M., Eastman School of Music; M.M., University of Memphis. Memphis Symphony Orchestra. (Cello.)

Ruth Ann McClain. B.M., M.M., University of Memphis. Director, Rhodes Flute Institute. Co-Founder, Mid-South Flute Society. (Flute.)

Corbin Miles. B.M., East Carolina University. Pupil of Lily Afshar. (Guitar.)

Edward F. Murray. B.M., New England Conservatory of Music. Memphis Symphony Orchestra. Pupil of Elden Bailey and Alan Dawson. (Percussion.)

Katherine Hopkins Piecuch. B.M., Lawrence University; M.M., New England Conservatory; Pupil of Howard Niblock, Fred Cohen, and Dan Stolper. (Oboe.)

Kathleen Powell. B.M. Cincinnati Conservatory of Music; M.M., Rice University. Program Director, Memphis Youth Symphony. (Violin.)

Brian Ray. B.M., University of Tennessee at Martin; M.M., University of Memphis. (Piano; Staff accompanist.)

John Ross. B.M., Northern Illinois; M.M., Illinois State University. (Guitar.)

Jane Gerard-Schranze. B.M., Eastman School of Music; M.M., New England Conservatory. (Viola.)

Marian Shaffer. B.A., Stephens College; M.A., University of Memphis. Memphis Symphony Orchestra. Pupil of Mimi Allen. (Harp.)

Yalin Song. Bachelor's degree, Central Conservatory of Music, Beijing; M.M., Illinois State University. Pupil of Ko Iwasaki and Mats Lindstrom. (Cello.)

Special Opportunities. The Department offers credit for participation in the Rhodes Singers, the Rhodes Master Singers Chorale, the Rhodes Orchestra, and several other ensembles. See the course descriptions for Music 190-197 for more information. The Department annually sponsors a series of concerts by students, faculty, and guest artists, most of which are free and open to the public.

Facilities. The Department of Music is housed in Hassell Hall, a 15,000-square-foot building completed in 1983. The building contains studios and practice rooms, classrooms, the E. J. Adams Music Library, and the Shirley M. Payne Recital Hall.

The Music Academy. The Music Academy enrolls over 400 students in piano, voice, guitar, and all the symphonic instruments. Various classes and ensembles are available for preschoolers through adults. The Academy offers instruction to those wishing to pursue music for enjoyment, but also prepares the motivated high school student for further study at the college level.

REQUIREMENTS FOR A MAJOR IN MUSIC

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

1. Music 101 and 104
2. Music 160-177 (16 hours, 12 of which must be in the principal instrument and 4 in piano, or 4 hours in special keyboard skills for keyboard principals)
3. Music 190-197 (4 hours in approved ensembles)
4. Music 205, 227-228, 305-306
5. Music 485, 487-488
6. Two 3-hour music electives (at least one of which must be an upper level course). Students must demonstrate proficiency in the principal instrument before being allowed to pursue the major beyond the sophomore year. Students must fulfill a recital attendance requirement each semester, as designated by the Music Department faculty. Final performance exams will be taken with other music majors. Students who have declared a major in music will have the applied music fee waived for study in the principal and one secondary instrument per semester.

REQUIREMENTS FOR A MINOR IN MUSIC

A total of twenty-three (23) credit hours as follows:

1. Music 101 and 104
2. Music 160-177 (4 hours in the principal instrument)
3. Music 190-197 (2 hours in approved ensembles)
4. Music 205, 227-228. Students must demonstrate proficiency in the principal instrument before being allowed to pursue the minor beyond the sophomore year. Students must fulfill a recital attendance requirement each semester, as designated by the Music Department faculty. Final performance exams will be taken with secondaries and non-music majors. Students who have declared a minor in music will have the applied music fee waived for study in the principal instrument only.

HONORS IN MUSIC

1. Fulfillment of the requirements for a major in music, with Music 495-496 substituted for 487-488
2. Intensive work in at least one of the following areas: music history, music theory, composition, or performance
3. A substantial in-depth thesis or creative project in one or more of the areas studied
4. Approval by the Individualized Studies Committee.

COURSE OFFERINGS
THE THEORY OF MUSIC

A music theory placement test is given by the department in order that a student who has the appropriate degree of proficiency may start the theory class sequence with either Music 104 or 205. Music majors and minors who encounter a closed course in the registration process should contact the instructor to be admitted.

103. Theory I: Learning to Read Music. (Sp) [3] F

A course designed for the student who desires to learn the fundamentals of reading music, such as pitch recognition, note values, rhythm, meter, melody, intervals, and easy harmonic analysis.

104. Theory II: Discovering Practical Applications in Music. (Fa) [4] F

A course which develops written, aural, and keyboard skills as applied to Western musical knowledge. This course emphasizes the basics of chord structures, species counterpoint, voice-leading and harmonic progression. Prerequisite: Music 103 or satisfactory score on music theory placement test.

205. Theory III: Exploring Tonal Harmony. (Sp) [4] F

or minors. A student will be charged the full amount of the fee upon completion of the first lesson of the semester, even if the course is dropped at a later date.

Declared majors receive instruction without fee for their principal and one secondary instrument per semester. Declared minors receive instruction without fee for their principal instrument. If, after lessons have begun in any given term, a major or minor drops an applied music course for which he has not paid, he will be charged the full term fee. Students who decide to drop a declared major or minor in music will be charged for all lessons previously received.

- 160. Piano. (Fa,Sp) F
- 161. Voice. (Fa,Sp) F
- 162. Organ. (Fa,Sp) F
- 163. Violin. (Fa,Sp) F
- 164. Classical Guitar. (Fa,Sp) F
- 165. Harpsichord. (Fa,Sp) F
- 166. Cello. (Fa,Sp) F
- 167. Harp. (Fa,Sp) F
- 168. French horn. (Fa,Sp) F
- 169. Flute. (Fa,Sp) F
- 170. Oboe. (Fa,Sp) F
- 171. Clarinet. (Fa,Sp) F
- 172. Bassoon. (Fa,Sp) F
- 173. Trumpet. (Fa,Sp) F
- 174. Trombone/Tuba. (Fa,Sp) F
- 175. Percussion. (Fa,Sp) F
- 176. Viola. (Fa,Sp) F
- 177. Bass. (Fa,Sp) F

ENSEMBLES

190. Rhodes Singers. (Fa,Sp) [1,1] F

This noted performing ensemble has toured in the United States for over sixty years, and sometimes tours abroad. They have appeared numerous times with orchestras and have made several recordings. Membership is by audition.

191. Rhodes Orchestra. (Fa,Sp) [1,1] F

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

192. Rhodes MasterSingers Chorale. (Fa,Sp) [1,1] F

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

195. Piano Accompanying. (Fa,Sp) [1,1] F

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

196. Selected Instrumental Ensembles. (Fa,Sp) [1,1] F

Competent players of orchestral or electronic instruments will prepare for performance music ranging from duets to larger works. (Availability limited.)

197. Selected Vocal Ensembles. (Fa,Sp) [1,1] F

Competent singers will prepare for performance music ranging from duets to larger works. (Availability limited.)

THE SENIOR EXPERIENCE

All senior music majors will participate in both the Senior Seminar and the Senior Project. Each major will choose either the Performance Track or the Research Track for the Senior Project. The Senior Project consists of two parts: the Senior Paper and the Senior Presentation.

485. Senior Seminar. (Sp) [1]

This seminar focuses on the study of great books in the field of music and provides opportunities for student leadership and student/faculty interaction.

487. Senior Paper. (Fa) [1]

Each student will prepare an extensive research paper appropriate to the chosen senior project track.

488. Senior Presentation. (Sp) [1]

Each student will present either a full-length solo recital or a one-hour public lecture/demonstration appropriate to the chosen senior project track.

495-496. Honors Tutorial. (Fa-Sp) [3-6,3-6]

PHILOSOPHY

ASSOCIATE PROFESSOR

Robert R. Llewellyn. B.S., Davidson College; M.A. and Ph.D., Vanderbilt University. (Interdisciplinary humanities, philosophy of science; history of philosophy.)

ASSISTANT PROFESSOR

Patrick A. Shade. B.S., Colorado State University; M.A. and Ph.D., Vanderbilt University. (Interdisciplinary humanities; history of philosophy; American philosophy; logic.)

Assistant Professor to be named.

The Department of Philosophy offers a wide range of courses. The study of philosophy has traditionally included efforts to answer certain large and important questions, for example, questions about the nature of things, about values and human obligations, and about the ways and limitations of understanding. It has also usually been characterized by a careful and critical spirit in dealing with such questions.

A major in philosophy may meet the needs of students interested in a wide range of career paths. Majors in philosophy often plan, after doing graduate work, to teach. Majors also pursue work in law, medicine, theology, or employment in government, business, or social service. Those preparing for these fields should combine their work in the department with suitably chosen work in other fields. Still others undertake the major for personal satisfaction and enrichment, or as a path in the pursuit of a liberal education, without intending to become professional philosophers.

Special Opportunities. Opportunities exist for those wishing to combine the

REQUIREMENTS FOR A MINOR IN PHILOSOPHY

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

1. Philosophy 201 or 202 (Students are encouraged to take both).
2. Philosophy 206 and 304.
3. At least two other courses in the 300s or above.
4. One additional three-hour course in Philosophy.

No course offered to meet a requirement for a major in another department can be used to meet the requirement for a minor in Philosophy.

HONORS IN PHILOSOPHY

1. Courses required: fulfillment of the requirements for a major in Philosophy
2. Honors course: Philosophy 495-496
3. Examination: The department will ordinarily require an oral examination on the honors essay and related field
4. An honors project approved by the Individualized Studies Committee is required.

COURSE OFFERINGS**201. Greek and Medieval Philosophy. (Sp) [3] H, L**

An introduction to philosophy through an examination of philosophical methods, problems, and ideas from early Greek through medieval philosophy. Reading and discussion of some main writings of the period.

202. Early Modern Philosophy. (Fa) [3] H

An examination of major representatives of Early Modern Philosophy, focusing on the works of Descartes, Hume, and Kant. Major themes are their epistemological and ethical theories. Issues to be considered include such things as the nature and role of rationality, the relation of the sensuous and the rational, the exercise of freedom, and the existence of God.

206. Logic. (Fa, Sp) [3] H

Emphasis is on identifying, classifying, analyzing, and appraising arguments. Attention is given to necessary truth, analysis of ordinary language, methods in categorical and truth-functional logic, induction, non-inductive analogy, and fallacies.

212. Philosophical Theology. (Fa) [3] H, L

A consideration of the philosophical basis and implications of religious belief and theological formulations. Such questions as the existence of God, the problem of evil, religious experience, and the nature of faith are discussed. Same as Religion 212. May be taken for either Philosophy or Religion credit but not for both.

214. Modern Ideologies. (Fa) [3] H

A selected survey and analysis of ideas and systems of thought that have shaped the modern world. The same as Political Science 214. May be taken for either Philosophy or Political Science credit but not for both.

232. Social Issues in Ethical and Religious Perspective. (Fa or Sp) [3] H, L

After a brief discussion of moral theory, this course focuses on selected social issues such as war, capital punishment, sexual ethics, and hunger. The same as Religious Studies 232. May be taken for either Philosophy or Religion credit but not for both.

250. Topics in Philosophy. (Fa or Sp) [3] H, L

A seminar in which topics of current interest are presented and discussed. Topics may involve both classical and contemporary philosophical texts. In principle, the topics will focus on issues that raise significant moral questions in contemporary society. (Subject to special scheduling.)

320. Medical Ethics. (Fa) [3] H, L

A seminar focussing attention on issues arising from the practice of medicine, the application of medical technology, and the business of health care delivery that have significant implications for an understanding of the good life or an understanding of moral duties. Prerequisites: Sophomore, Junior, or Senior class standing; in the case of first year students, approval of the instructor may be given for admission to the course. (Course offered in alternate years; scheduled for 2002-2003.)

350. Philosophy of Religion. (Fa) [3] H, L

An exploration in depth of a few major problems in contemporary philosophy of religion, such as the arguments for the existence of God, the problem of evil, the meaningfulness of theological language, and the relationship of faith and reason.

360. Philosophy and the Christian Faith. (Sp) [3] H, L

A philosophical examination of one or more distinctive Christian doctrines, e.g., the atonement, the incarnation, the trinity, or an examination of the writings of one or more thinkers who use philosophical analysis and argument to articulate and/or defend some distinctive Christian doctrine.

370. American Philosophy. (Sp) [3] H

An examination of the major representatives of Classical . (Sp) [3] H

475-476. Problems in Philosophy. (Fa,Sp) [3-3]

A tutorial course for senior students only. Each student chooses an individual topic in consultation with the departmental faculty.

486. Senior Seminar: Developing a Comprehensive Personal Philosophy. (Sp) [3]

A seminar designed to help each senior philosophy major develop his or her own comprehensive philosophy. Readings will be chosen in such a way that students will encounter a variety of reasoned views about issues that would typically be dealt with in a comprehensive philosophy and in such a way that they will be enabled to formulate their own personal philosophy in dialogue with a Christian perspective on these issues in an atmosphere which encourages freedom and thought and expression for all.

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

A tutorial course devoted in part to preparation of an Honors essay.

PHYSICAL EDUCATION

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

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

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

COURSE OFFERINGS

100/200. Varsity Sports. (Fa,Sp)

101/201. Club Sports. (Fa,Sp)

103/203. Tennis. (Fa,Sp)

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

107/207. Golf. (Fa,Sp)

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

120/220. Squash. (Fa,Sp)

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

121/221. Racquetball. (Fa,Sp)

Instruction in basic skills and scoring.

125/225. Swimming. (Fa,Sp)

Instruction to students at all skill levels.

128/228. Fencing. (Fa,Sp)

Instruction in basic skills.

131/231. Scuba Diving. (Fa,Sp)

Instruction in the basic skills and techniques of scuba diving, leading to certification. Extra activity fee required. Course held off campus.

143/243. Middle Eastern Dance. (Fa.)

An overall conditioning course through dance.

154/254. Weight Lifting. (Fa,Sp)

Instruction in the proper use of weight training equipment.

157/257. Run for Fun. (Fa,Sp)

A self-paced program from walking to jogging for all levels of conditioning.

174/274. Aerobics. (Fa,Sp)

Low impact, step, and circuit training.

175/176 Wing Chun. (Fa,Sp)

A hard style form of martial arts with emphasis on straight line kicks, punches, and circular trapping.

176/276. Tai Chi. (Fa,Sp)

A soft martial art that focuses on the integration of the mind and body through progressive exercises and movements.

177/277. Karate/Self Defense. (Fa,Sp)

Instruction in basic kicking, punching, katas (forms) and self defense techniques. Open to all levels and belt testing is optional.

178/278. Kickboxing. (Fa,Sp)

A controlled sparring class with an overall workout through kicks, knee strikes, punches, elbow strikes and fighting combinations. Open to all levels.

180/280. Yoga. (Fa,Sp)

Gentle, yet systematic stretching and relaxation techniques for the entire body. Open to all levels.

185/285. Ballet. (Fa,Sp)

Open to all levels.

283. Responding to Emergencies. (Sp)

Certification in first-aid and C.P.R.

156/256. Advanced Conditioning. (Fa,Sp)

A structured program of advanced conditioning programs consisting of running, weight-lifting, agility, plyometrics, and sprint work.

PHYSICS

ASSOCIATE PROFESSOR

John L. Streete. B.S., Rhodes College; M.S. and Ph.D., University of Florida. (Optical and environmental physics.)

ASSISTANT PROFESSORS

Brent K. Hoffmeister. B.A., Wabash College; Ph.D., Washington University (Ultrasonics, medical physics.)

Ann M. Viano. B.S., Santa Clara University; Ph.D., Washington University. (Solid state physics.)

PART-TIME INSTRUCTOR

Carol L. Ekstrom. B.S., Beloit College; M.S., George Washington University. (Geology, earth system science.)

TECHNICAL ASSOCIATE

Glen W. Davis. B.S., University of Memphis; M.S., Murray State University.

The Department of Physics offers courses intended to serve the needs and interests of a variety of students, including non-science majors, non-physics science majors, students in the dual-degree engineering program and majors in physics. A physics major is appropriate for those students interested in careers in engineering, geophysics, meteorology, oceanography, astronomy, and other technical and scientific specialties.

With a bachelors degree in physics, a Rhodes student is well-prepared for graduate study in physics, engineering, medicine, medical physics or law, a technical career in an industrial or governmental laboratory, or a career in secondary education. (Prospective secondary school teachers should consult with the chair of the Department of Education early in their college careers to arrange courses leading toward the appropriate state teaching certificate.) The student planning a physics-related research career or an academic position at a college or university should anticipate completing an augmented curriculum at Rhodes, attending graduate school and obtaining an advanced degree.

Introductory work. For students in the humanities, fine arts, or social sciences, the Physics 101 (Astronomy), Physics 103 (Global Change), Physics 105 (Topics) or Physics 106 (Light and Relativity) courses provide interesting introductions to physical science; or such students may choose to take the Physics 111-112 or Physics 109-110 sequences, with the associated laboratories (Physics 113L-114L). Students intending to major in mathematics or physics, or planning a dual-degree program in mechanical, civil or electrical engineering should take Physics 111-112 and 113L-114L their first year. Students who have taken Advanced Placement Examinations in Physics should consult the department chair for appropriate placement.

Facilities. Six different instructional laboratories provide students with modern scientific equipment and instrumentation to investigate physical phenomena in areas of optics, electronics, quantum physics, astronomy, mechanics, electrodynamics and thermal physics. A wide variety of facilities are also available to students and faculty for research. These include a 0.35 meter diameter Schmidt-Cassegrain telescope, CCD cameras and a large Czerny-Turner spectrograph for astrophysical measurements. Ultrasonic and mechanical testing equipment are used for medically-relat-

ed studies of tissues and other materials and a high power radio frequency generator is available for fabricating exotic metallic alloys. Networked personal computer sys-

ent motion of stars and planets, fundamental astronomical concepts and astronomical tools, the solar system, the sun, other stars, stellar evolution and stellar systems, the Galaxy, other galaxies, galactic systems and cosmology. The accompanying laboratory course 101L is not required of students taking this lecture course. No prerequisites.

101L. Astronomy Laboratory. (Fa, Sp) [1] N

Laboratory demonstration, computer simulation and exercises involving astronomical concepts and, weather permitting, observations of the stars, constellations, the moon, planets, and “deep sky” objects. May only be taken by students concur-

211-212. Modern Physics (Fa-Sp) [3-3]

A survey of relativistic and quantum physics, including photons, the atom, matter waves, introductory quantum mechanics via the Schrodinger formulation, one-electron and complex atoms, nuclear properties and processes, elementary particles, molecules and condensed matter. Prerequisite: Physics 110 or 112. Corequisite: Mathematics 223.

213L-214L. Intermediate Laboratory. (Fa) [1]

The application of electrical and optical techniques to basic measurements of modern physics. Includes measurements of fundamental constants, properties of electrons, atomic energy levels, atomic and nuclear scattering, image processing and computer simulations. Corequisite: Physics 211 and 212.

301. Electromagnetic Theory. (Fa) [3]

A study of the fundamental properties of electric and magnetic fields in vacuum. The development will be from fundamental observations through modern, discrete applications of Maxwells Equations. Prerequisite: Physics 112. Corequisite: Mathematics 251. (Course offered in alternate years; scheduled for 2001-2002.)

302. Advanced Electromagnetic Theory. (Sp) [3]

A study of static and dynamic electromagnetic fields in matter, electromagnetic waves and radiation; also, a brief introduction to relativistic electrodynamics. Prerequisite: Physics 301. (Course offered in alternate years; scheduled for 2001-2002.)

304. Electronics. (Sp) [3]

The basic concepts of analog and digital electronics, with emphasis on digital electronics. Single transistor amplifiers and operational amplifiers will be examined in detail. Logic gates, flipflops, latches, decoders, multiplexers, registers, counters, displays and arithmetic/logic circuits will be covered. Two lectures and one laboratory session per week. Prerequisite: Physics 112.

305. Dynamics. (Fa) [3]

Basic principles of the dynamics of particles and rigid bodies presented within the framework of classical mechanics. Topics include Newtonian mechanics, oscillating systems, general motion of a particle in three dimensions, mechanics of rigid bodies, and an introduction to Lagrangian and Hamiltonian mechanics. Prerequisites: Physics 112; Corequisite: Mathematics 251. (Course offered in alternate years; scheduled for 2002-2003.)

306. Advanced Dynamics. (Sp) [3]

Advanced topics in the study of dynamics, including noninertial reference systems, motion in a central force field, motion of rigid bodies in three dimensions, dynamics of oscillating systems, chaotic systems, and special relativity. Prerequisite: Physics 305. Corequisite: Mathematics 261. (Course offered in alternate years; scheduled for 2002-2003.)

307. Topics in Intermediate Physics. (Fa or Sp) [3]

Topics for the intermediate-level physics or natural science student, often including but not limited to exposition of experimental systems or subjects such as spectroscopy, astrophysics, experiment interfacing, etc. Prerequisite: Physics 211. Course offered as interest warrents.

POLITICAL SCIENCE

course in their first year, which will allow them to take the Politics track of Second Year Search. For further information on such opportunities, see the section on Interdisciplinary Study in this catalogue.

Special Opportunities. The department offers a unique internship program which allows students to obtain credit by working with legal, political, and governmental organizations. Students may also earn credit for participation in the Washington Semester program and the highly successful Mock Trial program.

REQUIREMENTS FOR A MAJOR IN POLITICAL SCIENCE

A total of thirty-six (36) credit hours as follows:

1. Political Science 151
2. Political Science 485
3. At least one course in political theory selected from Political Science 212, 214, 230, 310, 311, 314, or 411
4. History 233 and International Studies 200
5. Seven additional courses (21 hours) in Political Science.

HONORS IN POLITICAL SCIENCE

1. Completion of the requirements for a Bachelor of Arts degree in Political Science
2. Enrollment in the two-term tutorial sequence Political Science 495-496 and completion of a major independent research project. The topic of research is to be selected by the student in conjunction with a department member. Normally, the student begins preparing a proposal in the spring of the junior year. Approval of the honors project by the Individualized Studies Committee is required.

COURSE OFFERINGS

151. United States Politics. (Fa,Sp) [3] S

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

161. Topics in Public Policy. (Fa or Sp) [3] S

An analysis of selected national issues in public policy: their origin, development, and impact. Topics may include taxing and spending, energy, transportation, environmental protection, agriculture, equality, health, consumer protection, education, business, labor and welfare. Prerequisite: Political Science 151.

200. Urban Politics. (Fa) [3] S

A critical introduction to urban America's fiscal and racial problems, formal and informal political processes, power structures, and alternative futures. Prerequisite: Political Science 151.

211. Politics and Literature. (Fa or Sp) [3] S

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

212. American Political Thought. (Fa or Sp) [3] S

A survey of the ideas and controversies in American political thought and development from the Puritans to the present. Topics may include the philosophical origins of the Declaration of Independence and the Constitution, federalism, the democratization of politics, slavery and the Civil War, laissez-faire capitalism and the welfare state, the civil rights movement, and the redefinitions of freedom and equality by, for example, the new left and feminism. Prerequisite: Political Science 151 or permission of the instructor.

214. Modern Ideologies. (Fa or Sp) [3] S

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

in roles of both lawyer and witness. Prerequisite: Political Science 304 and invitation of the instructor. A total of 4 credit hours may be earned for Mock Trial Participation.

310. Topics in Political Theory. (Fa or Sp) [3]

Problems of justice, law and morality explored through classic and contemporary works of political philosophy and literature. Prerequisite: A previous course in political theory or permission of the instructor. (Topics vary from year to year and students may repeat the course accordingly.)

311. Classical Political Philosophy (Fa or Sp) [3]

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

314. Modern Political Philosophy (Fa or Sp) [3]

An examination of selected themes in the tradition of Western political thought
it mean to be a “political animal”? Are the goo025Tc0 Toes

440. Seminar in the Constitutional Convention. (Sp) [3] S

An analysis of the Constitutional Convention of 1787 as a political event with philosophical underpinnings. Special topics include the political environment, the major actors and controversies, the ratification debates, and continuing issues of constitutional reform. Prerequisite: Political Science 151.

450. Washington Semester. (Fa,Sp) [16]

A sixteen-week study of national government in Washington, D; consists of seminars, internship and research projects. Since special financial arrangements are required for this program, students may not apply Rhodes financial aid or Rhodes scholarship funds to the cost of attendance at American University. Prerequisite: Consent of Director and special financial arrangements with the College. Six of the hours can be counted as elective hours towards a major in Political Science.

460. Public Affairs Internship. (Fa,Sp) [3, 3]

A directed internship with a selected legal, governmental or community agency. The course integrates traditional academic work in Political Science with practical internship experiences. All internships are assigned through the Department of Political Science Internship Director; and the course can be taken twice for credit. Prerequisite: two courses beyond Political Science 151 and consent of the instructor.

485. Senior Seminar in Political Science. (Fa or Sp) [3]

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

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

PSYCHOLOGY

ASSOCIATE PROFESSORS

Bette J. Ackerman. *Chair.* B.A. Eckerd College; M.A. and Ph.D., University of Florida. (Social; health psychology; social theories of self.)

Robert J. Strandburg. B.A., Amherst College; M.A. and Ph.D., University of California at Los Angeles. (Physiological; cognition and perception; psychopathology.)

Marsha D. Walton. B.A., M.A., and Ph.D., University of North Carolina, Chapel Hill. (Developmental; psychology of women; language and social interaction.)

Christopher G. Wetzel. B.A., M.A., and Ph.D., University of North Carolina, Chapel Hill. (Social; social cognition; decision making.)

ASSISTANT PROFESSORS

Kevin S. Carlson. B.S. University of Wisconsin - Oshkosh; M.A. Cornell University; Ph.D. University of California - Santa Cruz. (Developmental; personality; close relationships; narcissism; political psychology.)

Anita A. Davis. B.A., Rhodes College; M.A. and Ph.D., University of Illinois at Urbana-Champaign. (Clinical; community; interventions with minority populations; adolescent motherhood.)

L. Charles Lemond. *Director of the Computer Center.* B.A., Rhodes College; M.A. and Ph.D., Vanderbilt University.

Natalie K. Person. B.A., University of Mississippi; M.S. and Ph.D., University of Memphis. (Cognitive, educational psychology.)

VISITING PROFESSOR

Allen Overton Battle. B.S., Siena College; M.A. and Ph.D., Catholic University of America. (Clinical psychology; psychopathology.)

The Department of Psychology provides students with the opportunity to develop an understanding of behavior and experience from a variety of theoretical perspectives. Faculty members' educational background and research interests include physiological psychology, health, personality, community, abnormal, social, developmental and educational psychology. The department offers several courses of general interest to non-majors and to students in related fields.

The Psychology Major develops an educational background beneficial to a number of vocations as well as to careers in psychology. The curriculum focuses on (a) teaching the basic methods of the discipline, (b) exposing students to the major areas of study in psychology, (c) providing opportunities to explore a variety of applied and specialized subfields, and (d) giving students opportunities to be involved in ongoing research.

Special Opportunities for internships can be arranged with the University of Tennessee Center for the Health Sciences, Memphis City Schools, numerous psychologists working in clinical and business settings in the city, and various human services agencies. Majors in the department often take advantage of internships,

adults, and intensive studies of pregnant and mothering teens. Frequently, students present these projects at regional or national research meetings.

Facilities include an observational research laboratory for child development and social interaction research, a human psychophysiology laboratory, and individual testing and interviewing rooms.

REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY

A total of forty (40) credit hours as follows:

1. Psychology 150 to be taken as early as possible in the student's course of study.
2. Either Psychology 200 or Mathematics 111 to be taken as early as possible in the student's course of study. (Students with a strong math background may be able to test out of this requirement.)
3. Psychology 211 and 212 to be taken concurrently as early as possible in the student's course of study.
4. Four of the following Foundation courses: 216, 223, 226, 227, 229, 318, and 325.
5. Three of the following Applied/Specialized courses: 230, 232, 234, 303, 304, 309, 311, 408, 460, or no more than one of the courses numbered below 150.
6. One Research/Laboratory course to be chosen from: 306, 319, 338, 410, or a Directed Inquiry or Honors Research.
7. Psychology 485 to be taken during the senior year.

REQUIREMENTS FOR A MINOR IN PSYCHOLOGY

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

1. Psychology 150.
2. Psychology 211 or Math 112 or Economics 290.
3. Five additional psychology courses to be chosen in consultation with a departmental advisor and to be approved by the department.

HONORS IN PSYCHOLOGY

1. In the spring of the junior year, a qualified psychology major, in consultation with a member of the psychology department, may develop a proposal for an honors research project to be undertaken in the senior year. This proposed program must be approved by the psychology department before the petition to read for honors is submitted to the Individualized Studies Committee. The prospective honors student will normally enroll in Psychology 399 during the junior year.
2. Courses required: Fulfillment of the requirements for a major in psychology plus Psychology 495-496.
3. An honors thesis must be prepared reporting on the research undertaken. The thesis must be read and approved by the thesis advisor and one other faculty member (second reader) before it is submitted to the Individualized Studies Committee.

COURSE OFFERINGS

105. Special Topics in Psychology. (Fa, Sp) [3] S

This course is designed for the non-psychology major and will examine a different general-interest topic each time it is taught. Students will be exposed to the five major

110. Psychological Explanations of Paranormal Experiences. (Fa, Sp) [3] S

This course is designed for the non-psychology major. It will examine the scientific evidence for paranormal phenomena, as well as the psychological factors which might promote belief in the paranormal. Two emphases will be on (1) critical thinking, the scientific method, and what constitutes proof to scientists compared to laypeople, and (2) how paranormal experiences are explained from various theoretical perspectives in psychology.

120. Drugs, Brain and Behavior. (Fa, Sp) [3] S

This course is an introduction to the behavioral effects of psychoactive drugs and their mode of action in the brain. Following an introduction to basic neuroanatomy and physiology, we will examine the full range of psychoactive substances including psychotherapeutic medications, drugs of abuse, and drugs of casual use.

150. Foundational Issues in Psychology. (Fa, Sp) [3] S

It will focus on major themes which underlie and define the discipline of psychology. The aim of this course is to foster an appreciation of the role of scientific reasoning in refining our common sense notions of human nature and behavior. Students will be introduced to the major theoretical perspectives and to the basic principles of psychological methods.

200. Research Methods and Statistics. (Fa, Sp) [3]

Students will be taught critical thinking and scientific reasoning skills. Topics include: philosophy of science and the scientific method, measurement theory (reliability and validity), the basics of research design (control variables, rival hypotheses, and confoundings), elementary statistical analysis (descriptive, t-test, correlation, chi-square), and test statistic decision-making. Prerequisite: Psychology 150. May be taken instead of Math 111 in preparation for the Psychology 211-212 courses.

211. Statistical Methods in Psychology. (Fa, Sp) [3]

Measurement principles with emphasis on the application of statistics in the design and analysis of psychological research. Prerequisite: Psychology 150 and either Psychology 200 or Math 111. Concurrent enrollment in Psychology 212 required for majors, but not minors.

212. Experimental Methods of Psychology. (Fa, Sp) [4]

The study and application of experimental design used in research with human subjects. Psychological data will be collected and analyzed to demonstrate the steps in hypothesis testing and report writing. One hour of lecture and four hours of laboratory each week. Prerequisite: Psychology 150. Concurrent enrollment in Psychology 211 required.

216. Perception. (Sp) [3] S

A survey of theories and research concerning sensation and perception focusing on how we construct an internal representation of the external world from the evidence of our senses. Prerequisites: Psychology 150 or permission of the instructor.

222. Educational Psychology. (Sp) [3] S

A study of thoughts and actions as they relate to how we teach and learn, particularly in school settings. Emphasis will be placed on the use of theory to guide practical instruction and the use of assessment to determine instructional effectiveness. Cognitive processes, individual differences, strategies for instruction, motivation, critical thinking,

and self-regulation of learning will be stressed. Prerequisite: Psychology 150 or Education 201.

223. Social Psychology. (Sp) [3] S

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

303. Psychology of Health. (Fa) [3] S

The knowledge base and methodology of psychology will be applied to an understanding of health and illness. Topics to be covered will include risk factors, behaviors impacting on specific illnesses, health delivery systems, and health maintenance. Prerequisite: Psychology 150 or permission of the instructor.

304. Abnormal Psychology. (Sp) [3] S

Symptoms, etiology, and treatment of the principle psychopathologies. This course includes case presentations at psychiatric settings. Prerequisite: Psychology 150 or permission of the instructor.

306. Language and Communication. (Sp) [3] S

A survey of recent theory and research on human language. Topics to be covered include the relationship between language and culture, gender differences in communication style, and language development. Students will collect observational data and develop discourse analysis skills. Two hours of seminar and three laboratory hours per week. Prerequisite: Psychology 150 and junior or senior standing or permission of the instructor. Non-psychology majors with a special interest in language or theatre are welcomed in this course.

309. Human Judgment and Decision Making. (Fa) [3] S

An examination of how people make judgments about themselves and others, attribute causation to human behavior, and make judgments or decisions about courses of action. Prerequisite: Psychology 211 or Math 112 or Economics 290 or permission of instructor. (Course offered in alternate years; scheduled for 2001-2002.)

311. Counseling Psychology. (Fa, Sp) [3] S

A survey of the major theoretical orientations and current practices of counseling and psychotherapy. Elementary helping and listening skills will be practiced. Prerequisite: Psychology 150 and Junior or Senior standing, or permission of the instructor.

318. Physiological Psychology. (Fa) [3] S

This course illustrates how psychological processes can be understood as an expression of brain activity. Topics include perception, learning, motivation, language, consciousness and psychopathology. Prerequisites: Psychology 150 or permission of the instructor.

319. Human Psychophysiology Laboratory. (Sp) [2]

An introduction to laboratory methods in psychophysiology. Current research methods will be surveyed, and practical experience recording and analyzing human brain activity and bodily responses will be provided. Prerequisites: 211, 318 and permission of the instructor.

325. Personality Psychology. (Sp) [3] S

Major theoretical approaches to understanding personality are presented and evaluated. This course contains both conceptual and experiential components. Prerequisite: Psychology 150 or permission of the instructor.

338. Tests and Measurements. (Fa) [3] S

Psychometric principles of test construction as well as observation and evaluation

of contemporary psychological tests. Lecture/discussion format with observation of testing in the classroom. Prerequisite: 211.

RELIGIOUS STUDIES

PROFESSORS

Richard A. Batey. *The W. J. Millard Professor of Religious Studies.* B.A., David Lipscomb College; B.D. and Ph.D., Vanderbilt University. (New Testament studies.)

Frederic Michael McLain. *The R. A. Webb Professor of Religious Studies.* B.A., DePauw University; B.D., Yale Divinity School; Ph.D., Vanderbilt University. (Philosophical theology.)

ASSOCIATE PROFESSORS

Ellen T. Armour. *Chair.* B.A., Stetson University; M.A. and Ph.D., Vanderbilt University. (Contemporary philosophy and theology, historical theology, feminist theory and religion.)

Joseph A. Favazza. B.A., Saint Meinrad College; J.B., M.A., and Ph.D., The Catholic University of Louvain, Belgium. (Historical theology, Catholic studies, religion and ritual.)

Stephen R. Haynes. *The Albert Bruce Curry Professor of Religious Studies.* B.A., Vanderbilt University; M.A., Florida State University; M.Div., Columbia Theological Seminary; Ph.D., Emory University. (Holocaust studies, religion and politics, religion and literature, religion and education.)

Steven L. McKenzie. B.A., Abilene Christian College; M.Div., Abilene Christian University; Th.D., Harvard University. (Old Testament, Hebrew.)

Mark W. Mu0.

The Department of Religious Studies has as its primary objective the academic study of religion. The courses offered explore living religious traditions, especially the Judeo-Christian faith and its relevance for contemporary life.

Students take courses in religious studies in order to investigate areas of personal interest, acquire valuable career and interpersonal skills, prepare for a vocation, and fulfill the basic requirement in humanities. The study of religion can aid in developing skills for the analysis of human problems and the means for their solution. It also promotes ethical awareness and commitment. Such knowledge, skills, and commitment can be helpful in many careers.

Majors in religious studies are fully qualified to enter seminary and prepare for a vocation in the church, or they may choose to pursue a doctorate in religion and follow an academic career as teachers and scholars. Other graduates have entered the fields of business, counseling, publishing, social work, law, and medicine.

Students majoring or minoring in religious studies will select their individualized course of study in consultation with their departmental advisors. The major leads to a balanced and integrated understanding of basic concepts and methodologies in the study of religion. Twelve courses are required for a major; seven for a minor.

The senior seminar (Religious Studies 485) is designed to promote reflection on the course of study and discussion of its content with fellow majors and the religious studies faculty. The seminar requires the student to analyze and synthesize important issues in the study of religion. The senior paper should reflect a student's mature thinking on a topic of concern to religious studies.

Special Opportunities. The Joseph Reeves Hyde Award in Religious Studies is presented annually to a junior student at Rhodes College to allow the student to pursue an activity related to the discipline of religious studies, preferably in the summer between the junior and the senior years.

The department sponsors internships in Memphis area religious, social, and health agencies. See Religious Studies 460, below. Each Spring the department offers a unique supervised chaplaincy internship designed for pre-medical students, as well as those looking to patient-related vocations such as counseling, nursing, ministry, etc.

Religious Studies and Life: Then and Now. Courses in religious studies are a vital part of the basic requirement in humanities. All courses designated "L" may be used for this purpose. Members of the department will assist students in selecting the group of courses that best satisfies their interests.

Interdisciplinary majors. The department encourages interdisciplinary majors. Working closely with advisors from Religious Studies and from another department, students design individual programs of courses to define and explore areas of complementary concern. Normally, such programs require fewer courses than a double major but more than the minimum required for a major in Religious Studies (twelve). Individual plans must have approval from both departments concerned, be submitted to the Faculty Curriculum Committee and be approved by the faculty of the College. In the Senior Seminar in Religious Studies, students in an interdisciplinary major may present a senior paper which reflects the interdisciplinary character of their studies.

REQUIREMENTS FOR A MAJOR IN RELIGIOUS STUDIES

A total of thirty-six (36) credit hours as follows:

1. Religious Studies 101 and 102. (Humanities 101-102 may substitute for Religious Studies 101; Humanities 201-202 [Religion track] may substitute for Religious Studies 102 plus an elective.)
2. Religious Studies 255 and 256, preferably in sequence.
3. One 200-level course in biblical studies. (Religious Studies 270-286.)
4. One 200-level course in theology and ethics. (Religious Studies 211-233.)

5. Three elective courses in any area in religious studies.
6. Two 300-level courses, at least one of which must be taken before the senior year.
7. Religious Studies 485.

275. Apocalyptic. (Sp) [3] L

276-277. Selected Topics in Hebrew Bible/Old Testament. (O.D.) [1-3] L

N e T e a e S d e

280. Introduction to the New Testament. (Sp) [3] L

281. Synoptic Gospels. (Sp) [3] L

282. Gospel of John. (Sp) [3] L

283. Paul's Letters. (Sp) [3] L

284. The Letter to the Romans. (Sp) [3]L

285-286. Selected Topics in New Testament. (O.D.) [1-3] L

BIBLE-RELATED COURSES: THEOLOGY, ETHICS, AND HISTORY OF RELIGIONS

102. Introduction to the Theological Traditions (Sp) [3] L

This course continues the introduction to the Life sequence begun in Religious Studies 101 by examining the development of central themes in the Christian theological tradition. The course begins with classical figures (Catholic and Protestant) from early and medieval periods, and follows the impact of modernity on Christian thought. The course concludes with major theological developments in the 20th century, including the advent of the comparative study of religion.

Religious Studies 102 is a prerequisite for upper level courses in theology, ethics, and history of religions. Students who have not had Religious Studies 102 may take these courses with the permission of the instructor. Courses in theology, ethics, and history of religions are typically offered in the fall semester of each year. Not all courses, however, will be offered every year; some will be given in alternate years only.

THEOLOGY AND ETHICS

211. Contemporary Theology. (Fa) [3] L

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

212. Philosophical Theology. (Fa) [3] L

A consideration of the philosophical basis and implications of religious belief and theological formulations. Such questions as the existence of God, human freedom, the problems of evil, and the meaning of God-talk are discussed. (Same as Philosophy 212.) May be taken for either Philosophy or Religion credit but not for both. (First and second year students by permission only.)

213. The Quest for Meaning. (Fa, Sp) [3] L

Wide-ranging readings from theology, philosophy and literature selected by the instructor, the intention being to engage reflection and stimulate discussion on the possibility and nature of meaningful or authentic life in the modern world.

220. Topics in Theology. (Fa or Sp) [3] L

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

232. Social Issues in Ethical and Religious Perspective. (Fa or Sp) [3] L

This course examines selected social issues in theological, ethical and biblical per-

spective. Topics include Holocaust, Hunger, Plenty and Justice, Religion and the Bible, Religion and Racism, and Religion and Sexuality.

233. Pain, Suffering, and Death. (Fa) [3] L

A seminar which examines critical issues and problems of crisis-experience involving pain, suffering, and death. Includes lectures, discussions, and interviews with practicing physicians, psychologists, and clergy. Designed primarily for pre-medical students, it serves also those looking to patient-related vocations such as counseling, nursing, ministry, etc.

HISTORY OF RELIGIONS

210. History of Christian Thought. (Fa) [3] L

The faith of the earliest New Testament communities will be examined, and developments in biblical theology from the early church onward will be considered.

214. Early Christian Literature. (Fa) [3] L

A study of selections from the early Greek Fathers, e.g. Clement of Rome, Ignatius of Antioch, and the Epistle of Barnabas, whose writings extend the biblical tradition into the second century CE and mark a formative stage in the development of Christian creed and canon.

251. Religion in America. (Fa, Sp) [3] L

A historical analysis of American religion, examining selected beliefs, institutions, and ideals. The first semester treats American Religion to 1865, the second since 1865. Courses may be taken together or independently.

253. Judaism. (Sp) [3] L

A survey of the history of Judaism, its formative experiences and its sources of tradition, its distinctive ideas and values, and what it means to be a Jew in today's world.

255. Living Religions in Today's World. (Fa) [3] L

A survey of the major living religions in today's world. The course will consider both the rise of the classic traditions and the shape that their followers are giving them today. Religions to be considered include Hinduism, Buddhism, Chinese religion, Japanese religion, Judaism, Christianity, and Islam.

256. Phenomenology of Religion. (Sp) [3] L

A cross-cultural study of the origin and prehistory of religion, myth and how to decode it, spiritual discipline and other dimensions of religious practice. The course will also treat theories of the essence of religion.

258. Topics in the History of Religions. (Fa or Sp) [3] L

An exploration of a specific tradition or subject in the history of religions. Subjects include Islam, African-American Religion, Women in American Religion, and Women in World Religions.

259. Topics in the History of Christianity. (Fa or Sp) [3] L

This course will consider selected aspects in the Common Era history of communities of biblical faith and practice. Topics include Catholicism and Reformation.

260. Archaeology and the Biblical World. (Fa, Sp) [3] L

A detailed study of the major archaeological finds from ancient Israel and their

impact on biblical interpretation. The course uses the material evidence of archaeology to reconstruct ancient life, customs, and cultural influences in the biblical lands and then compares this portrait with those presented in the biblical texts. Familiarity with general biblical history is presumed.

THEATRE

ASSISTANT PROFESSORS

Laura Canon. *Technical Director and Production Manager, McCoy Theatre.* B.A., Rhodes College; M.F.A., University of Memphis. (Lighting design, theory.)

Julia Ewing. *Chair. Artistic Director, McCoy Theatre.* B.A., Siena College; M.A., University of Memphis. (Acting; theatre history; directing; stage movement.)

David Jilg. B.A., Rhodes College; M.F.A., Tulane University. (Production design, costume design, theatre history.)

Gregory Krosnes. B.A.; Rhodes College; M.F.A.; University of California, Irvine. (Acting, stage movement, improvisation.)

MANAGING DIRECTOR, MCCOY THEATRE

Margo Raiford. B.A., Rhodes College.

The Department of Theatre offers courses of instruction which are designed to develop an understanding of the theatrical arts as an integral part of the society in which they exist. The courses are grounded in the belief that the liberal arts curriculum should give the highest priorities to the teaching of principles and concepts and that skills are valuable only if they are integrated components of a thorough understanding of those underlying principles and concepts.

A major in Theatre provides the basis for further study in graduate school, professional theatre training, or in the area of arts management.

Special Study Opportunities. Students who are interested in a special topic of study may design a course of study which concentrates on the historical or theoretical aspects of that topic. This individually designed course of study is called a directed inquiry. For practical application of classroom studies the department offers a wide array of opportunities in its internship and applied studies. Internships and applied studies within the department may be taken in the areas of arts management, theatre design and performance. The department has strong community ties with television and radio stations, newspapers and advertising companies. This diverse range of internships and applied studies are very important in the goal of providing the most nearly complete education for our majors.

Departmental Facilities. The McCoy Theatre opened in 1982 with a production of *Candide*. The sixty by sixty foot black box theatre is versatile enough to accommodate almost infinite possibilities for stage and seating configurations. Productions in the McCoy have ranged from the intimate *Fifth of July* to the spectacular *Nicholas Nickleby*.

McCoy Theatre Productions. The producing component of the department is the McCoy Theatre. Each season a subscription series is offered to the public. The McCoy Theatre is respected throughout the community and the productions are consistently chosen as among the outstanding theatrical presentations in the city. Casts for these productions come primarily from the student body. Guest appearances are made by acting and directing professionals as well as by outstanding community performers and faculty members.

REQUIREMENTS FOR A MAJOR IN THEATRE

A total of forty-seven (47) credit hours as follows:

1. Theatre 100 or Theatre 120
2. Theatre 220 and Theatre 222
3. Theatre 221 or 231 or 331

210. American Musical Theatre. (Sp) [3] F

An exploration of the evolution of the American musical theatre from the early years to the present. Students will study musicals which have been influential on the variety of significant forms which musical theatre in America has taken. (Course offered in alternate years; scheduled for 2002-2003.)

220. Theatre Production. (Fa,Sp) [3] F

This course provides an introduction to the basics of technical theatre, with emphasis on standard scenic elements and lighting mechanics. A significant practical lab-

365. Special Topics in Theatre. (Fa or Sp) [3]

This class will concentrate on a particular production within the McCoy season.

370. Theory. (Fa) [3]

This class is intended as a broad overview to expose students to the major dramatic theorists from the Greeks to Peter Brook. It is hoped that through the study of various theoretical readings and plays the student will begin to develop an ability, when analyzing plays or trends in theatre, to uncover underlying assumptions, leading to a fuller and richer understanding of the theatre in both theory and practice.

380. Theatre in the 20th Century. (Sp) [3] F

This course explores significant dramatic texts and theatrical performances from 1945 to the present. Topics may include Theatre of the Absurd, political and environmental theatrical experiments of the 1960s, the question of postmodernism in theatrical performance, feminist and multicultural theatre, and recent experiments in performance art. (Course offered in alternate years; scheduled for 2002-2003.)

399. Pre-Honors Tutorial. (Sp) [1]

Junior Theatre majors contemplating honors are required to enroll in a preparatory tutorial. Enrollment in this course does not guarantee acceptance into the Honors Program.

470-471-472. Languages of the Stage. (Sp-Fa-Sp) [3-3-4]

A three-term course designed for the theatre major/minor and the serious theatre student. The course approaches dramatic theory and practice as separate but integrated elements of a whole. Enrollment is limited to twenty students. Not open to first-year students. Prerequisite: Theatre 370.

485. Senior Seminar. (Fa) [2]

Examination, exploration and discussion of both the art and business of theatre. Selected readings as well as portfolio review will be a part of the experience.

486. Senior Project. (Sp) [1]

Seniors will meet with the faculty to design and develop a project that will consist of both a written and performance component. The project will be presented during the second term.

495-496. Honors Tutorial. (Fa-Sp) [3-6]**APPLIED STUDIES****129. Applied Acting. (Fa,Sp) [1-3]**

Actual stage experience in one of the four subscription series productions ranging from minor to major roles. Investigation into character, period and author will be included. 46 hours of work will be required for each hour of academic credit. Prerequisites: Theatre 120 and/or permission of instructor (director).

139. Applied Acting: Audition Preparation. (Fa,Sp) [1-3]

A course designed to prepare students to audition for TTA, SETC, URTA and other established auditions. Prerequisites: Theatre 120 and permission of instructor.

229. Advanced Applied Acting. (Fa,Sp) [1-3]

Stage experience in a major role. Prerequisites: Theatre 120, 221 and/or permission of the instructor.

329. Dramaturgy. (Fa,Sp) [1-3]

Work on a production under the supervision of the director in the area of histor-

RHODES STUDY ABROAD PROGRAMS

Rhodes College's commitment to overseas study is most powerfully expressed in the programs that it has created and developed. In addition to the programs described in the "Opportunities for Study Abroad and Off Campus Study" section earlier in this catalogue, there is one semester long program, European Studies, with two different tracks from which students may choose. Credit earned in both these tracks is Rhodes credit.

EUROPEAN STUDIES

European Studies is a seventeen-week program offered jointly by Rhodes and The University of the South (Sewanee) that takes place from mid summer through early fall. It is a full semester of study abroad and offers the unique experience of studying in a variety of locations in Europe in a special and quite different learning environment. The program begins in July with four weeks of study at The University of the South with Rhodes and Sewanee faculty. Then in England, there is a 10 day practicum conducted by British tutors at the Universities of York and Durham, followed by six weeks with British instructors at Lincoln College, Oxford. The program closes with five weeks of travel in Western Europe, accompanied by the Dean of the Program and British tutors in Art History.

European Studies offers two academic options. The first track, "Ancient Greece and Rome: The Foundations of Western Civilization," is a survey of the thinking and achievement of Ancient Greece and Rome and their importance to Western Civilization. The second track, "Western Europe in the Middle Ages and the Renaissance," is an integrated and comprehensive cultural portrait of Western Europe in the Middle Ages and the Renaissance. They both provide a highly enjoyable experience of other cultures and other academic methods that enriches study back on the Rhodes campus.

Students in the European Studies program pay their tuition and fees to Rhodes and receive need-based financial aid as granted by Rhodes. Aid is limited to the amount that would be granted in support of a semester's study at Rhodes. The hours are applied directly to degree requirements and are factored into the Rhodes grade point average.

A total of 18 credit hours is possible for the completion of this program. All courses are approved as meeting major or general degree requirements in the appropriate department or division as noted. Since courses are developed annually, some variation in topics may occur from year to year although the departments and general fields of study remain constant.

COURSE OFFERINGS

Track One. Ancient Greece and Rome: The Foundations of Western Civilization

Art 836. Greece, the Eastern Aegean, and Italy: The Monuments and Centers of Classical Civilization. [3] F

The travel-study portion of Track One includes a month-long tour of the Continent including Athens, Istanbul, Troy, Naples, Rome, the Vatican City, and London. During the tour, each student keeps a daily academic journal. Most students will never have thought seriously about art and architecture and city structure before going on this program but, by the end of it, each student should have the wherewithal to look at a building or a sculpture and understand its period, its aims, the way it was produced and what the artist intended by it.

English 831. Epic Poetry. [3] H

Ancient epics were sweeping sagas of gods and heroes, love and battle, with many characters and events. This course introduces the study of epic poetry, focusing on the characteristics that distinguish epic from other types of literature. It begins with the detailed study of *The Iliad* with emphasis on its characteristics as oral poetry and continues with the Roman equivalent, Virgil's *Aeneid*. The comparison of the great heroes, Achilles and Aeneas, demonstrates the origins of the characteristically western struggle between individualism and the obligation to society. Students may not take both English 831 and Rhodes' Greek and Roman Studies 211 for credit.

English 834. Ancient Greek Literature: Greek Lyric Poetry and Drama. [3] H

This course traces the development of Greek poetry from the first personal poems of Archilochus and Sappho to the lyric splendor of the Theban Pindar, then the flowering of drama in fifth-century Athens. Plays of each of the three great classical tragedians, Aeschylus, Sophocles, and Euripides are read, as well as Aristophanes' comedies that extracted humor from subjects surprisingly similar to those which agonized the audiences of tragedy.

History 830. Ancient Greek and Roman History. [3] H

This course explores the politics, culture, and society of the ancient Greek and Roman worlds. The course begins with a study of how the Greek city states, with special reference to Athens, developed in the archaic period, triumphed in the

the tour, each student keeps a daily academic journal. Most students will never have thought seriously about art and architecture and city structure before going on this program, but, by the end of it, each student should have the wherewithal to look at a building or a sculpture and understand its period, its aims, the way it was produced and what the artist intended by it.

Art 843. Western Europe: Middle Ages and the Renaissance. [3] F

This course provides a broad-based, chronological survey of the art and architecture of Western Europe in the Middle Ages, from the fourth century to the Renaissance. It introduces many of the themes and works of art that are explored further on the Continental tour. Slide lectures trace the general developments of styles throughout the period, set within their historical contexts, as well as focusing on individual buildings, manuscripts, pieces of sculpture, metalwork or paintings as case studies of technique or patronage. Visits to the Bodleian Library and Ashmolean Museum enable students to view at first hand examples of the objects studied in the course.

English 843. Comparative Literature: Arthurian Literature and Shakespeare. [3] H

This course explores the history and the literary development of the greatest medieval hero – Arthur, king of the Britons – and compares it with themes of the greatest author of English drama, William Shakespeare. The study goes from the first story of Arthur in Geoffrey of Monmouth's *History of the Kings of Britain* to the development of the legend in French courtly and spiritual literature to Thomas Malory's great *Morte D'Arthur*. The second part of the course is an exploration of a key theme in Shakespearean drama. The course concentrates on various texts, including the comedies, *The Merchant of Venice* and *A Midsummer Night's Dream*; the tragedies, *Hamlet* and *Macbeth*; and the Roman play, *Coriolanus*. Themes within the broader context of Shakespeare's works as a whole will be examined.

History 834. Politics and Society in Medieval Europe. [3] H

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

History 844. European Life in the Late Middle Ages and Renaissance. [3] H

This course examines the organization and character of the Western Catholic Church before the Reformation. It examines the distinctive systems of belief which were fostered before the Reformation and seeks to understand how particular beliefs prompted distinctive behavior in the later fifteenth and early sixteenth centuries. The course continues through the Tudors, Henry VIII, and the Reformation in Britain, in Italy and the Mediterranean, and Northern Europe. Two excursions enable the group to visit several churches in the Oxford region and witness what different classes of lay men and women were commissioning and building before the Reformation, the better to understand the tenor of faith and pious activity at that

time. This course is equivalent to History 212: Medieval Europe. Students may not take both courses for credit.

Religious Studies 830. The Formation of Christianity in Western Europe: From Late Antiquity to the Middle Ages. [3] L

This course offers an introduction to the History of Christianity in Western Europe from its beginnings to the sixteenth century. Theological and institutional developments receive some attention, but the course focuses on the interplay between social and religious change. The course is divided chronologically among three periods: the rise of Christianity in the West, religious life and thought in the High Middle Ages, and the Late Middle Ages and Early Modern periods. The course studies the legacy of early modern Christianity, the presence of many denominations, and the effects of that disunity on early modern society and intellectual life.

RESERVE OFFICER TRAINING PROGRAMS

the AFROTC program. Details are available from the Office of Admissions and Financial Aid or from the Department of Aerospace Studies at the University of Memphis. Scholarship applications for first year students must be submitted by December 1st.

Students wishing to participate should contact the coordinator for the program at Rhodes or the Professor of Aerospace Studies at the University of Memphis (678-2681).

COURSE OFFERINGS

General Military Courses

111-112. Air Force Today. (Fa-Sp) [1-1]

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

211-212. The Air Force Way. (Fa-Sp) [1-1]

This course is designed to examine general aspects of air and space power through

advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course.

Aerospace Studies

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

AFROTC Field Training is offered during the summer months at selected Air Force bases throughout the United States. Students in the four-year program participate in four weeks of Field Training, usually between their sophomore and junior years. Students applying for entry into the two-year program must successfully complete six weeks of Field Training prior to enrollment in the Professional Officer Course. The major areas of study in the four-week Field Training program include junior officer training, aircraft and aircrew orientation, career orientation, survival training, base functions and Air Force environment, and physical training. The major areas of study included in the six-week Field Training program are essentially the same as those conducted at four-week Field Training and in the General Military Course including Leadership Laboratory.

Leadership Laboratory (Fa,Sp) [0-0]

Leadership Laboratory is taken an average of one and one half hours per week throughout the student's period of enrollment in AFROTC. The first 2 years of the Leadership Laboratory include a study of Air Force customs and courtesies, drills and ceremonies, issuing military commands, instructing, directing and evaluating the preceding skills, studying the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers. The last 2 years of Leadership Lab consist of activities classified as advanced leadership experiences. They involve the planning and controlling of military activities classified as advanced leadership experiences. They involve the planning and controlling of activities of the cadet corps; the preparation and presentation of briefings and other oral and written communications; and the providing of interviews, guidance, and information which will increase the understanding, motivation, and performances of other cadets.

MILITARY SCIENCE

Lieutenant Colonel Bobby Ray Pinkston. B.A., Florida State University; M.M.S., Ft. Leavenworth LA.

Major Jimmy Orrick. B.A., University of Memphis.

Captain John S. Puls. B.S., Western Illinois University.

The Military Science program is divided into two courses each of two years' duration. The first, the Basic Course, offers instruction in leadership skills, soldiering skills, and the role and use of armed forces. The second, the Advanced Course, builds on the Basic Course, offers practical leadership experience, and prepares the student for commissioning as an Army officer. Students may apply for the four-year program (which can be completed in three years with department permission) or the two-year program.

The Basic Course is open to all students and involves classes of one or two hours per week. Enrollment in the basic course creates no military obligation.

The Advanced Course is available only to selected, eligible cadets who desire to earn a commission while pursuing their studies at Rhodes. Cadets enrolled in the Advanced Course receive a subsistence allowance of up to \$1500 per year during the Junior and Senior years (paid at \$150 per month).

Army ROTC Scholarships are available on a competitive basis. The scholarship pays up to \$16,000 toward tuition and fees and provides an annual allowance for books and supplies. Scholarship students receive the subsistence allowance for the

period of the scholarship. Scholarship applications for first year students must be submitted by November 15th.

Students desiring more information or wishing to participate in the program should contact the program coordinator at Rhodes or the Professor of Military Science at The University of Memphis 1-888/237-7682. One course per semester may be offered on the Rhodes campus if a sufficient number of students enroll.

COURSE OFFERINGS

100. Leadership Laboratory. (Fa-Sp) [0]

Revolves around the cadet corps, a facsimile of an Army organization. Provides opportunity for actual leadership training experiences as it is largely cadet planned and operated. Additionally, cadre use it as a means to evaluate and develop leadership potential. Corequisites: Introduction to Military Science 111 or Principles of Leadership and Confidence Building 112. Two hours per week.

111. Introduction to Military Science. (Fa.) [1]

Introduction to Army ROTC with hands-on approach through several basic military skills. Lectures and practical exercises in military rappelling and mountaineering, fundamentals in weapons training and an overview of the role of the United States Army. Corequisite: Leadership Laboratory 100. There is no military obligation.

112. Principles of Leadership and Confidence Building. (Sp) [0]

Begins the leader development process by providing the skills, knowledge and attitudes necessary for the student to exhibit the leadership characteristics and traits. Corequisite: Leadership Laboratory 100. There is no military obligation.

200. Leadership Laboratory. (Fa-Sp) [0].

Revolves around the cadet corps; a facsimile of an Army organization. Provides opportunity for actual leadership training experiences as it is largely cadet planned and operated. Additionally, cadre use it as a means to evaluate and develop leadership potential. Corequisites: American Military History 210 or Fundamental Survival Skills 211. Two hours per week.

210. American Military History. (Fa) [3]

Developments since colonial period; emphasis on background and growth of national military naval establishments, military and naval thought, difficulties accompanying modernization and assumption of global responsibilities, and the problem of relationship between civilian and military naval sectors in democracy. Corequisite: Leadership Laboratory 200. There is no military obligation.

211. Fundamental Survival Skills. (Fa,Sp) [0]

A continuation of the leader development process with an emphasis on military first aid and survival planning. Corequisite: Leadership Laboratory 200. There is no military obligation.

214. Small Unit Tactics I. (Fa) [0]

Emphasis on preparation of the individual for combat. Preparation of potential leaders in combat through study of the knowledge and skills needed by an individual soldier. Skill development in planning and organizing by combat patrols. Course includes a series of field practicums. There is no military obligation.

300. Leadership Laboratory. (Fa-Sp)[0]

Revolves around the cadet corps, a facsimile of an Army organization. Provides opportunity for actual leadership training experiences as it is largely cadet planned and operated. Additionally, cadre use it as a means to evaluate and develop leadership potential. Corequisites: Applied Leadership I or II. Two hours per week.

311. Applied Leadership I. (Fa) [3]

Study and application of principles and techniques of leadership at a small unit and group level in both field and garrison environment. Decision making, motivating performance, and use and support of subordinate leaders is emphasized. Detailed studies on military teaching principles. map reading, communications, field training exercise, branches of the Army, and preparation for ROTC Advanced Camp. Four class hours per week to include a two hour laboratory each week, three hours of physical training each week, and field training exercises on two weekends during the semester. Corequisite: Leadership Laboratory 300. Prerequisite: permission of the Professor of Military Science.

312. Applied Leadership II. (Sp)[3]

Continuation of first year advanced course. Corequisite: Leadership Laboratory 300. Prerequisite: permission of the Professor of Military Science.

400. Leadership Laboratory. (Fa-Sp)[0]

Revolves around the cadet corps, a facsimile of an Army organization. Provides opportunity for actual leadership training experiences as it is largely cadet planned and operated. Additionally, cadre use it as a means to evaluate and develop leadership potential. Corequisites: Seminar in Leadership and Planning 411 or Seminar in Organizational Leadership 412. Two hours per week.

411. Seminar in Leadership and Planning. (Fa)[3]

Leadership and management skill development in specific areas of oral and written communications, training management, personnel evaluation and counseling, personnel management systems of Army, U.S. Army logistic systems, military justice, and familiarization with ethics of the military professional. This course, in conjunction with 412, completes the cadet's preparation for commissioning as a Second Lieutenant in the Army Reserve or National Guard. Three lecture hours per week, two laboratory hours every other week, three hours physical training each week, and field training exercises on two weekends during semester. Corequisite: Leadership Laboratory 400. Prerequisite: permission of the Professor of the Military Science.

412. Seminar in Organizational Leadership. (Sp)[3]

Continuation of second year advanced course. Corequisite: Leadership Laboratory 400. Prerequisite: permission of the Professor of Military Science.

**MASTER OF SCIENCE
IN ACCOUNTING**

MASTER OF SCIENCE IN ACCOUNTING

PROFESSOR

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

ASSOCIATE PROFESSORS

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

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

Ronald H. Eaton. B.B.A, M.B.A., University of Memphis; Ph.D., University of Arkansas. C.P.A. (Accountancy.)

John M. Planchon. A.B., M.A., University of Missouri, Columbia; Ph.D., University of Alabama. (Marketing, marketing management, business policy.)

ASSISTANT PROFESSORS

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

Allan Ryan. B.A. McGill University; M.A. University of Toronto; M.B.A. McGill University; M.S. and Ph.D., Cornell University. (Business Policy, international management, business ethics.)

PART-TIME INSTRUCTORS

Matthew T. Dito. B.S., Northern Arizona; M.B.A., University of Memphis; C.P.A. (Accounting information systems.)

Kevin W. Kern. B.A., Vanderbilt University; M.B.A. and J.D., Tulane University. (Business Law)

Mark D. Puckett. B.S., University of Tennessee; M.S., University of Memphis. C.P.A., Tax Partner, BDO Seidman. (Accountancy, Taxation.)

Rhodes College offers a 30-hour program of study in accounting and business administration leading to the Master of Science in Accounting degree. The M.S. in Accounting is a professional master's degree designed to provide a mature understanding of accepted professional practices in the field of accounting and to support entry and advancement in the various fields of professional accounting.

ADMISSIONS PROCEDURE

A student who wishes to apply for admission to the M.S. program should write or call the Director of the program requesting an application form. The form should be completed carefully and mailed to the Director of the M.S. in Accounting program with a nonrefundable application fee of twenty-five dollars.

Students who have submitted an application and all supporting credentials to the M.S. in Accounting Director by March 1 will be notified of the decision of the Graduate Admissions Committee by April 1.

All applicants to the graduate program must have an earned baccalaureate from an accredited institution before being admitted into the program.

STANDARDIZED TESTS

All applicants for admission to the M.S. in Accounting program are required to take the Graduate Management Admissions Test (GMAT). Any student planning to

apply to the program for fall admission should plan to take the test no later than December so that his or her scores will be available for the Graduate Admissions Committee by March 1.

Test application forms may be obtained from some colleges and universities or by writing directly to the testing service, as follows: The Education Testing Service, Princeton, NJ 08541.

Applicants whose university instruction was not in English are also required to take

graduate program at Rhodes. These charges and policies are outlined in the "Expenses" portion of the catalogue. Room charges and policies are also the same as those for the undergraduate programs; however, on-campus rooms will be made available to graduate students only after all undergraduate demand has been satisfied.

FINANCIAL AID

Most financial assistance for students in the M.S. in Accounting program will be awarded as grants, loans and student employment.

LOANS

Federal Stafford Student Loan Program. Graduate students are currently eligible for up to \$8,500 per year.

Federal Stafford Loans can be made on either a subsidized or an unsubsidized basis. In the case of a subsidized loan, the interest is paid by the federal government while the student is enrolled in an eligible institution on at least a half-time basis. In the case of an unsubsidized loan, the student is responsible for interest payment during periods of enrollment. Repayment begins six months after the student graduates or ceases to be enrolled at least half-time. The maximum repayment period is ten years, and the interest rate is variable, with a cap of 9%.

Anyone interested in the student loan program should contact:

Office of Financial Aid
Rhodes College
2000 N. Parkway
Memphis, TN 38112-1690
Telephone 901-843-3810

GRANTS AND GRADUATE STIPENDS

All grants and graduate stipends for students in the M.S. in Accounting program are merit based; financial need is not a consideration. Selection for a grant and/or stipend is based upon the candidate's academic record, personal achievements, and promise of success in accounting.

COOPERATIVE PROGRAM

In cooperation with numerous C.P.A. firms in Memphis, Rhodes recommends certain students to interview with these firms for admittance to a cooperative program. The program operates as follows: (1) The C.P.A. firm interviews students recommended by Rhodes. (2) If accepted by the C.P.A. firm, the student takes coursework in the fall at Rhodes. (3) The student works for the C.P.A. firm as a full-time employee during the spring semester. (4) The student returns to Rhodes for the second semester of the M.S. in Accounting program in the fall. (5) Upon completing all required coursework in December, the student begins full-time employment with the firm. (Since Rhodes does not confer degrees in December, actual graduation from the program does not take place until the following May.) This program provides the student income for tuition, and eliminates the uncertainty of whether the student will have a job upon graduation. The student will also gain important experience in a firm which will count as hours toward qualifying to take the C.P.A. exam, and which should improve his or her classroom performance. This program enables the C.P.A. firm to obtain early commitments from highly desirable students and permits employment of the student during the firm's peak seasonal need.

THE EDUCATIONAL PROGRAM

The graduate program builds upon the undergraduate study of accounting by intro-

ducing more complex accounting practices and reasoning into the functional areas of accounting: cost, tax, auditing and advanced financial. The graduate program also addresses the legal environment of business and business ethics, accounting research, and the theory and methodology of the accounting discipline. It is central to the mission of the program that students be able to communicate effectively, both orally and in writing. A significant component of all graduate courses will be oral presentations and discussions as well as written assignments.

THE CURRICULUM

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

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

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

REQUIREMENTS FOR THE M.S. DEGREE

A total of thirty (30) credit hours as follows:

Required courses. (24 credit hours):

BA 641 Seminar in Financial Accounting Theory and Research
 BA 642 Accounting Information Systems
 BA 643 Seminar in Accounting Control
 BA 645 Taxation of Business Organizations
 BA 646 Consolidations and Advanced Accounting Topics
 BA 647 Legal and Regulatory Environment of Business
 BA 648 Topics in Auditing
 BA 680 Ethics: Business and Society

Elective courses. Any two courses (6 credit hours) from the following:

BA 520 Econometrics
 BA 552 Cases in Managerial Finance
 BA 554 International Finance
 BA 563 International Management
 BA 566 Personnel and Human Resource Management
 BA 572 Marketing Management II
 BA 573 International Marketing
 BA 575 Business Research
 BA 665 Graduate Topics in Accounting

CHANGES IN DEGREE REQUIREMENTS

A student may satisfy the requirements for an M.S. in Accounting degree as described in any catalogue that has been in effect during the student's enrollment. Students readmitted to Rhodes may graduate under requirements in effect during the original period of enrollment or by following a program incorporating

Such students are ineligible to participate in some extracurricular activities, including intercollegiate athletics. A student is removed from academic probation upon attainment of a 3.000 average in graduate courses. A student placed on academic probation because of a grade point average below 3.000 has one academic semester of course work to raise his or her average to the required 3.000. If the grade point average is not raised to a 3.000, he or she may be dropped from the program. Any student who earns a D or an F in any graduate course may be dismissed immediately from the program.

COURSES OF INSTRUCTION

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

Fa (Fall) and Sp (Spring) following the course titles indicate the semester in which the course is usually taught. Course credit is shown in brackets at the right of the title line.

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

COURSE OFFERINGS

520. Econometrics. (Sp) [3]

Same as EC 320 with additional requirements for graduate credit. Students who have taken EC 320 may not take 520. Prerequisites: Economics 101-102, 290, and Math 115 or permission of the instructor and program director.

552. Ca16 TDrar .10ment.

MATTERS OF RECORD

EMERITI

Dorothy Ross. Lecturer Emerita in Art since 1974. B.A. and M.A., University of Minnesota.

William R. Maybry. Instructor of Physical Education Emeritus since 1981. B.A., Rhodes; M.A. in Physical Education, George Peabody College for Teachers.

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

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

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

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

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

Robert Lewis Amy. Professor Emeritus of Biology since 1986. B.S., Thiel College; M.S., University of Pittsburgh; Ph.D., University of Virginia.

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

E. Llewellyn Queener. Professor Emeritus of Psychology since 1987. A.B., University of Tennessee; B.D. and Ph.D., Yale University.

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

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

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

Betty M. Ruffin. Professor Emerita of Theatre and Media Arts since 1988. B.S. and M.A., University of Memphis.

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

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

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

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

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

William T. Jolly. Professor Emeritus of Classics since 1993. B.A., Rhodes; M.A., University of Mississippi; Ph.D., Tulane University.

Robert G. Patterson. Professor Emeritus of Religious Studies since 1993. B.A., Washington and Lee University; B.D., Union Theological Seminary (Virginia); Ph.D., Yale University.

Lawrence K. Anthony. Professor Emeritus since 1995. B.A., Washington and Lee University; M.F.A., University of Georgia.

Milton P. Brown, Jr. Professor Emeritus of Religious Studies since 1995. A.B., Birmingham-Southern College; B.D., Louisville Presbyterian Theological Seminary; Ph.D., Duke University.

Rebecca Sue Legge. Professor Emerita of Business Administration since 1995. B.B.A., M.B.A. and Ph.D., University of Mississippi.

Herbert W. Smith. Professor Emeritus of Psychology since 1995. B.A. and M.A., East Texas State University; Ph.D., Florida State University.

G. Kenneth Williams. Professor Emeritus of Mathematics and Computer Science since 1995. B.A.E. and M.A., University of Kentucky; Ph.D., University of Virginia.

F. Thomas Cloar. Professor Emeritus of Psychology since 1996. B.A., Rhodes; M.A., University of Memphis; Ph.D., University of Alabama.

James W. Jobes, Jr. Professor Emeritus of Philosophy since 1996. B.A., St. John's College; Ph.D., University of Virginia.

Helmuth M. Gilow. Professor Emeritus of Chemistry since 1997. B.A., Wartburg College; M.S. and Ph.D., State University of Iowa.

Donald W. Tucker. Professor Emeritus of Spanish since 1998. B.S., Davidson College; M.A. and Ph.D., University of North Carolina.

Edward A. Barnhardt. Associate Professor Emeritus of Physics since 1999. B.S., Rhodes College; M.S., Vanderbilt University.

James H. Daughdrill, Jr. President Emeritus since 1999. B.A., Emory University; M. Div., Columbia Theological Seminary; D.D., Davidson College.

Charles C. Orvis. Professor Emeritus of Economics since 2000. B.A., State University at Northridge, California; Ph.D., University of Minnesota.

Bobby R. Jones. Professor Emeritus of Biology since 2001. B.S., University of Arkansas; Ph.D., University of Missouri.

William L. Lacy. Professor Emeritus of Philosophy since 2001. B.A., Rhodes College; Ph.D., University of Virginia.

Robert M. MacQueen. Professor Emeritus of Physics since 2001. B.S., Rhodes College; Ph.D., The Johns Hopkins University.

Charles L. Mosby. Professor Emeritus of Music since 2001. B.M., Rhodes College; M.M., Florida State University.

THE ADMINISTRATION

OFFICE OF THE PRESIDENT

William E. Troutt. B.A., Union University; M.A., University of Louisville; Ph.D., Vanderbilt University.

Loyd C. Templeton, Jr. Assistant to the President. B.A., Rhodes.

Sherry J. Fields. Executive Administrative Assistant.

Patricia C. Fetters. Administrative Assistant. B.S., University of Memphis.

OFFICE OF THE DEAN OF THE COLLEGE

Robert R. Llewellyn. Dean of the College. B.S., Davidson College; M.A. and Ph.D., Vanderbilt University.

Margaret V. Handwerker. Administrative Assistant. B.S., Mississippi State University.

Janice M. Fox. Administrative Assistant.

Office of International Programs

Katherine Owen Richardson. Director of International Programs and Liaison to the Honor Council. B.A., Rhodes; M.A., Georgetown University.

Stacy L. Womelduff. Secretary.

Office of the Registrar

Glenn W. Munson. Registrar. B.A., Hartwick College; M.Ed., Kent State University.

DeAnna S. Adams. Assistant Registrar. B.A., Rhodes.

Office of Student Academic Support

Kathleen M. Laakso. Director of Student Academic Support. B.A., M.A., University of Southern Mississippi.

Nancy H. VanCleve. Administrative Assistant. B.A., University of Memphis.

The Clough-Hanson Gallery

Marina E. Pacini. Director of Clough-Hanson Gallery/Visual Resources Curator. B.A., University of Wisconsin, Madison; M.A., University of Delaware

The Music Academy

Catherine S. Fletcher. Director of The Music Academy. B.M., Lambuth College; M.A., Middle Tennessee State University.

Academic Offices

Tina S. Benton. Secretary, Psychology, Anthropology/Sociology, Education.

Kathy M. Foreman. Secretary, Foreign Languages and Literatures.

Evelena B. Grant. Secretary, Chemistry. A.D., Compton College.

Nancy J. Hunt. Secretary, History.

Barbara H. Maxey. Administrative Assistant, Music.

K. Michelle McDaniel. Secretary, Mathematics and Computer Science. B.A., University of Southern Indiana, Evansville.

Edith McDowell. Secretary, Biology.

Jean E. Minmier. Secretary, Political Science.

Eva L. Owens. Secretary, Physics.

Pamela L. Cate. Secretary, Economics and Business Administration.

Marguerite E. Raiford. Administrative Assistant, McCoy Theatre. B.A., Rhodes.

Brenda Somes. Secretary, International Studies.

To Be Named. Associate Director, Language Center.

Gail W. Stroud. Secretary, English.

Karen M. Winterton. Secretary, Religious Studies, Art, Philosophy.

Office of British Studies at Oxford

Michael Peter Leslie. Dean. Professor of English. B.A., University of Leicester; Ph.D., University of Edinburgh.

Office of European Studies

Michael Peter Leslie. Executive Liaison Officer. Professor of English. B.A., University of Leicester; Ph.D., University of Edinburgh.

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

Mary Allie Baldwin. Administrative Assistant to British and European Studies. B.A., Rhodes.

The Meeman Center for Lifelong Learning

To Be Named. Director.

Marilyn A. Hury. Interim Director and Marketing and Program Manager. A.A., Stephens College; B.A., University of Louisville; M.A., University of Memphis.

Mark T. Coy. Conference Services Manager. B.S., University of Mississippi.

Elizabeth W. Whittaker. Administrative Assistant. B.A., University of Memphis.

Barbara A. Cockrill. Receptionist and Conference Assistant.

OFFICE OF ADMINISTRATIVE SERVICES

James Allen Boone, Jr. Dean of Administrative Services. B.A., Rhodes; M.P.A., University of Memphis.

Gayle A. Davis. Administrative Assistant.

Office of Finance

N. P. McWhirter. Comptroller/Associate Dean of Administrative Services. B.A., Rhodes; C.P.A.

J. Kyle Webb. Assistant Comptroller. B.A., Rhodes; C.P.A.

Wanda L. Jones. Director of Accounting and Payroll.

Kathleen B. Cates. Assistant Director of Accounting. B.B.A. University of Memphis.

Tina L. NeSmith. Payroll Manager.

Bama M. Strickland. Staff Accountant. B.S., Mississippi State University.

Office of the Bursar

Richard F. Huddleston. Bursar. B.A., Rhodes.

Elizabeth L. Dodd. Assistant Bursar.

Susan F. Todd. Assistant Bursar. B.A., Christian Brothers University.

Office of Mail Services

Billy W. Lewis. Manager. B.S., Wayland Baptist University.

Jacqueline D. Wilborn. Mail Services Clerk.

Office of Physical Plant

Brian E. Foshee. Director, Physical Plant/Purchasing. B.S., Christian Brothers University.

Mark S. Fletcher. Superintendent of Engineering.

James C. Vann. Superintendent of Grounds.

Roosevelt Evans. Superintendent of Housekeeping.

L. Mark Fleming. Assistant Superintendent of Housekeeping.

Linda Burks. Assistant Superintendent of Housekeeping.

Angelo C. Johnson. Special Services Technician.

M. Charlene Craig. Purchasing Manager.

Lori Von Bokel-Amin. Employment Manager. B.S., Southern Illinois University, P.H.R.

Samuel C. Tibbs. Switchboard Receptionist/Human Resources Assistant.
The Bookstore (Managed by Follett Higher Education Group)

Judy J. Davis.

Teresa L. Varnon. Administrative Assistant.

Office of Alumni

Lisa Meeder Turnbull. Director of Alumni. B.A., Gannon University; M.S., Miami University.

Amanda L. Corkern. Assistant Director of Alumni. B.A., Rhodes.

Martha J. Becker. Administrative Assistant. B.A., Ohio Wesleyan University.

Office of Development

Charlotte P. Parks. Associate Dean of Development. B.A., Rhodes; M.A., Bowling Green State University.

Wendy T. Rotter. Associate Dean of Development. B.A., Rhodes.

Brenda A. Eckles. Director of Development Services. B.A., Vanderbilt University.

Michael W. Streeter. Major Gifts Office. B.A., University of Illinois at Chicago.

Jennifer R. Goodloe. Director of Annual Giving. B.S., University of Tennessee, Knoxville; M.Ed., Vanderbilt University.

Christopher E. Chastain. Assistant Director of Annual Giving. B.A., Rhodes.

Kerry A. Connors. Director of Special Campaigns. B.A., Marist College.

Heath M. Colvett. Director of Grants. B.A., University of Alabama.

Roberta B. Matthews. Director of Planned Giving. B.A. Duke University; M.P.A., University of Texas; J.D., University of Memphis.

Jacquelyn S. Carney. Administrative Assistant.

Carmen G. Davis. Administrative Assistant.

Mary F. Hayes. Administrative Assistant.

Nell P. Miller. Development Assistant

Julie A. Sefton. Development Services Assistant. B.A., Western Michigan University.

OFFICE OF INFORMATION SERVICES

Robert M. Johnson, Jr. Dean of Information Services and Chief Information Officer. M.A., Ph.D., Vanderbilt University, Ed.D. Candidate, Vanderbilt University.

Marci A. Hendrix. Administrative Assistant.

Office of Institutional Research

Brian S. Hummer. Associate Director of Institutional Research.

The Computer Center

L. Charles Lemond. Director of the Computer Center. Assistant Professor of Psychology. B.A., Rhodes; M.A. and Ph.D., Vanderbilt University.

Judith C. Rutschman. AdminJEB5lopment Assistannsis08 TD 0Ow(J)0(-wSy0.025 Tw[

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

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

Annette Cates. Interlibrary and Information Services Librarian. A.A., Alabama Christian College; B.S., Auburn University; M.L.S., University of Alabama.

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

Janice G. Tankersley. Cataloguer. B.A., M.S., University of Memphis; M.S.L.S., University of Tennessee, Knoxville

Elizabeth G. Kesler. College Archivist. B.A., M.L.S., University of Rhode Island.

Katherine Muth. Circulation Assistant. B.A., Rhodes.

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

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

Phyllis Gregory. Periodicals and Acquisitions Assistant. B.S., University of Memphis.

OFFICE OF STUDENT AFFAIRS

Melody Hokanson Richey. Dean of Student Affairs. B.S., University of Arizona; M.Ed., University of South Carolina.

Charles N. Landreth, Jr. Associate Dean of Student Affairs. B.A., Rhodes; M.L.A., Louisiana State University.

Carol E. Casey. Director of Residence Life. B.A., Wittenberg University; M.S., Miami University.

Marie T. Lindquist. Director of Student Orientation and Leadership Programs. B.A., Simpson College; M.S., Southern Illinois University.

Joseph D. Petri. Director of Student Activities. B.S., M.S., Buffalo State College.

Claire T. Coleman. Administrative Assistant. B.A., Rhodes.

Office of Campus Safety

Ralph L. Hatley, Jr. Director of Campus Safety. B.A., University of Memphis; C.F.E.

Richard L. Loyd. Executive Duty Commander.

Johnny R. Austin. Duty Commander.

K. Lynn Barnett. Duty Commander.

Lillie V. Todd. Administrative Assistant.

Office of Career Services

Sandra George Tracy. Director of Career Services. B.A., Purdue University; M.A., Bowling Green State University.

Jennifer Winstead. Assistant Director of Career Services. B.A., Mississippi State University; M.A., Asbury Theological Seminary.

Melissa Butler. Coordinator of Student Disability Services and Career Services. B.S., University of Washington; M.S., University of Memphis.

Claudia D. Rutkauskas. Administrative Assistant.

Office of Chaplain and Community Service

William Newton. Chaplain and Director of Community Service. D. Min., Columbia Theological Seminary.

Julie King Murphy. Church Related Ministry Coordinator. B.A., University of the South; J.D., University of Georgia.

Jessica Anschutz. Community Service and Bonner Coordinator. B.A., Rhodes.

Kristin Fox. Rhodes-MIFA Urban Ministry Coordinator. B.A., Rhodes.

Jill West. Administrative Assistant.

Office of Counseling and Student Development Center

Robert B. Dove. Director of Counseling and Student Development. B.A., Tulane University; M.S.W., Smith College. L.C.S.W.

Bridget M. Truman. Assistant Director of Counseling and Student Development. B.A., M.S., Northeastern Oklahoma State University; Ph.D., University of Memphis.

Office of Health Services

Patricia J. Sterba. Director of Health Services. R.N., South Chicago Community Hospital School of Nursing; B.S.N., St. Francis College.

Office of Multicultural Affairs

Cheryl R. Garner. Director of Multicultural Affairs. B.S., M.S., Mississippi State University.

THE FACULTY

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

Rhodes recruits faculty members who demonstrate excellent teaching and who show promise of continued and significant scholarly activity. The College also depends on the Faculty to provide leadership not only in academic development for the College but also in the overall governance of the institution.

The College is justifiably proud of the accomplishments of its Faculty. In particular, the Clarence Day Award for Outstanding Teaching, the Dean's Award for Research and Creative Activity, and the Charles E. Diehl Society Award for Service are given to those individuals judged as deserving of special recognition. Award winners have been as follows:

Clarence Day Award for Outstanding Teaching

1981	Dr. Jack U. Russell, Mathematics
1982	Dr. Marshall E. McMahon, Economics
1983	Dr. William Larry Lacy, Philosophy
1984	Dr. James M. Vest, French
1985	Dr. Fred W. Neal, Religious Studies
1986	Dr. E. Llewellyn Queener, Psychology
1987	Dr. Rebecca Sue Legge, Business Administration
1988	Dr. Terry W. Hill, Biology
1989	Dr. F. Michael McLain, Religious Studies
1990	Dr. Cynthia Marshall, English
1991	Dr. William T. Jolly, Classics
1992	Dr. G. Kenneth Williams, Mathematics
1993	Dr. Jennifer Brady, English
1994	Dr. Horst R. Dinkelacker, Foreign Languages and Literatures
1995	Dr. Carolyn R. Jaslow, Biology
1996	Professor Julia Ewing, Theatre
1997	Dr. Bradford D. Pendley, Chemistry
1998	Dr. Ellen T. Armour, Religious Studies
1999	Dr. Michael R. Drompp, History
2000	Dr. Brian W. Shaffer, English

Dean's Award for Research and Creative Activity

1981	Dr. John F. Copper, International Studies
1983	Professor Jack D. Farris, English
1984	Dr. Richard D. Gilliom, Chemistry
1985	Dr. David H. Kesler, Biology
1986	Professor Tony Lee Garner, Theatre
1987	Dr. James M. Olcese, Biology
1988	Dr. John F. Copper, International Studies
1989	Dr. Alan P. Jaslow, Biology
1990	Dr. Jack H. Taylor, Physics
1991	Dr. Marcus D. Pohlmann, Political Science
1992	Dr. Steven L. McKenzie, Religious Studies

1993 Dr. Robert J. Strandburg, Psychology
1994 Dr. Andrew A. Michta, International Studies
1995 Dr. Brian W. Shaffer, English
1996 Dr. Cynthia A. Marshall, English
1997 Dr. Stephen R. Haynes, Religious Studies
1998 Dr. Robert M. MacQueen, Physics

- Robert Canfield.** 1999. Assistant Professor of English, Ph.D., University of Arizona.
- Laura Canon.** 1994. Assistant Professor of Theatre, M.F.A., University of Memphis.
- Kevin S. Carlson.** 2000. Assistant Professor of Psychology, Ph.D., University of California, Santa Cruz.
- Stephen Ceccoli.** 1998. Assistant Professor of International Studies, Ph.D., Washington University.
- Pamela H. Church.** 1988. Associate Professor of Business Administration, Ph.D., University of Houston.
- Diane M. Clark.** 1975. Associate Professor of Music, D. A., University of Mississippi.
- Victor Coonin.** 1995. Associate Professor of Art, Ph.D., Rutgers University.
- Melanie M. L. Conroy-Goldman.** 2000. Assistant Professor of English, M.F.A., University of Oregon.
- John F. Copper.** 1977. Professor of International Studies, Ph.D., University of South Carolina.
- Sarah E. Crisler.** 2000. Assistant Professor of Spanish, Ph.D., University of Texas.
- Daniel E. Cullen.** 1988. Associate Professor of Political Science, Ph.D., Boston College.
- Anita A. Davis.** 1996. Assistant Professor of Psychology, Ph.D., University of Illinois at Urbana-Champaign.
- Horst R. Dinkelacker.** 1973. Professor of German, Ph.D., Vanderbilt University.
- Kathleen Doyle.** 1999. Assistant Professor of Spanish, Ph.D., University of Chicago
- Michael R. Drompp.** 1989. Associate Professor of History, Ph.D., Indiana University.
- Ronald E. Eaton.** 1998. Associate Professor of Business Administration, Ph.D., University of Arkansas.
- J. Peter Ekstrom.** 1974 Associate Professor of Anthropology/Sociology, Ph.D., University of Illinois.
- Robert E. England.** 2001. Associate Professor of Mathematics and Computer Science, Ph.D., University of Tennessee.
- Robert L. Entzinger.** 1987. Professor of English, Ph.D., Rice University.
- Julia Ewing.** 1976. Assistant Professor of Theatre, M.A., University of Memphis.
- Joseph A. Favazza.** 1993. Associate Professor of Religious Studies, Ph.D., The Catholic University of Louvain, Belgium.
- Dorothy C. Garceau.** 1995. Assistant Professor of History, Ph.D., Brown University.
- Eric Gottlieb.** 1998. Assistant Professor of Mathematics, Ph.D., University of Miami.
- Marshall K. Gramm.** 2000. Assistant Professor of Economics, Ph.D., Texas A & M University.
- Patricia A. Gray.** 1976. Assistant Professor of Music, Ph.D., Washington University.
- Ming Dong Gu.** 1999. Assistant Professor of Chinese, Ph.D., University of Chicago.
- Douglas W. Hatfield.** 1964. Professor of History, Ph.D., University of Kentucky.
- Stephen R. Haynes.** 1989. Associate Professor of Religious Studies, Ph.D., Emory University.
- P. Eric Henager.** 1995. Assistant Professor of Spanish, Ph.D., University of Illinois at Urbana-Champaign.
- John Hilgart.** 1997. Assistant Professor of English, Ph.D., Duke University.
- Terry W. Hill.** 1978. Associate Professor of Biology, Ph.D., University of Florida.

Diane M. Hoffman. 1994. Associate Professor of Art, M.F.A., Art Institute of Chicago.

Brent K. Hoffmeister. 1996. Assistant Professor of Physics, Ph.D., Washington University.

Timothy S. Huebner. 1995. Assistant Professor of History, Ph.D., University of Florida.

Amanda L. Irwin. 1997. Assistant Professor of Spanish, Ph.D., University of Chicago.

Luther D. Ivory. 1997. Assistant Professor of Religious Studies, Ph.D., Emory University.

Jeffrey H. Jackson. 2000. Assistant Professor of History, Ph.D., University of Rochester.

Alan P. Jaslow. 1984. Assistant Professor of Biology, Ph.D., University of Michigan.

- David P. McCarthy.** 1991. Associate Professor of Art, Ph.D., University of Delaware.
- Thomas G. McGowan.** 1988. Associate Professor of Anthropology/ Sociology, Ph.D., University of New Hampshire.
- Steven L. McKenzie.** 1983. Associate Professor of Religious Studies, Th.D., Harvard University.
- F. Michael McLain.** 1967. Professor of Religion, Ph.D., Vanderbilt University.
- Marshall E. McMahan.** 1972. Professor of Economics, Ph.D., Vanderbilt University.
- Bernadette McNary-Zak.** 1999. Assistant Professor of Religious Studies, Ph.D., Drew University.
- Andrew A. Michta.** 1988. Professor of International Studies, Ph.D., The Johns Hopkins University.
- Mary Miller.** 2001. Assistant Professor of Biology, Ph.D., University of Virginia.
- Frank O. Mora.** 1994. Associate Professor of International Studies, Ph.D., University of Miami.
- Kenneth S. Morrell.** 1993. Associate Professor of Greek and Roman Studies, Ph.D., Harvard University.
- Robert G. Mortimer.** 1970. Professor of Chemistry, Ph.D., California Institute of Technology.
- Mark W. Muesse.** 1988. Associate Professor of Religious Studies, Ph.D., Harvard University.
- Gail S. Murray.** 1991. Associate Professor of History, Ph.D., University of Memphis.
- Michael C. Nelson.** 1991. Professor of Political Science, Ph.D., The Johns Hopkins University.
- Valerie Z. Nollan.** 1986. Associate Professor of Russian, Ph.D., University of Pittsburgh.
- John S. Olsen.** 1977. Professor of Biology, Ph.D., University of Texas.
- Bradford D. Pendley.** 1991. Associate Professor of Chemistry, Ph.D., Cornell University.
- Natalie K. Person.** 1994. Assistant Professor of Psychology, Ph.D., University of Memphis.
- Deborah N. Pittman.** 1992. Assistant Professor of Business Administration, Ph.D., University of Memphis.
- Mary Ellen Pitts.** 1998. Assistant Professor of English, Ph.D., University of Florida.
- John M. Planchon.** 1986. Associate Professor of Business Administration, Ph.D., University of Alabama.
- Marcus D. Pohlmann.** 1986. Professor of Political Science, Ph.D., Columbia University.
- David Ramsey.** 1965. Associate Professor of Music, S.M.M., Union Theological Seminary.
- Richard D. Redfearn.** 2000. Associate Professor of Chemistry, Ph.D., Duke University.
- Michael M. Rollososon.** 1992. Instructor of Economics, B.A., Rhodes.
- Alan Ryan.** 2001. Assistant Professor of Economics, Ph.D., Cornell University.
- José E. Santos.** 1999. Assistant Professor of Spanish, Ph.D., Brown University.
- Sabine I. Schmidt.** 1997. Instructor of German, M.F.A., University of Arkansas.
- Carolyn P. Schriber.** 1989. Associate Professor of History, Ph.D., University of Colorado.
- Patrick A. Shade.** 1996. Assistant Professor of Philosophy, Ph.D., Vanderbilt

ENDOWMENTS, AWARDS, AND MEMORIALS

PROFESSORSHIPS AND FACULTY FELLOWSHIPS

The Connie Abston Chair in Literature was created in 1998 by Trustee Dunbar Abston, Jr. in honor of his wife. Dr. Cynthia A. Marshall is the current occupant of the Abston Chair.

The Mertie Willigar Buckman Chair in International Studies was established in 1990 by Trustee Robert H. Buckman to honor his mother. Dr. Andrew Michta holds the chair.

The Stanley J. Buckman Distinguished Professorship of International Studies, provided by Trustee Robert H. Buckman, honors the founder of Buckman Laboratories and longtime friend and trustee of the College. The current occupant is Dr. John Copper.

The Albert Bruce Curry Professorship of Religious Studies was provided and sustained by Second Presbyterian Church of Memphis. Dr. Stephen R. Haynes was named January, 1998, to occupy the chair.

The Elizabeth G. Daughdrill and James H. Daughdrill, Jr. Chairs were provided by the Rhodes Board of Trustees in 1998 to recognize President and Mrs. Daughdrill's exemplary leadership and service to the College for 25 years. Dr. Timothy W. Sharp, Associate Professor of Music, holds the Elizabeth G. Daughdrill Chair. Dr. Bradford D. Pendley, Associate Professor of Chemistry, is the occupant of the James H. Daughdrill, Jr. Chair.

The E. C. Ellett Chair of Mathematics and Computer Science was created by Edward Coleman Ellett, Class of 1888. Dr. Thomas H. Barr was named January, 1998, to occupy the chair.

The Charles R. Glover Professorship of English Studies was provided by Mrs. Charles R. Glover and is occupied by Dr. Jennifer Brady.

The William Randolph Hearst Endowed Teaching Fellowship for Minority Graduate Students supports minority teaching fellows at Rhodes as they complete their dissertations. Ms. Krista Johnson is the current Hearst Fellow. She is a PhD candidate at Johns Hopkins University; her specialties are African politics and society and comparative politics.

The Interdisciplinary Professorship in the Humanities supports a professorship in the interdisciplinary course, "The Search for Values in the Light of Western History and Religion." Dr. Robert R. Llewellyn of the Philosophy Department was named January, 1998, to occupy the chair.

The Robert D. McCallum Distinguished Professorship of Economics and Business was funded by Robert D. McCallum, Chairman Emeritus, Valmac Industries, Inc. and Life Trustee of Rhodes. Dr. Daniel G. Arce occupies the McCallum Chair.

The J. J. McComb Professorship of History was provided by Mr. J. J. McComb and is occupied by Dr. Douglas W. Hatfield.

The Irene and J. Walter McDonnell Chair in Greek and Roman Studies was established by Trustee Michael McDonnell in memory of his parents. Dr. Kenneth S. Morrell holds the McDonnell Chair.

The W. J. Millard Professorship of Religious Studies was provided by his friends at Evergreen Presbyterian Church in Memphis and honors the late senior minister of the church. Dr. Richard A. Batey is the current occupant.

The Ellis W. Rabb Chair in Theatre was created through the estates of Clark and Carolyn Rabb to honor the memory of their son Ellis, one of the most accomplished stage actors and directors ever to emerge from Memphis. The occupant of the Rabb Chair has not yet been named.

The James F. Ruffin Professorship of Art was established by the late James F. Ruffin, Jr., founder and operator of Ruffin's Imports and Interiors of Memphis. His mark can be found all around the Rhodes campus as well as the President's home. The Ruffin Chair will be occupied by a specialist in Classical Art and Archaeology.

The P. K. Seidman Distinguished Professorship of Political Economy was provided by Robert H. Buckman and the late Mertie W. Buckman, in honor of their friend, the late P. K. Seidman. It is currently occupied by Dr. Karl C. Kaltenthaler.

The Van Vleet Fellowship was provided by The Van Vleet Foundation. The Chair, occupied by Dr. Robert MacQueen, provides for student research and strengthens the Physics Department.

The R. A. Webb Professorship of Religious Studies was provided by a friend of the College. Dr. F. Michael McLain is the current occupant.

for the highest priority needs of the Library.

The Frank M. Gilliland Symposium, supported by Mrs. Tandy Gilliland and James Gilliland, brings to the Rhodes campus writers and thinkers in the fields of English, history, and international relations.

The Gladney Faculty Support Fund was established by Dr. John D. Gladney '74 to honor his mother, grandparents, and teachers. The fund provides support for the teaching of the interdisciplinary course, "The Search for Values in the Light of Western History and Religion."

The Henry Goodrich Discretionary Fund was established by two friends of the College to honor trustee Henry Goodrich of Shreveport, Louisiana. It is used by the President, at his discretion, to further the aims of the College.

The Margaret A. and A. Arthur Halle, Jr. Collection Endowment, established by the late Mr. A. Arthur Halle, Jr. and Mrs. Halle, of Memphis, provides book funds for Burrow Library.

The C. Stratton and Charlotte Hill Library Endowment was created in 1998 by trustee C. Stratton Hill '50 to purchase online databases for Burrow Library.

The Marie Cordes Hill Presidential Discretionary Fund was established in 1986 by a gift from the late Marie Cordes Hill of Memphis and by grants from the Andrew W. Mellon Foundation of New York and the William and Flora Hewlett Foundation of Menlo Park, California. It is used by the President, at his discretion, to further the aims of the College.

The Michaelcheck Faculty Support Fund was established by Rhodes trustee William J. Michaelcheck '69 to provide support for faculty travel.

The Lillian and Morrie Moss Endowment for the Visual Arts, provided by the late Mr. and Mrs. Moss of Memphis, brings leading writers, critics, and art historians to the campus.

The Wiley C. Newman Fund, established by Charles and Kay Newman of Memphis to honor his father, underwrites the Daily Themes writing program in the Department of English and may support student scholarships and work-study grants.

The Elizabeth T. and Milton C. Picard Collection Endowment, established by the late Mr. Picard and his wife Liz of Memphis, provides funds for Burrow Library.

The L.H. and Belle Poppenheimer Collection Endowment, provided by the late Mr. L. H. Poppenheimer of Memphis and Mrs. Poppenheimer, provides funds for Burrow Library.

The Peyton Nalle Rhodes Physics Lecture Series was funded by friends and alumni of Rhodes College in 1986. The series remembers the man who taught physics before becoming President of the College. It is designed to bring top physics scholars and practitioners to Rhodes.

The James R. Riedmeyer Collection, provided by the late Mr. James R. Riedmeyer, former vice president of Federal Express Corporation, purchases books and periodicals in aviation, transportation, and communication for Burrow Library.

The Riley Discretionary Endowment for Burrow Library was created in 1998 by Robert '54 and Anne Riley '54 Bourne in memory of Rev. Robert Quitman Riley, Class of 1894 (Anne's grandfather); John Riley, Class of 1926 (Anne's father); and Maclin Broadnax Riley, Class of 1930 (Anne's uncle). It provides funds to meet the highest priority needs of Burrow Library.

The Danforth R. Ross Annual Award for American Studies Faculty Development was established in 1998 by Dorothy Sonnenfeld Ross in memory of her husband, faculty emeritus of the College. The endowment provides support for professional activities and research in American Studies.

The Jack U. Russell Collection in Mathematics was established in 1986 by Mark E.

Russell in honor of his father, Dr. Jack U. Russell, Mathematics Professor at Rhodes 1954-1981.

The David Charles Scott Memorial Scholarship, created in 2000 by Rae Nell M. Scott in memory of her son, benefits a student enrolled in the International Cotton Institute at Rhodes.

The Coach Leland Smith Memorial Fund was created by alumni and friends in memory of Coach Smith. The fund benefits the athletic program at Rhodes.

The Springfield Music Series was established by a bequest from John Murry Springfield '51. It provides visiting lecturers in musicology.

SPECIAL FUNDS

The Ernst & Young Fellowship in Accountancy was created in 1988. It provides special research funds, student scholarships, a student award, and scholarships for graduate students in accountancy.

The Herta and Walter Nelson Library Fund was funded by Dr. and Mrs. Michael Nelson in honor of his parents to purchase the circulating copies of books written by current faculty members for Burrow Library.

The J. S. Seidman Research Fellowship in International Studies is funded annually by the estate of P. K. Seidman in order to attract and retain promising young faculty members in the Department of International Studies. Dr. Frank O. Mora is the current Seidman Fellow.

The Smith & Nephew Richards Special Studies Fund was created to support the development of leadership and/or diversity training programs.

ART COLLECTIONS

The Robert I. and Anne Riley Bourne Collection was given in 1998 by the Bournes, both members of the Class of 1954. The photographic prints represent the work of distinguished photographer Edward J. Curtis and document life of Native Americans in the Pacific Northwest, circa 1905. Selected prints are periodically displayed in the Clough-Hanson Gallery and are used for teaching.

The Dorothy Seymour Harnden Collection in North American Native Art was given to Rhodes in 1990 in her memory by her husband, Robert C. Harnden. The Harnden Collection is on permanent display in Halliburton Tower and Buckman Hall.

The Harvey A. Pankin Collection was given in his memory by his son Jayson D. Pankin of Michigan in 1997. The prints, dating from 1960-80, document many of the styles or movements of those decades, including op art, hard-edged abstractions, figurative art, and photo-realism. Selected prints are periodically displayed in the Clough-Hanson Gallery and are used for teaching.

The Jessie L. Clough Art Memorial for Teaching was given to Rhodes in 1953 by sisters Floy and Etta Hanson in memory of their friend and first art teacher. The collection of Asian woodcut prints, porcelains, fabrics, and other objects forms the basis of the College's teaching collection. Selected objects are periodically displayed in the Clough-Hanson Gallery.

AWARDS

The Louise and Ward Archer, Sr. Award for Creativity, given by his late wife and his children, recognizes the student selected as having demonstrated the most creativity at Rhodes. The award honors the memory of Ward Archer, Sr. '39, founder of Ward Archer & Associates, now the public relations firm Archer/Malmo, and his wife Louise Thompson Archer '44, whose early career was in the advertising field in New York.

The Lucius Burch Anthropology Internship, established by an alumna in memory of

The Sue Legge Accounting Award, provided by Ernst & Young of Memphis, recognizes the outstanding junior accounting student.

The Freeman C. Marr Track and Field Award is presented annually to the outstanding athlete who best exemplifies dedication to the principles of scholarship and athletics. This award honors Freeman C. Marr '48: athlete, scholar, coach and dedicated alumnus of the College.

The Robert D. McCallum Competitive Enterprise Award was established by Dr. Ben.

highest distinction in the interdisciplinary course, "The Search for Values in the Light of Western History and Religion."

The Spencer Prizes in Greek were established in memory of Mr. H. N. Spencer, Port Gibson, Mississippi. They are awarded to those students in each class who attain the highest distinction. In addition, a prize is awarded to the student who has attained the highest absolute, not merely relative, grade during four years of Greek courses.

The Algernon Sydney Sullivan Awards, a medallion and certificate provided by the New York Southern Society of the City of New York, are awarded to the man and woman students of the graduating class and to one outstanding citizen of the community who best exemplify the ideals of Mr. Sullivan.

The Wall Street Journal Award is given annually to recognize the student who has the highest achievement in the area of finance and investment.

The Rob Wolcott '93 Endowed Internship was provided by family and friends to support

Banakas in memory of her husband. It provides aid to deserving pre-medical students on the basis of academic promise and ability.

The Albert D. Banta Scholarships provide for Rhodes College one-third of the income from a trust created by the late Albert D. Banta, Shreveport, Louisiana.

The Barrow Hanley Mewhinney and Strauss Scholarship

Tennessee, in memory of her husband, is awarded to students from Shelby County or Williamson County, Tennessee.

The Jean Brown Scholarship was established through a bequest from the late Miss Jean Brown of Hot Springs, Arkansas.

The Robert L. Brown Scholarship was provided through the estate of alumnus Robert L. Brown, Class of 1935.

The S. Toof Brown Scholarship was established by Whit Brown in memory of his father.

The W. C. Brown Memorial Scholarship Fund was established by the children of the late William Clark Brown, Sr., Stamps, Arkansas.

The John H. Bryan Scholarship was established during his lifetime by John H. Bryan, Sr., West Point, Mississippi, founder of Bryan Foods.

The Annie Rose and Leslie H. Buchman Scholarship was established by Southern Fabricators, Inc., Mr. Paul Isbell, and the late Mrs. Buchman of Memphis.

The Mertie W. Buckman International Scholarships for Women are awarded annually to deserving junior and senior students with financial need to participate in Rhodes-sponsored programs abroad or in Rhodes' exchange programs. Preference is given to women students.

The Stanley Joseph and Mertie Willigar Buckman Scholarship was established by the late Mrs. Buckman to support needy students.

The Buntyn Presbyterian Church Scholarship was established to provide assistance to a student from Tennessee.

The Lucius E. Burch Scholarships, provided by The Day Foundation of Memphis, are awarded to students who have demonstrated leadership in serving others. The awards include an annual tuition award. The Day Foundation also contributes to a community service fund to be used by the scholarship recipients for their service projects.

The Catherine W. Burrow Scholarship was established by the late Mrs. Burrow of Memphis.

The Samuel Craighead Caldwell Memorial Scholarship was established by First Presbyterian Church, Hazlehurst, Mississippi.

The Wheeler Carleton Scholarship was established in 1947 by the Women of the Church of the Synod of Alabama. Preference is given to a Presbyterian student from Alabama.

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 Walter Chandler Scholarship was established by citizens of Memphis in honor of the former mayor of Memphis.

The Alice S. Christenson Scholarship was created in her honor by her son, Gray Stevens '82 and his wife Allison. It benefits students of high academic ability with demonstrated financial need. Preference is given to students from Alabama.

The Class of 1950 Scholarship is provided by alumni of the Class of 1950 in honor of their 50th Class Reunion in October, 2000.

The Yerger Clifton Scholarship was created by alumni and friends in memory of Dr. Yerger Clifton, the Dean of the British Studies at Oxford program.

The Coca-Cola Minority Business Scholarships, funded by the Coca-Cola Foundation, are awarded to students in business administration, economics, or marketing who have financial need.

The Jefferson K. Cole Scholarship was established by the late Mrs. Anna P. Cole of Memphis in memory of her husband.

The Elizabeth Williams Cooper '30 Scholarship was established by the late Mr. and Mrs. A. B. Cooper of Nashville in appreciation of the education that Rhodes provided Mrs. Cooper.

The James Leonard Cooper Scholarship was established by his late daughter, Miss Lula W. Cooper.

The Mrs. John S. Cooper Memorial Scholarship was established by Mr. Douglas Johnston of Memphis in memory of his mother.

The H. L. Cornish, Jr. Scholarship is funded annually for deserving students by H. L. Cornish, Jr. '62.

The Robert Emmet Craig Scholarship was established by his late wife, Mrs. Robert E. Craig, and his daughters, Mrs. Amelia Craig Lane and Mrs. Samuel Sanders III, New Orleans, Louisiana.

The Jere Lawrence Crook, Jr. Scholarship Fund was established by a generous gift of the late Mr. Crook, prominent Memphis real estate developer, world traveler and civic leader. Preference is given to international students.

The Patsy Braswell Culverhouse '54 Scholarship was created in her memory by her husband Cecil Culverhouse and their sons Ian and Rob. The scholarship benefits a young woman who would not be able to attend Rhodes without financial aid.

The Ellen Davies-Rodgers Scholarship in Early Elementary Education was established by the late Dr. Ellen Davies-Rodgers. This scholarship is presented to an outstanding student with special interest in early elementary education.

The Jefferson Davis Scholarship Fund was established by the late Jefferson Davis and

from family members and friends in memory of Elizabeth Dobell '58.

The Joseph A. Dungleinson Scholarship was established by the First Presbyterian Church of Selma, Alabama, in honor of its minister.

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 the late Mr. and Mrs. J. S. Edmondson of Memphis to aid worthy students.

The Mark A. Edwards '79 Memorial Fund was created with memorial gifts from his family and friends.

The John Farley Scholarship was established in 1990 upon his death by the family and friends of John Farley, Class of '37, a noted lawyer in New York.

The Anna and Jack D. Farris Scholarship was created by alum couple Mark '82 and Elizabeth Sheppard '84 Hurley. It honors Anna Farris, former Administrative Assistant for the British Studies at Oxford Program at Rhodes, and the late Jack Farris, Professor Emeritus of English.

The Joseph Peyton Faulk Memorial Fund was established by Robert W. Faulk in memory of his father to aid worthy and needy students from Tipton County, Tennessee, who are pursuing a full-time course of study leading to a bachelors degree.

The Federal Express Scholarship was established by the Federal Express Corporation.

The Files Sisters Memorial Scholarship was established by the late Miss R. M. Files, Shreveport, Louisiana. The beneficiary of this scholarship is nominated by the pastor of the First Presbyterian Church, Shreveport, Louisiana.

The First Presbyterian Church Memorial Scholarship Fund was established by the First Presbyterian Church of Gallatin, Tennessee.

The Josie Millsaps Fitzhugh Scholarship was established by The Josephine Circle of Memphis, in honor of its founder, the late Mrs. Gutson T. Fitzhugh, Memphis.

The Sarah Mackenzie Flemister and Robert C. Flemister, Jr. Scholarship was established by the late Mr. and Mrs. Robert C. Flemister, Jr. '26 of Birmingham, Alabama, for deserving and needy students.

The Reverend and Mrs. L. K. Foster Scholarship is funded by their children to support a student with financial need.

The Fraser Lagniappe Scholarship Fund provides scholarship assistance to a non-traditional age student with financial need.

The John Chester Frist Memorial Scholarship was created by his brother, Rhodes trustee Dr. Thomas C. Frist, Sr. John was a member of the Class of 1928 and was a leader in many areas of campus life. He was a minister and leader in the Presbyterian Church until his death in 1959.

The T.M. Garrott, Jr. and Lina H. Garrott Scholarship was created through their

The *C. M. Gooch Scholarships* were established by the will of Mr. C. M. Gooch, prominent Mid-South lumberman and businessman.

The *Abe Goodman Memorial Scholarship* was established by his sons, Charles, Abe, and William Goodman, Memphis.

The *Dan F. Goodwin, Jr. Scholarship Fund* was given in honor of Dan F. Goodwin, Jr., member of Rhodes Board of Trustees for eight years. Preference is given to children of ministers from the states of Louisiana and Texas and selection is based primarily on financial need.

The *Margaret Gorman Scholarship* was established by John F. Gratz, Jr., of Memphis, to be given annually to that student who, in the judgment of the faculty of the Music Department, presents the greatest proficiency in the understanding and performance of the classical and romantic periods of music on the piano or to a deserving student majoring in music composition.

The *Fred R. Graves Scholarship Fund* was established by friends of the late Dr. Graves, longtime Presbyterian minister in Mississippi, and by Mr. and Mrs. Jere B. Nash, Jr., of Greenville, Mississippi. Income from the Fund is awarded each year on the basis of need and merit.

The *Michael Grehl Scholarship Fund* was established in his memory by his wife, Audrey, Scripps-Howard, family, and friends, to support deserving returning students who have financial need beyond the College's financial aid package.

The *Hans and Frances Groenhoff Scholarship for Art and Art History Majors* was established in memory of the world-famous photographer by his wife, the late Fran Groenhoff, and their friends. Recipients are limited to those students majoring in Art or Art History.

The *Charles E. Guice Scholarship* was established by members of the J.J. White Memorial Church and the Presbytery of South Mississippi. The recipient is recommended by the church.

The *A. Arthur Halle Memorial Scholarship* was established by trustees of the A. Arthur Halle Memorial Foundation, Memphis.

The *James Hamilton Memorial Political Science Scholarship* was established in his memory by gifts from Olivia Meyer Browne and is awarded to a deserving student.

The *Hammond-Moore Scholarships* were established by Mark B. Hammond, '39 and R. H. Hammond, Jr. in memory of their father, R. H. Hammond, and Dr. Moore Moore, both of Memphis.

The *Jabie & Helen Hardin Scholarship* was established in honor of Jabie and Helen Hardin of Memphis. It benefits deserving students from Georgia.

The *Dorothy Seymour Harnden Scholarship* was established by Robert C. Harnden of Memphis in memory of his wife.

The *Hassell Scholarship* was provided through the estate of Pauline Hassell Nicholson to assist students from or near Wayne County, Tennessee.

The *John H. Haynes III Scholarship* was created by Dr. John H. Haynes III '81 to provide financial aid to deserving students majoring in business and pre-medical studies.

The *William Randolph Hearst Scholarship*, created by the William Randolph Hearst Foundation of New York, provides assistance to African-American students.

The *Frank H. Heiss Scholarship Fund*, established by the New York City law firm of Kelley Drye & Warren in memory of its distinguished law partner and alumnus of Rhodes, Class of '28, is supported by his daughter.

The *Imelda and Hubert Henkel Scholarship* was created in their memory by their four children, all of whom are Rhodes graduates – Mike '79 and Frances '79 Henkel, Tim Henkel '81, Keith '83 and Linda '83 Henkel, and Michelle Henkel '86.

The *Henley International Student Scholarship* was established in memory of her son Robert Donaldson Henley '66 and her husband Robert Hendricks Henley by

Elizabeth Donaldson Henley. This scholarship is restricted to international students for study at Rhodes.

The Robert Donaldson Henley Scholarships are awarded annually in memory of Robert Donaldson Henley, Class of '66. These scholarships are awarded with preference given to students from Tiptonville and Lake County, Tennessee.

The J. D. & Evelyn Henry Scholarship was established by the late Mr. J. D. Henry,

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 Sr. Foundation. Consideration is by nomination only and the Hyde Scholars are chosen based on their academic and extracurricular records and an interview by a scholarship selection committee.

The Margaret Hyde Council Emergency Assistance Fund is provided by members of the Margaret Hyde Council and alumnae and friends of the College. It assists deserving upperclass students with emergency financial need beyond the College's financial aid package.

The Margaret Hyde Council International Scholarship for Women was established by the members of the Margaret Hyde Council to aid students in study abroad opportunities. It is also supported by alumnae and friends of Rhodes. Preference is given to women students.

The Wendy and Bill Jacoway Scholarship was created by alumnus William H. Jacoway '62 and his wife Wendy.

The Sarah Elizabeth Farris and Thomas Francis Jackson Scholarship was established by Mrs. Elizabeth Jackson Hall and her son, T Francis Jackson, III '62.

The Reverend William Nathan Jenkins Scholarship Fund was established by his wife, the late Pearl C. Jenkins and his daughter, Miss Annie Tait Jenkins of Crystal Springs, Mississippi to honor Mr. Jenkins, a Presbyterian minister and a member of Rhodes Class of 1895.

The Jane and J. L. Jerden Scholarship was established by Jane and J. L. Jerden of Atlanta, Georgia. Mr. Jerden is a member of the Class of 1959.

The Marshall P. Jones Scholarship, funded through a bequest from Lawrence & Carrie Jaseph, honors their late son-in-law and Rhodes Professor Emeritus. It is awarded to a student with financial need with preference given to a minority student.

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 Paul Tudor Jones III and Sara Shelton Jones Scholarship was established to honor the memory of his parents by the estate of the late Paul Tudor Jones IV, Rhodes alumnus, Class of 1932, and life trustee. Primary emphasis for selection of the recipients is based upon the student's genuine religious nature and integrity of character.

The Henry M. and Lena Meyer Kahn Scholarship was created through the will of Jacob M. Meyer of Memphis.

The Estes Kefauver Memorial Scholarships were endowed by friends of Senator

The Lichterman Loewenberg Foundation Scholarship is provided by the Lichterman Loewenberg Foundation for aid to minority students.

The Cornelia Loper Lipscomb Music Scholarship was established by Edward L. Lipscomb of Memphis, father of Nell Lipscomb Martin and alumnae Martha Lipscomb Whitla '57 and Lynda Lipscomb Patton '60, in memory of his wife and their mother. Preference is given to a female music student from a Southern state.

The Edward H. Little Endowed Scholarship is provided by the E. H. Little Trust.

The James J. and Ada Manson Memorial Scholarship Fund was established by their daughter, the late Mrs. Lucille M. Tate of New Orleans, Louisiana, and the First Presbyterian Church of New Orleans. Each year the income from the fund is awarded in the form of scholarships to five recipients.

The Roma and Jeff A. Marmon, Jr. Memorial Scholarships were established by Mr. and Mrs. George Mallouk of Garden City, New York, and other friends and relatives. He was in the Class of 1939.

The Edward C. Martin, Jr. Scholarship was funded through the estate of Mr. Martin, Class of 1941. It is awarded to deserving students with financial need.

The Ireys Martin Scholarship, established by the Association of Rhodes Women, is awarded to a qualified female student.

The Maxwell Family Scholarship was established in memory of Mr. and Mrs. J. B. Maxwell of Dyersburg, Tennessee, by members of their family. Preference is given to students from West Tennessee.

The May Scholarship of Second Presbyterian Church of Little Rock, Arkansas, is provided through the proceeds of the Ruth May Gibb Trust as administered by Second Presbyterian Church, Little Rock, Arkansas. Preference is given to Arkansas students, with consideration given to financial need, academic achievement, and educational goals of the student.

The Robert D. McCallum Scholarship was created in honor of trustee Robert D. McCallum by his friend Julian Robertson. Preference is given to students with partial financial need, and awarded on the basis of the students' high ethical values, leadership ability, and academic performance. The purpose of the scholarships is to enable middle-income students who meet these criteria to get a Rhodes education.

The Gail McClay Scholarship was established her memory by family, colleagues, and former students. Gail McClay was Associate Professor and Chair of the Education Department until her death in 1999. The McClay Scholarship benefits students in education with demonstrated financial need.

The Anna Leigh McCorkle Work Study Scholarship was established by her family and friends to provide on-campus employment of students.

The Seth and Mary Ann McGaughran Scholarship for Creative Writing, established by Mr. and Mrs. McGaughran, is awarded to a deserving student with interest and ability in creative writing and who resides within 150 miles of Memphis.

The McGehee Scholarship Fund was established by James E. McGehee & Company, Memphis. Priority is given to residents of Shelby County. Achievement, rather than need, is the principal consideration.

The Hilda Menke Scholarship was established by Milton and Elizabeth Picard and by Hubert and Stella Menke in memory of Mr. Menke's mother. The recipient is a deserving student from the Mid-South area.

The Frederick J. Menz Scholarship is supported by Douglas W. Menz '82 in memory of his father.

The Kimberley S. Millsaps Scholarship was established by Mr. and Mrs. Kenneth E. Millsaps, with their family and friends, in memory of their daughter Kimberley Millsaps, who was injured in a car accident during her senior year at Rhodes. The

Scholarship is awarded annually to a rising senior who is a member of the Alpha Omega Pi Sorority.

The Frank M. Mitchener, Sr. Scholarship Fund was established by his daughters, the late Frances M. Scott '33 and Mary Rose M. Wilds, and his late wife, Mrs. Frank M. Mitchener, Sr. of Sumner, Mississippi.

The Edward A. Mohns Scholarship was endowed by Dr. Edward A. Mohns '24, Portland, Oregon, and his family to give financial support to students preparing for careers in the ministry or medicine.

The Lewis Matthew Moore Scholarship was created in 1947 by Ethel Dean Moore in memory of her son. Preference is given to a student from Alabama.

The Mayo Moore Scholarship was established by the Tunica County Rotary Club.

The Virginia Lee Moore Scholarship, established by a Rhodes staff member in memory of her mother, is awarded to needy students.

The Morgan Keegan & Company Scholarship is funded by Morgan Keegan & Company of Memphis to benefit students with financial need majoring in business administration.

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 '75.

The Sanford Alvin Myatt, M.D. Scholarship was established by Mrs. Lewis J. Myatt of Memphis in memory of her son, a member of the Class of '66. Preference is given to a junior or senior pre-medical student.

The National Bank of Commerce Scholarship is provided to support deserving students with financial need.

The Hugh M. Neely Scholarships were established by the late Mrs. Mary Sneed Neely, Memphis.

The William Lucian Oates Scholarship was created in 1965 by the late Hugo N. Dixon of Memphis.

The 100 Club of Memphis Scholarship was endowed by the 100 Club of Memphis to assist Memphis and Shelby County law enforcement officers, firefighters, and their immediate family members.

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 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 May Thompson Patton Scholarship was established by Lynda Lipscomb Patton '60 to honor her mother-in-law and is awarded to a non-traditional age student with financial need.

The Israel H. Peres Scholarship was established by the late Hardwig Peres, LL.D. of Memphis, and friends of the late Israel H. Peres, former Chancellor in Memphis' Chancery Court. The scholarship is awarded to residents of Shelby County.

The Liz and Milton Picard Scholarship was created through gifts from Elizabeth Tamm Picard and her late husband.

The Clarence E. Pigford Scholarship was established by Mrs. Clarence E. Pigford of Jackson, Tennessee, to honor her husband who was a trustee of Rhodes College.

The Frances Pillow Memorial Fund was established in memory of Frances Pillow '72 by her family and friends. The fund is used to provide scholarships for Arkansas students.

The Julia and Moses Plough Scholarships were established by Mr. Abe Plough in memory of his parents.

The John S. Porter Scholarship is donated by the Memphis law firm of Burch Porter & Johnson to support a student with need.

The William B. Power Scholarship was established by the Dixie Wax Paper Company of Memphis. Preference is given to students connected with DIXICO, as the company is now named, or to students from Canada.

The Morton D. and Elsie Prouty Scholarship was established by Mr. and Mrs. Morton D. Prouty of Florence, Alabama. At the time of the establishment of the

friends on the occasion of his retirement from medical practice. Dr. and Mrs. Strong have subsequently increased the value of the Strong Scholarship through their own gifts. It is awarded to students with financial need selected on the basis of academic achievement and promise.

The Warren Ware Sullivan Memorial Scholarship was established by his father, Mr. H. P. Sullivan, Walls, Mississippi, and friends of the family.

The Gene Dickson Symes Scholarship was established by members of Webster Groves Presbyterian Church, Webster Groves, Missouri, in honor of their Organist Emeritus, Gene Dickson Symes '45.

The Jack H. Taylor Scholarship was established by Harry L. Swinney '61 in honor of his Rhodes mentor, Jack H. Taylor '44, Professor Emeritus of Physics. The scholarship is restricted to students majoring in the physical and biological sciences.

The Mary Allie Taylor Scholarship was created through the will of Miss Taylor, Class of 1933.

The Tennessee Churches Scholarship was funded by the Presbyterian Churches of Tennessee and the Synod of Tennessee in the mid-1970's. Preference is given to a Presbyterian student.

The Whit Thomas Scholarship was established in his memory by the Sigma Nu Fraternity at Rhodes.

The Edward F. Thompson Scholarship Fund was established by Mr. Thompson, a member of Rhodes Class of 1929 and retired economist with Union Planters Bank of Memphis.

The Emma Dean Voorhies Boys Club Scholarship was established by the Boys Club of Memphis to provide assistance to a Boys Club member.

The Edith Wright Wallace Scholarship was established in her memory by her mother, the late Ethel Winfrey Wright. It is awarded to needy students.

The Harry B. Watkins, Jr. Memorial Scholarship was created by the First Presbyterian Church of Dyersburg, Tennessee.

The Henry C. Watkins Scholarship was established by Mr. Edmund Orgill, C.I.T. Financial Services, and C.I.T. executives.

The Dr. and Mrs. Paul McLauren Watson Scholarship was established with a gift from Rose Lynn '38 and the late Lauren Watson '37 of Memphis.

The Walker Wellford, Jr. Scholarship was established in his honor by his wife, Minnie Lundy Wellford '29, and is awarded to a deserving student. Mr. Wellford '29 was secretary of the Board of Trustees from 1957 to 1961.

The Gordon White Scholarship was established by his sister, the late Mrs. Lizzie Gordon White Hood, Nashville, Tennessee.

The Mary Kennedy Lane White Scholarship was established by Mrs. Alice B. Buell. It is restricted to a student from Giles County, Tennessee.

The Lettie Pate Whitehead Scholarships are awarded on an annual basis by the Lettie Pate Whitehead Foundation of Atlanta. These scholarships are awarded to deserving female students from nine southern states named by the Foundation.

The Russel S. and Theresa L. Wilkinson Scholarship was established by a friend ofatson S

The Mrs. Grey S. Wurtsbaugh Scholarship is awarded to a student nominated 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 CAMPUS

ARCHITECTURAL HERITAGE

The Rhodes campus has been characterized by architectural historian Willard B. Robinson as unexcelled in its design:

“The beauty of the buildings and their landscaping surely provides an inspirational setting for students. Who can fail to be moved by the unity and warmth, yet charm and variety of the campus?”

Since the College's move to its new campus in Memphis in 1925, the original collegiate Gothic architectural style has been steadfastly followed.

Behind the ivy covered stone walls, leaded glass windows and slate roofs is the essential equipment necessary for an education in the 21st Century. First-class scientific equipment, including electron microscopes and magnetic resonance imaging devices; extensive computer audiovisual equipment; one of the largest telescopes in the South; a state-of-the-art telephone system with the capability of connecting computer terminals in dormitory rooms to the computer center; a library of over 200,000 volumes and computer access information systems; a music listening system; and well-equipped art studios are only a few of the many resources available to Rhodes students.

The following alphabetical listing of Rhodes buildings includes functions of these facilities and the names of those who made the buildings possible. Thirteen campus buildings and two permanent gateways are listed on The National Register of Historical Places.

The Alburty Swimming Complex, given through the generosity of the late E. A. (Bob) and Emily Beale Alburty, was dedicated May, 1977.

*The Ashner Gateway** is a memorial to I. W. and Sallie Ashner, established by Mrs. Julius Goodman and Mrs. Ike Gronauer of Memphis

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 hous-

Catherine Wilkerson Bryan by her four children, John Henry Bryan, Jr., Caroline Bryan Harrell, family of Catherine Bryan Dill, George Wilkerson Bryan and by Bryan Foods of West Point, Mississippi, co-founded by her husband, the late John Henry Bryan, Sr. The Center encompasses a performance gymnasium, a three-court multi-use gymnasium, racquetball and squash courts, a state of the art fitness room, an indoor jogging track and accommodations for student social events, lectures and other campus occasions. Other activity areas include:

- *The L. Palmer Brown Lynx Lair*, a student recreation area housing the snack bar, billiards and other game rooms, TV viewing and lounge areas.

- *The Brenda and Lester Crain Reception Hall* provides elegant accommodations for campus social events and other special occasions.

- *The Dunavant Tennis Complex*, the gift of Dr. Tommie S. and William B. Dunavant, Jr., includes ten lighted courts and stadium seating built to NCAA National tournament standards.

- *The William Neely Mallory Memorial Gymnasium* is the site of Rhodes' intercollegiate athletic events. It was dedicated December 10, 1954, in memory of Major William Neely Mallory, Memphis, who was killed in an airplane crash in Italy on

tive assistant Erma Reese Solomon. The sculpture of President Diehl is by the artist Edwin Rust.

*Ellett Residence Hall** was dedicated December 18, 1956, in memory of Dr. E. C. Ellett, Memphis, an alumnus of Rhodes.

The Frazier Jelke Science Center, housing the Department of Biology, was dedicated October 19, 1968, in memory of Mr. Frazier Jelke of New York.

The Hubert F. Fisher Memorial Garden was provided in 1941 by Mrs. Hubert F. Fisher as a memorial to her husband, Congressman Fisher. The garden with its permanent stone stage is the scene of commencement exercises and other College functions.

Alfred C. Glassell Residence Hall was dedicated May 2, 1968, in memory of Alfred C. Glassell of Shreveport, Louisiana, an alumnus of Rhodes and a member of its Board of Trustees 1929-1938 and 1943-1958.

*Gooch Hall,** erected in 1962, was dedicated on October 22, 1981, in memory of Boyce Alexander and Cecil Milton Gooch. The building adjoins Palmer Hall and the Richard Halliburton Memorial Tower and houses the Office of the President, and the Offices of Student Affairs and the Academic Deans. The first floor reception area contains cases for exhibits selected from the Jessie L. Clough Art Memorial for Teaching. A portion of the funds required for its construction was provided by the late S. DeWitt Clough and his wife, Rachel Clough, of Chicago.

*The Richard Halliburton Memorial Tower,** provided by the late Mr. and Mrs. Wesley Halliburton, Memphis, parents of the distinguished world traveler and author, was dedicated October 17, 1962.

*The Frank M. Harris Memorial Building,** provided by the generosity of the late Mrs. Nannie P. Harris, Memphis, as a perpetual memorial to her beloved son, Frank M. Harris, was dedicated June 6, 1938. It houses the Office of Alumni Programs.

Hassell Hall,

Mathematics and Computer Science and the Buckman Mathematics Library, dedicated October 19, 1968, the gift of the late Dr. Stanley Buckman and his associates at Buckman Laboratories, Inc.

Palmer Hall,* erected largely by contributions from the people of New Orleans in memory of Dr. Benjamin Morgan Palmer, for many years pastor of the First Presbyterian Church, New Orleans, was dedicated November 27, 1925. Palmer Hall is home to classrooms, administrative offices and the Hardie Auditorium.

Phillips Lane, the front entrance to the campus, was named in 1994 in honor of Weetie and Harry Phillips of Memphis and in grateful appreciation of their vision, generosity and devoted service to Rhodes.

The Peyton Nalle Rhodes Tower, erected in 1968, is named in honor of Rhodes Professor of Physics (1926-1949), President (1949-1965) and President Emeritus (1965). The building houses the Department of Physics and was dedicated on April 23, 1981.

The Physical Plant Building, erected in 1999, houses Physical Plant offices and the Purchasing Department.

*Robb Residence Hall** was named in memory of Lt. Col. Albert Robb, attorney, who was a member of the Board of Directors of Stewart College at the time the Presbyterian Church assumed control of Montgomery Masonic College in 1855. In 1859, he donated the land on which the first residence for men students was erected in Clarksville, Tennessee, where Rhodes was located until 1925.

Robinson Hall, completed in 1985, also serves as one of the College's primary summer conference residence facilities and contains space for 84 residents. It was dedicated on December 17, 1989, in memory of James D. Robinson, Memphis business leader, founder of Auto-Chlor, Inc.

The Rollow Avenue of Oaks, dedicated in 1976, were planted south of Palmer Hall as seedlings brought from the Clarksville campus by alumnus and college engineer John A. Rollow, class of 1926.

Spann Place, completed in 1987, was named in honor of the late Jeanette S. Spann, Class of 1930 and Honorary Trustee of the College. This complex comprises

The Williams Prayer Room, an intimate chapel in Voorhies Hall, was given in memory of John Whorton and Anna Fletcher Williams by their children Sallie P. and Susan Fletcher Williams. It was dedicated on April 10, 1948.

Anne Marie Caskey Williford Residence Hall, erected in 1969, was dedicated April 23, 1980, in memory of Anne Marie Williford, class of 1952, who was Dean of Women (1968-1975) and Dean of Students from July 1, 1975, until her death July 19, 1979.

**Listed on The National Register of Historic Places.*

COMMENCEMENT, 2000

May 13, 2000

HONORARY DEGREES

DOCTOR OF HUMANITIES

James L. Barksdale; Aspen, Colorado
Managing Partner, The Barksdale Group

DOCTOR OF SCIENCE

Walter E. Massey; Atlanta, Georgia
President, Morehouse College

DOCTOR OF HUMANITIES

Frank M. Mitchener, Jr.; Sumner, Mississippi
President, Mitchener Planting Company

DOCTOR OF SCIENCE

Authur W. Nienhuis, M.D.; Memphis, Tennessee
Director, St. Jude Children's Research Hospital

DOCTOR OF HUMANITIES

Awarded posthumously in tribute to
James Albert Thomas III '62
Co-Founder, NewSouth Capital Management

DISTINGUISHED SERVICE MEDAL

Nancy Hill Fulmer

PRIZES AND AWARDS

A g / S c g
Francis and Edwina Hickman Award
Trent Justin Pingenot

A
Apollonian Award for Art History
Jenny Heather Kjerfve

Dionysian Award for Studio Art
Sarah Louisa Haney

Sally Becker Grinspan Award for Artistic Achievement
Sarah Louisa Haney

B g
The Award for Excellence in Biology
Tyler Wayne Buckner

Award for Outstanding Research in Biology

C e
CRC First-Year Student Chemistry Award
Brigitte Miriam Messenger

Michael E. Hendrick Award in Organic Chemistry
Jeremy Jackson Murdock
Yusra Abdul Hamid Murshedkar

The William Spandow Scholarship in Chemistry
Robert Edward Hardister

ACS Analytical Chemistry Award
Cara Beth Corder

Ec c a d B e Ad a
The Seidman Awards in Economics
Senior: David Jeffrey Morgan
First-Year Student/Sophomore: Kathryn May Baker
Jason Peter Wagenmaker

**The Wall Street Journal/Departmental
Award in Finance**
Jeffrey Lance Sutton

The Ralph C. Hon Leadership Award
Coy Eugene Buckley, Jr.

The Sue Legge Accounting Scholar Award
Erin Louise Mann

The Robert D. McCallum Competitive Enterprise Award
James Edward Eckles

The Lynn Nettleton Prize
Jason Alan Javarone

Ed ca
The Joye Fourmy Cobb Romeiser Award
Emma Morrisey Painter

E g
John R. Benish Award
Jill Marie Peterfeso

Jane Donaldson Kepple Writing Prizes
First-Year Student English Essay Prize
Mahendra Ramanna Prasad
Senior English Essay Prize
Amelia Robinson Killebrew
Creative Writing (Fiction)
Charles Barrett Hathcock

Creative Writing (Poetry)

Lawton Elizabeth Fabacher

Scholarly Essay

Lara Ellen Eidemiller

Allen Tate Creative Writing Award

Patrick Phillip Lane

F e g L a g a g e

The Jared E. Wenger Award

Ellen Elizabeth Weirich

The Spencer Greek Award

Constance Anne O'Bryan

H

The John Henry Davis Award

Philip Leslie Goodall

The Phi Alpha Theta Scholarship Award

Bryn Elizabeth McDougall

I e a a S d e

The Bobby Doughtie Memorial Award

Kenneth Paul Lukas

Anne Rorie Memorial Award

Jeffrey Steele Means

The Donald J. Gattas Award

Jason Willard Knobloch

I e d c u H a e

The Fred W. Neal Award

First-Year Award in Computer Science
Larissa Ann Cottrill

M c

The Jane Soderstrom Award
Annie Marie Daniel

The Ruth Moore Cobb Award
Elliot Lail Ives

The Louse Mercer Award
Robert Taylor Klingbeil

P

The Laurence F. Kinney Prize
John Paul Trout

P c

The William Spandow Scholarship in Physics
Lauren Elizabeth Mize

P ca Sc e ce

The Seidman Awards in Political Science
Senior: Lindy Denise Brown
Martin Andrew Wohlfarth
First-Year Student: Mark Alan Erskine

The Mike Cody Award in Political Science
Hallie Dameron Nolen
Tarah Jo Penny

The Abe Fortas Award for Excellence in Legal Studies
Jason Carden Jowers
Emily Nell Monroe

P c g

E. Llewellyn Queener Award
Amanda Caroline Reid

Korsakov Award
Lisa Nicole Schum

Re g S de

The Religious Studies Award
Chad Aaron Watridge

The Mollie Royall McCord Memorial Prize in Bible
Jennifer Anne Baker

The Belz-Saharovici Award in Holocaust Studies
Jill Marie Peterfeso

T e q e
Outstanding Senior Award
Wesley Neal Meador
Elizabeth Gabrielle Watt

Mark Lee Stephens Memorial Scholarship
Sara Elizabeth Davis

The Clarence Day Award for Outstanding Teaching
Established in 1981 by Mr. Clarence Day, this award is given annually to a full-time member of the teaching faculty at Rhodes to recognize excellence in teaching. This honor carries a monetary award of approximately \$7,500. The 1999-00 Clarence Day Award for Outstanding Teaching was awarded April 18, 2000 to Dr. Brian W. Shaffer, Associate Professor of English.

The Dean's Award For Research and Creative Activity
Established also by Mr. Clarence Day is the Dean's Award for Research and/or Creative Activity to be bestowed only when warranted by faculty research or creative endeavor. The award carries a prize of \$4,000. The 1999-00 Dean's Award for Outstanding Research and/or Creative Activity was presented April 18, 2000 to Dr. Susan M. Kus, Associate Professor of Anthropology/Sociology.

Non-Departmental Awards
The Peyton Nalle Rhodes Phi Beta Kappa Prize
Jill Marie Peterfeso

The Algernon Sydney Sullivan Awards
Jennifer Ann Stefan
Trent Justin Pingenot

The Non-Student Award
Dr. David Y. Jeter

The Estelle R. Cone Award
Trent Justin Pingenot

The Mel G. Grinspan Internship Award
David Stuart Lightburn

The Seidman Trophy in Athletics
William Austin Jowers

ODK Sophomore Man of the Year
John Todd Ramsey

Mortar Board Sophomore Woman of the Year
Suzanne Elizabeth Fournier

The John Henry Davis Scholarships for British Studies
Daru Laurel Lane
Kelly Wayne McNulty
Mark Wilson McNulty

Katherine Thaler Cassibry		Art
Kimberly Jo Chelberg		International Studies
Shane Elizabeth Cherney		Business Administration
James Wesley Chipley		Political Science
Emily Anna Clark	cum laude	International Studies
S. Henry Edmunds Cleveland		History
Joshua Bryan Cockerham		Business Administration
Erin Maureen Conley		History
Jeana Elizabeth Conner		Biology
Louisa Drane Rodriguez Conroy		Economics
Amanda Leigh Corkern		English
Jennifer Nicole Cramm		Biology
Jessica Gray Crawford		English
Annie Daniel	cum laude Phi Beta Kappa	Music
William Ellsworth Davis, III	cum laude <i>in absentia</i>	Philosophy
Brice Alan Dodson		Political Science
Allison Christine Donnelly	cum laude	International Studies
Laura Elise Easley		English
Catherine Detring Eason		Psychology
James Edward Eckles	cum laude	Business Administration/ Computer Science
Brooke Lyon Edmond	cum laude	Biology
David Hamilton Eggers		History
Lara Ellen Eidemiller		Political Science
Lee Elizabeth Eilbott		Business Administration
Witney Heath Elliott		Biology
Kathryn Dolores Embree		History
Cullen Randall Evans		Business Administration
Christine Frances Fall		Urban Studies
Robert J. Fehse		Political Science
John Nevada Ferguson		Political Science
David Coleman Fineberg		History
James Patrick Finley		Art
Brynn Elizabeth Fisher		Religious Studies
James Hunt Flowers	cum laude Phi Beta Kappa	International Studies
Todd Matthew Foss		History
Jason Matthew Friedes		Art
Thomas Barry Fullerton, Jr.		Economics and International Studies (two degrees)
Hannah Abigail Fullmer	summa cum laude Phi Beta Kappa	Spanish
Bradford Hamilton Gannon		English
Iris Lawson Godwin		History
Sarah Ellen Golden	cum laude	History
Keith Lawrence Goldstein		Philosophy
Philip Les Goodall	cum laude	History
Maggie Lynn Granger		English
Tandy Hallman Graves		English

Amelia Robinson Killebrew	magna cum laude Phi Beta Kappa	English
Laurel Alice King		English
Jenny Heather Kjerfve		Art
Kristin Leah Kleber	cum laude	Business Administration
Robert Taylor Klingbeil, Jr.		Music
Christine Elizabeth Knipscheer		Business Administration
Holly Sophia Kroll		Political Science
Samantha Gaylord Laffoon	cum laude	Anthropology/Sociology
Patrick Phillip Lane	magna cum laude Phi Beta Kappa Honors Research	English and Greek and Roman Studies
Allen Brown Ledbetter		Business Administration
Maegan Dian Leith	cum laude	Theatre
Sarah Elizabeth Lindsey		Political Science
Leah Blair Lloyd		English
Heather Leigh Lockridge		Business Administration
Daniel Matthew London	cum laude	International Studies
Richard S. Lum		Biology
Trent Alexander Lutz		Political Science
Robert W. Lykos		English
Matthew Stephen Lyons		Political Science
Clark Tipton Madison		Business Administration
Jessica Marie Maki		Religious Studies
Stephanie Frances Marlowe		Religious Studies
John Douglas Marshall		International Studies
Peter Thomas Marudas		International Studies
Andrea Dee Master		Biology
Matthew Christopher Matheny		History
Peter Whitman Matthews		Economics
Fiona Catherine McCaul		English
Jennifer Catherine McDougal		English
Bryn Elizabeth McDougall	cum laude	History
Robyn Nicole McKeller	cum laude Phi Beta Kappa	Biology and Greek and Roman Studies (double major)
Lanie Marie McKinnon	cum laude	Spanish and English (double major)
Morgan Marie McMillian		English
Cara Christine McNeese	cum laude	Spanish
Melanie Michelle McSwain		History
Wesley Neal Meador	cum laude	Theatre and English (two degrees)
Jeffrey Steele Means	magna cum laude	International Studies
Leah Margaret Mercer		Economics
Jennifer Grimmer Merkel		Biology
Marian Claudius Mertens		French
Mark Alan Meyer		Economics and Business Administration

Jessica Ann Millard		Biology and Greek and Roman Studies (double major)
Blakely Winfrey Miller		Political Science
Emily Nell Klopfenstein Monroe	cum laude	Political Science
	Phi Beta Kappa	
David Jeffrey Morgan	cum laude	Economics and Business Administration
	Phi Beta Kappa	
Jeremy Lawson Mungle		Greek and Roman Studies
William Polk Murchison, III		Economics
Matthias Brickell Murfree, IV	cum laude	History
James Robert Murphy		Political Science
Matthew James Nelson	cum laude	Theatre
Jason Tan Nguyen		Biology
Kristen Noel Nichols	cum laude	Economics and Business Administration (double major)
Abigail Equen Nipper		Political Science
Hallie Dameron Nolen	cum laude	Political Science
Constance Anne O'Bryan	cum laude	Greek and Roman Studies
Emily Rebecca Ogden	cum laude	Urban Studies
Kevin John Olsen		English

Nathan Dale Ragain

magna cum laude
Phi Beta Kappa
Honors Research

English

Amanda Michelle Raines
Melissa Nicole Rall

Political Science
Mathematics/Music

Tammie N. Tomlinson		English
John Paul Trout	cum laude Phi Beta Kappa	Philosophy
Courtney Annette Umberger	cum laude	Political Science
James-Anson Underwood		English
Brandon Glen Waggoner		Political Science
John Rooker Waldo		Economics and Business Administration
Suzanne Danielle Wann		Biology
Charles Aaron Watridge		Religious Studies
Charles Hansell Watt, IV		History
Elizabeth Gabrielle Watt	cum laude Phi Beta Kappa	Anthropology/Sociology/ Theatre
Justin Matthew Webb		Business Administration
Stacy Elizabeth Weber		History
Ellen Elizabeth Weirich	magna cum laude Phi Beta Kappa	Spanish and Latin American Studies (two degrees)
Stephanie Nicole White		History and Political Science (double major)
Matthew Edwin Wilkinson		Anthropology/Sociology
Casey Deann Williams	cum laude	History
Joseph Patrick Williams, Jr.		Business Administration
Kristen Courtney Williams		Art
Brian Andrew Willis		History
Valerie Rose Witte	cum laude	English
Martin Andrew Wohlfarth	cum laude Phi Beta Kappa	Political Science
Sallie Curry Woodell		English
Ebony Monika Woods		Political Science
Amanda M. Wright	cum laude	International Studies/ Political Science
Wade Anthony Wright		International Studies
Bush McGehee Wrighton		Business Administration
Shadenn Veronica Zarur	cum laude	Economics and Business Administration
Mara Elizabeth Zimmerman	cum laude	Russian Studies and International Studies (double major)
BACHELOR OF SCIENCE DEGREE		
Thomas DeWitt Abbot		Biology
Bryce William Ashby		Biology
Ekta Chandranayan Baxi	cum laude	Biology
Sarah Stephens Bettinger		Physics
Jeremy Dean Brewer	cum laude	Physics
Tyler Wayne Buckner	magna cum laude Phi Beta Kappa	Biology
Robert Townsend Cole	cum laude Phi Beta Kappa	Biology

Jonathan Hugh Davis		Biology
Matthew Dekar		Biology
Garney Herbert Fendley	cum laude Phi Beta Kappa	Chemistry
Regina LaNet Franklin		Biology
Hunter St. Clair Freeman		Physics
Lilia Vanessa Hardin	cum laude	Biology
James Wilson Harris, V		Biology
Zachary Jumper	cum laude Phi Beta Kappa Honors Research	Chemistry
Linda Christina Lasselle	cum laude	Biology
Wayne John McCants, Jr.		Chemistry
Wilfred Ernest McKinney		Physics
Yusra Abdul Hamid Murshedkar		Chemistry

INDEX

- A**
Academic Achievement, 60
Academic Advising, 46
Academic Calendar, 5, 6, 89
Academic Good Standing, 69
Academic Minors, 59
Academic Regulations, 64, 276
Academic Support, 47
Academic Suspension, 69, 271
Accounting, 122, 267
Accreditation, 10
Activity Fee, 21
Administration, 281
Admission of Graduate Students, 267
Admission Of International Students, 15
Admission Of Special Students (Non-degree Candidates), 15, 273
Admission Of Teacher Certification Students, 17
Admission Of Transfer Students, 15
Admissions, 12
Admissions Interview, 13
Admissions Procedure, 12, 272
Advanced Placement, 17
Aerospace Studies, 261
Air Force ROTC Scholarships, 29
Alburty Swimming Complex, 313
Alcohol Use Policy, 49
Alternative Financing, 33
American Cotton Shippers
International Cotton Institute, 82
American Field Service Returnee Scholarships, 28
American Studies, 185
Anthropology, 90
Application Fee, 21
Application Procedures for Financial Aid, 23
Architectural Heritage, 313
Army ROTC Scholarships, 29
Art, 97
Art Collections, 296
Asian Studies, 187
Associated Colleges of the South, 30
Association of Presbyterian Colleges and Universities, 30
Athletics, 41
Attendance Policy, 65
Auditing a Course, 65
Austin Building, 313
Automobiles, 52
Awards, 293, 296, 319
- B**
Bachelor Of Arts, 54
Bachelor Of Science, 54
Basic Humanities Requirement, 55, 193
Bellingrath Hall, 313
Bellingrath Scholarships, 26
Biblical Studies, 85
Biology, 106
Black Students Association, 40
Blount Hall, 313
Board, Room and, 19, 21
Board Of Trustees, 276
Bonner Scholarship Program, 28
Briggs Student Center, 313
British Studies At Oxford, 76
Bryan Campus Life Center, 36, 313
Buckman Hall, 314
Budapest Semesters In Mathematics, 208
Burch Leadership Scholarship, 28
Burrow Library, 79, 314
Burrow Refectory, 314
Business Administration, 121
- C**
C. Whitney Brown Seminar, 82
Calendar, 5
Cambridge Scholarships, 27
Campus, 313
Campus Employment Program, 25
Campus Facilities Use, 52
Campus Regulations, 48
Campus Visit, 13
Career Advising, 46
Career Advisors, 46
Career Services, 43
Changes in Degree Requirements, 59
Chaplain and Community Ministry, 38
Chemistry, 115
Chinese, 143
Class Attendance, 65
Class Schedules, 89
Class Standing, 65
Classics Scholarships, 30
Clough Art Memorial For Teaching, 98
Clough Hall, 314
Clough-Hanson Gallery, 101
Commencement, 58, 319
Competitive Scholarships, 26
Computer Center, 81
Computer Science, 207
Conditional Grades, 67
Conference Services, 82

- Continuing Education Units, 83
 Cooperative Program, 269
 Coral Reef Ecology, 75
 Counseling Center, 43
 Course Load, 64
 Courses Of Instruction, 88, 91, 277
 Credit From Other Institutions, 62
 Credit From Special Programs, 62
- D**
 Damage Policy, 50
 Day Award For Outstanding Teaching, 287, 313
 Dean's Award For Research And Creative Activity, 287, 313
 Dean's List, 69
 Dean's Scholarships, 27
 Declaration of Major, 57
 Deferred Admission, 14
 Degree Requirements, 56, 88, 275
 Degrees Conferred, 325
 Deposits, 17, 21
 Diehl Society Award For Service, 288
 Directed Inquiry, 72
 Disability Services, 45
 Distribution Requirements, 55
 Drop/Add, 65
 Drug Use Statement, 50
 Dual Degree Program In Engineering, 63
- E**
 Early Admission Plan, 14
 Early Decision Plan, 13
 Earth System Science, 188
 Economics, 121
 Education, 189
 Education Fees For Special Students, 21
 Educational Ideals, 1
 Educational Program, 54, 267
 Ellett Hall, 315
 Emeriti, 279
 Endowments, 293, 294
 Engineering, 63
 English, 132
 Enrollment Deposit, 17
 European Studies, 75, 257
 Examinations, 67
 Exchange Programs, 76
 Executive Committee, 278
 Expenses, 19, 269
 Extra Course Fee, 21
- F**
 Faculty, 287
 Family Education Rights And Privacy Act, 70
 Federal College Work-Study Program (CWS), 25
 Federal Pell Grant, 24
 Federal Perkins Loan, 24
 Federal Stafford Student Loan Program, 24
 Federal Supplemental Educational Opportunity Grant, 24
 Fellowships, 293
 Film Studies, 190
 Financial Aid, 23, 263
 Financial Aid For Study Abroad, 32
 Fine Arts Awards, 28
 Fisher Memorial Garden, 315
 Foreign Languages and Literatures, 141
 Foreign Language Requirement, 55, 142
 Frank M. Gilliland Symposium, 82
 Fraternities, 38
 Frazier Jelke Science Center, 315
 French, 145
- G**
 General Policies, 10
 Geology, 166, 188
 German, 148
 Glassell Hall, 315
 Gooch Hall, 315
 Grade Points, 68
 Grade Reports, 69
 Grades, 68
 Graduate Study, 46, 272
 Graduation Fee, 22
 Grants, 24, 274
 Greek, 156
 Greek and Roman Studies, 152
 Greek and Roman Studies Scholarship, 29
- H**
 Hall Of Fame, 324
 Halliburton Memorial Tower, 315
 Harris Memorial Building, 315
 Hassell Hall, 315
 Health Insurance, 18, 44
 Hebrew, 159
 High School Scholars Program, 16
 Historical Summary, 10
 History, 168

Peyton Nalle Rhodes Physics Lecture
Series, 318
Philosophy, 222
Physical Education, 58, 227
Physics, 229
Political Science, 234

Tuthill Hall, 316

Tutorial Plan, 73

U

University Scholarships, 27

Urban Studies, 180

V

Vehicle Registration, 22

Voorhies Hall, 316

W

Washington Semester, 77

West Hall, 314

White Hall, 316

Williford Hall, 317

Withdrawal From Class, 66

Withdrawal From The College, 51, 66

Withdrawal Policy, 20, 26

Women's Studies, 190

Work-Study, 25

Writing Center, 133

Writing Requirement, 55

Y

Youth For Understanding Scholarships,

28