


Hewman



AGNES SCOTT

C O L L E G E

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Agnes Scott College does not discriminate on the basis of race, color, creed, national or ethnic origin, or handicap in the recruitment and admission of students. This nondiscriminatory policy also applies to all the other phases of the college's operation, including but not limited to the administration of education policies, scholarship and loan programs, student employment, and other college-administered programs.

The greatest care and attention to detail is given to the preparation of the program of this College, and every effort is made to insure the accuracy of its presentation in this catalog, but the College reserves the right in its discretion to make at any time changes affecting policies, fees, curricula, or other matters required to carry out the objectives and purposes of the College.

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AGNES SCOTT

C O L L E G E



Suzanne Feese '84 majored in astronomy and physics as well as economics at Agnes Scott and is studying at Yale University Law School.

Pediatrician Anne English Walker '76 majored in classics at Agnes Scott and received her medical degree from the University of North Carolina at Chapel Hill.





senior staff fellow at the National
Institute of Health, Laboratory of
Molecular Genetics, Dr. Jasmine Choy
Winters, earned a B.A. in biology
from Agnes Scott in 1977 and a Ph.D.
in molecular biophysics from Florida
State University in 1982.



Harry S. Truman Scholar from
South Carolina, W. Burlette Carter
'82 majored in English and political
science at Agnes Scott and graduated
from Harvard Law School in 1985.
She now practices with a firm on Wall
Street. ▶



Ila Burdette '81, Georgia's first female Rhodes Scholar, majored in math at Agnes Scott. Earning a B.A. in English language and literature and a history of art diploma from Oxford, she is working toward a master's of architecture at Princeton University. ▶

▲ Julie Gilreath '85 works as a television anchor and reporter for WMGT in Macon, Georgia.





A DISTINCTIVE COLLEGE

“Agnes Scott is a distinctive college. We exist for that process in which women come to self-possession. We are a place where women come into their own, where each becomes her own person. Of course, our graduates often become professors, scientists, teachers, physicians, lawyers, businesswomen, ministers, master-potters, and playwrights. We cannot make them any of these things, but we can help them achieve that self-possession without which no woman in our society can undertake any of these occupations. Working towards that achievement is what we—students, faculty, and administration—do best, and it is not something that you can find in every college and university.

It is obvious to me that the liberal arts are the means—for the vast majority, the necessary means—by which this self-possession is achieved. After all, the original meaning of the liberal arts is the arts of the free man—as opposed to the arts of the servile man. And at Agnes Scott we give new meaning to the liberal arts—the arts of the free woman . . . in my notion of the liberal arts, I put a lot of weight on the idea of the arts in the phrase “liberal arts.” Too frequently the word “art” means fine art. Many think that liberal arts education *means* education in fine arts, music, and literature. And, of course, fine arts, music, and literature are at the heart of liberal arts. But one makes a mistake if she thinks art means only fine arts. In fact, the word “art” is the usual translation for the Greek word *technē*—which covers both fine arts and crafts, and some other activities as well. *Technē* is the root of our own words “technology” and “technique,” and it means basically a kind of mastery or skill. The liberal arts are the mastery, the skill or the craft of being a free person.

But what is the craft of being a free person? It is the craft of determining oneself, the craft of being independent, self-directed, self-possessed . . . freedom is the opportunity and the ability to shape one’s life—to determine oneself, to come into possession of oneself—and thus to take up responsibilities.”

Richard D. Parry
Fuller E. Callaway Professor of Philosophy

Senior Investiture
Agnes Scott College
October 27, 1985

THE COLLEGE

PURPOSE

In a rapidly changing world of increasing mechanization and complexity, Agnes Scott College continues to put faith in the life of the mind and the spirit and in the liberating power of knowledge. Agnes Scott was founded for the purpose of "establishing, perpetuating, and conducting a liberal arts college for the higher education of women under auspices distinctly favorable to the maintenance of the faith and practice of the Christian religion."

As a liberal arts college for undergraduate women, the College's purpose has been elaborated as:

1. to help the student gain a basic acquaintance with each of three broad areas of knowledge — the humanities, natural sciences and mathematics, and social sciences — and competence in a particular phase of one area;
2. to develop through such study those qualities of mind — analytical, critical, and imaginative — which enable the student to use the treasure of the past and modern contributions to knowledge, to enrich her life and to seek solutions to age-old and new problems;
3. to develop an appreciation for excellence and for creative achievement in all fields;
4. to encourage the student to develop a spiritual commitment

and a set of values which give vitality, meaning, and direction to her life;

5. to foster a concern for human worth and needs, physical as well as intellectual and spiritual;
6. to cultivate a sense of responsibility to her society, both within the college community and beyond.

HISTORY

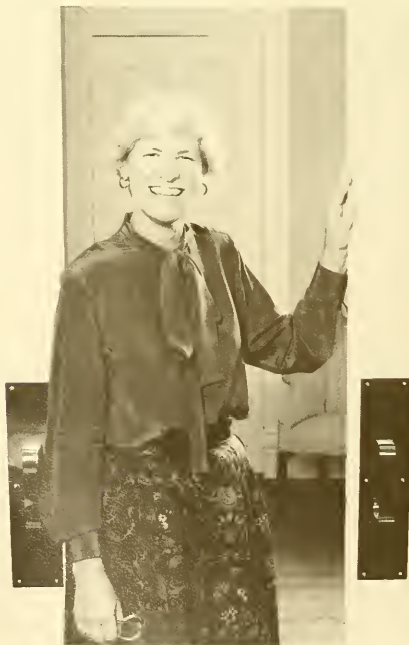
Agnes Scott began with the faith and vision of a small group of Presbyterians in Decatur, Georgia. They organized a Christian school in July 1889, and, under the influence of the Reverend Frank Henry Gaines, minister of the Decatur Presbyterian Church, they decided that the school would primarily educate girls and young women. Founded in that year as the Decatur Female Seminary, the school occupied a rented house and had slightly over \$5,000 of subscribed capital. There were four teachers educating 63 students studying at grammar-school level.

In the spring of 1890, Colonel George Washington Scott, a leading Decatur businessman, gave \$40,000 to provide "a home" for the school. Colonel Scott had earlier provided 40 percent of the initial capital, and his gift to the new school was the largest sum given to education in Georgia up to that time. In recognition of his interest and support, the board of trustees changed the school's name to Agnes Scott Institute in honor of Colonel Scott's mother.

Within 10 years the Institute gained accreditation as a secondary school. In 1906 it was chartered as Agnes Scott College, and it awarded its first degrees. In 1907 the Southern Association of Colleges and Schools accredited the College, which became the first college or university in Georgia to receive regional accreditation. In 1920 the College earned the Association of American Universities approval, and in 1926 the United Chapters of Phi Beta Kappa granted it a charter. Agnes Scott is also a charter member of the American Association of University Women and of the Southern University Conference.

Throughout its history, Agnes Scott has sought to maintain the ideals voiced by its founders: "... the formation and development of Christian character" and "a high standard of scholarship." The College is proud of its Presbyterian heritage and is a member of the Association of Presbyterian Colleges and Universities related to the Presbyterian Church (U.S.A.). Its board of trustees is a self-perpetuating body. Its academic program firmly adheres to the traditional liberal arts disciplines. Academic and extracurricular opportunities supplement this to meet the changing needs of women in our society.

From modest beginnings, the permanent assets of the College have grown to over \$100 million, of which some \$55 million is in endowment. From a single house on a small lot, Agnes Scott has expanded to 20 buildings on some 100 acres. Since its founding in 1889, five presidents have served: Frank Henry Gaines (1889-1923), James Ross McCain (1923-1951), Wallace McPherson Alston (1951-1973), Marvin Banks Perry, Jr. (1973-1982), and Ruth Ann Schmidt (1982-present).



"There is no one image of the Agnes Scott woman. Perhaps the one thing that distinguishes her is that she is intellectually alive all her life."
President Ruth A. Schmidt



THE COLLEGE ENVIRONMENT



THE CAMPUS

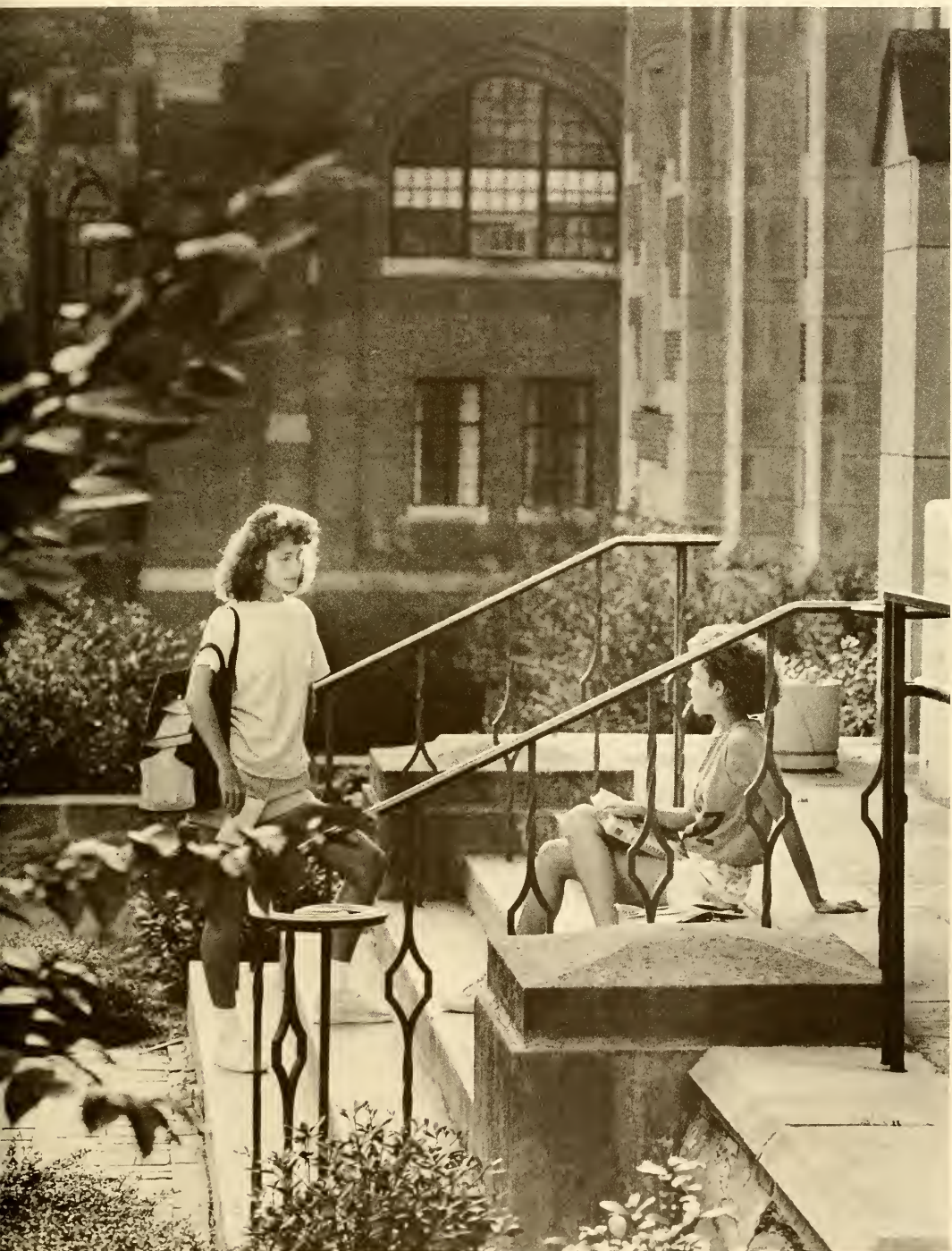
Agnes Scott's wooded 100-acre campus is in Decatur, a small city just 15 minutes by rapid transit from the heart of downtown Atlanta. The College's buildings range in architecture from Victorian Agnes Scott Hall, built in 1891, to modern Gothic Dana Fine Arts Building designed in 1965 by renowned architect John Portman.

The buildings are well equipped for living and learning. The College is renovating the campus in anticipation of its centennial in 1989. Already renovated are Rebekah Scott Residence Hall, Agnes Scott Hall, and Jennie D. Inman Hall. Inman Hall features loft rooms located on the first floor where 19-foot ceilings once dwarfed students and furnishings. A new track and playing field were just completed. Renovations underway include landscaping

the George W. and Irene K. Woodruff Quadrangle, transforming the former infirmary and gymnasium into a student center, and major work in Presser Hall and Letitia Pate Evans Dining Hall. For an artist's view of the Agnes Scott campus and projected renovations leading to 1989, see the map on Page 86.

RESIDENCE HALLS

Students live and study in a small residential community. Residents elect a president and council for each residence hall. A senior resident, who is a member of the dean of students' staff, is available for conferences when needed. All regulations governing the college community are set forth in the Student Handbook, which is given to each student on her arrival.



All rooms cost the same. Furnishings include single beds, mattresses and pillows, dressers, chairs, study tables, and bookcases. Each student must furnish her own desk lamp.

Except for Return to College students, full-time students must live in a College residence hall or with parents, close relatives, or spouse. Students who wish to change from resident to nonresident status or nonresident to resident status must obtain permission from the dean of students.

STUDENT GOVERNMENT

Since 1939, the Student Government Association has had the major responsibility for governing the lives of the students at Agnes Scott. This responsibility is shared with the College administration. The Student Government Association acts as a liaison between the students and administration and faculty.

The Student Government Association aims to encourage leadership qualities that will serve students in many ways after graduation. Students take an active role in shaping the policies and regulations of the College. The president of Student Government, the president of Honor Court, and the president of Interdormitory Council are full-voting members of the Judicial Review Committee of the College in all student-oriented matters.

Elected members of Representative Council, Honor Court, Interdormitory Council, and Dormitory Councils direct activities of students. Working closely with student government is the Board of Student Activities, which coordinates programs of all student organizations including Arts Council, Athletic Association, Christian Association, and Social Council. These groups correlate campus activities with the needs of the College community.

ORIENTATION

A student Orientation Council plans orientation for new students. All of the College community help to provide a wide spectrum of activities, both academic and social, on the campus and in metropolitan Atlanta.

THE HONOR SYSTEM

The Honor System provides the cornerstone of life at Agnes Scott. The Honor System is built on the freedom to grow responsibly in social and academic life. Each member of the college community is committed to develop and uphold high standards of honesty and behavior. Self-scheduled exams, unproctored quizzes, and unlocked rooms in the residence halls are among the benefits enjoyed by students. Upon entrance each student agrees to live by the Honor System and to uphold the standards and regulations outlined in the Student Handbook. A student who fails to do so may be suspended or dismissed. In either case, the Judicial Review Committee takes final action, upon the recommendation of the appropriate student or faculty body.

EXTRACURRICULAR ACTIVITIES

Agnes Scott offers a broad range of activities for students. A number of special interest clubs (creative writing, dance, drama, foreign language, music, politics, and sports) are open to students. Through the faculty-student College Events Committee, the College brings to the campus lecturers, visiting scholars, and distinguished artistic performers. Language clubs — Spanish, French, and German — offer opportunities to converse in the language and to learn about another country and culture. Student publications are the *Profile*, the campus newspaper; the *Silhouette*,

the student yearbook; and *Aurora*, a literary magazine. Arts Council coordinates and stimulates creative expression and participation in the arts. Exhibitions of paintings and other art objects appear regularly in the Dalton Galleries. The Studio Dance Theatre studies contemporary dance and performs each spring. The Glee Club's 50 members present several concerts throughout the year. Blackfriars, the College drama group, performs three major productions each year.

The Athletic Association offers a variety of athletic activities in individual and team sports. The Dolphin Club, formed in 1935, develops the art of synchronized swimming. Intercollegiate participation is sponsored in tennis and cross country. Soccer, volleyball and basketball teams play a complete schedule of games at the club level.

Other student groups include Orientation Council; Social Council, which aids students in participating fully in campus activities; Students for Black Awareness; Chimo, the club for international students; Spirit Committee; and Students Working For Awareness.

COLLEGE CHAPLAIN

The college chaplain provides regular opportunities for worship together on campus and works with the student Christian Association to create campus-wide activities for spiritual development. In addition, the chaplain is available for pastoral care and counseling services. The chaplain seeks to make the insights of the Christian faith available to students while respecting each student's personality and religious traditions.

HEALTH SERVICES

Student Health Services are provided on campus by a professional staff consisting of two nationally certified nurse practitioners working with physician consultants in internal medicine, gynecology and psychiatry. Services include routine care for minor illnesses, health education, and counseling. Staff can refer students to medical or other specialists and monitor (under medical supervision) special health problems.

The student health program stresses prevention of illness or injury, promotes self-care, and teaches positive health habits. Students receive materials and counseling in nutrition, exercise, rest, relaxation, management of minor health problems, and examinations for early detection of other health problems.

Resident students are eligible for all services provided at the health center. The residence fee entitles the boarding student to an initial evaluation and treatment of selected health problems by the nurse practitioner or referral to the appropriate medical resource. Students must pay for allergy injections, laboratory tests, prescription drugs as well as services rendered by local emergency rooms, hospitals, or private physicians. Students should have insurance identification cards when consulting with outside health agencies. Resident students are urged to consult with the nurse practitioner before seeking off-campus health care.

Nonresident students ask the nurse practitioner for an off-campus referral for treatment, but they are not eligible for other services from the health center.

Students with serious illness or accident victims will be referred to local hospitals. The College reserves the right, if parents or guardians cannot be reached, to make decisions concerning emergency health problems for any student who is a minor. The parent or guardian of a minor should sign that portion of the Entrance Health Record necessary for this right.



ADMISSION AND FINANCIAL AID

ADMISSION

Agnes Scott College admits students of diverse backgrounds, interests, and talents whose academic and personal qualities promise success. Qualified students of any race, age, creed, national or ethnic origin are encouraged to apply. The College admits qualified handicapped students and makes every effort to meet the needs of such students. Agnes Scott College is authorized under federal law to enroll nonimmigrant foreign nationals.

Admission decisions are made by the Committee on Admissions, which includes the dean of the College, the director of Admissions, and three faculty members. The committee considers each student and examines evidence of sound academic training, ability, motivation, maturity, and integrity. Every completed application receives a thorough review.

Agnes Scott admits well-qualified students without regard to financial need. An applicant's financial situation is considered after an admission decision has been made by the Admissions Committee. Students are admitted on the basis of their academic and personal records and promise, not on family financial circumstances.

The Financial Aid Program at Agnes Scott is designed to make an Agnes Scott education affordable to every student who is admitted. The financial need of a student accepted for admission is evaluated by the Financial Aid Office. A financial aid plan is developed which meets 100 percent of the student's demonstrated need. The plan consists of grant, loan, and work components.

During the academic year 1985-86, grant, loan, and work funds were used by approximately 75 percent of the student body to meet their educational expenses.

The College also offers scholarships based on merit rather than need. Awarded annually, they are renewable and range from \$100 to full tuition. Academic scholarships usually have early application deadlines, and interested applicants should call the Admissions Office for details.

General information

The application. Applications for admission are distributed by the Admissions Office. Students may also use the Common Application, which is a form shared by a national group of selective private colleges. The Common Application may be obtained in high school guidance offices.

The application for admission should be mailed, together with a \$25 nonrefundable application fee, to: Office of Admissions, Agnes Scott College, Decatur, Georgia 30030. The fee may be submitted in the form of a check or money order to Agnes Scott College. The Admissions Office considers requests for fee waivers on an individual basis.

Agnes Scott subscribes to the May 1 Candidates Reply Date of the College Board. The \$250 enrollment fee is refundable for Scholarship and Regular Decision applicants until May 1.

Entrance requirements. A student's record of achievement in secondary school is the most reliable indicator of college success. Successful candidates for admission usually graduate in the top 30 percent of their high school class and present a minimum of four

academic units each year. Courses include four years of English, two years of one foreign language, three years of mathematics (algebra I and II, geometry), one or more years of laboratory science (biology, chemistry, physics), and one or more years of social studies. Students may be accepted for admission without the recommended number of courses in a particular field.

Entrance examinations. Applicants must present results of either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). The SAT is preferred by the Admissions Committee. These examinations should be taken in the spring of the junior year or, at the latest, by December of the senior year. The Admissions Committee considers the highest scores presented by an applicant.

The committee recommends that applicants submitting the SAT also present results from three CEEB Achievement Tests, including English composition (with or without essay), and mathematics level I. A student who wishes to be tested in a subject which will not be continued beyond the eleventh grade should take the test in the late spring of the junior year. Achievement test scores will be requested in cases where the Admissions Committee needs additional information. They will also be used for placement and academic counseling.

Information about the SAT, achievement tests, and ACT may be obtained in high school guidance offices. Students may write for information directly to the College Board Admissions Testing Program, Box 592, Princeton, New Jersey 08541, or to the Test Administration Department, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52243.

Advanced placement credit. Credit toward the Agnes Scott degree may be given for scores of four or five on the following Advanced Placement Examinations of the College Entrance Examination Board taken in secondary school. Art (history, studio), biology, chemistry, English (language and composition, literature and composition), French (language, literature), German (language), history (American, European), Latin (Vergil, Catullus-Horace), mathematics (calculus AB, or a score of 3 on BC), music (theory), physics (B, C mechanics, C electricity-magnetism), Spanish (language, literature).

Credit toward the Agnes Scott degree may be given for scores of five, six, or seven on the higher level examinations of the International Baccalaureate taken in secondary school.

Students who have participated in joint enrollment programs with accredited colleges and universities may receive credit for grades of C or better if the college issues an official transcript and certifies that the course was a regular college course taught at the college by a regular member of the college faculty. Final determination of credit for joint enrollment courses will be made by the dean or associate dean of the College.

All inquiries and materials connected with advanced placement credit should be directed to the associate dean of the College.

Interviews and overnight visits. Agnes Scott recommends an on-campus interview for all high school juniors and seniors. The student becomes better acquainted with the College, and a visit is very useful when making the final college choice. An interview is



also helpful to the Admissions Committee when evaluating an application. Student-led tours, class visits, and overnight stays in residence halls can be scheduled during the visit. To schedule an interview, write or telephone the Admissions Office at least a week in advance.

Agnes Scott alumnae are available in many areas of the country to talk to prospective students about Agnes Scott. Candidates for admission can find the name and address of the alumnae representative closest to them by contacting the Agnes Scott Admissions Office.

For information call or write:

Director of Admissions

Agnes Scott College

East College Avenue

Decatur, GA 30030

(404) 371-6285

In GA 1-800-822-4999

National 1-800-235-6602

Medical report. All applicants who accept the College's offer of admission must submit a complete medical history, including a certificate of examination by their physicians, as well as results of immunizations and chest X-ray. Medical Report Forms are mailed to enrolling students and must be received by the dean of students by August 1.

Secondary school students

Applying as a senior. Seniors should apply for admission after September 1 and before March 1 of the senior year. Credentials required are: a completed application form, a high school transcript, scores from the Scholastic Aptitude Test (SAT) and/or the American College Test (ACT), and guidance counselor's recommendation.

Agnes Scott admits students according to the following application plans.

First Choice/Early Decision

(The applicant agrees to withdraw all other college applications after receiving notice of admission from Agnes Scott).

application deadline: December 1

notification date: December 15

reply date: January 1

Scholarship Decision

application deadline: January 15

notification date: February 1

reply date: March 15

Regular Decision

application deadline: March 1

notification date: April 1

reply date: April 15

Joint enrollment for seniors. Some high school seniors are ready to take college courses before graduation. Under the Joint Enrollment Program, high school seniors (male or female) may take some courses at Agnes Scott. At the end of the year, the student receives both a high school diploma and college credit. These students must be approved for admission by the director of admissions and are admitted to specific courses by the dean or associate dean of the College. A candidate must submit a high school transcript, a record of SAT or ACT scores, and a letter from the high school counselor giving a general recommendation and specific course approval. A limited number of nonrenewable merit-based scholarships are available to qualified female Joint Enrollment students.

Admission after junior year. A student judged to be ready for college after her junior year of high school may be admitted to



Agnes Scott College. The student must be mature, academically prepared, and strongly recommended for this program by her school. Most high schools grant a diploma after a student completes freshman courses at Agnes Scott. A student considering this possibility should consult her high school guidance office.

Successful applicants are classified as Agnes Scott freshmen and use the normal application procedures and dates.

International students. International students are encouraged to send their completed forms early in order to avoid postal delays. Foreign nationals whose first language is not English should also submit the results of the TOEFL (Test of English as a Foreign Language). Information may be obtained from the local U.S. Office of Information or by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, New Jersey 08541.

College students

Transfer students. Agnes Scott welcomes applications from transfer students, including graduates of two-year colleges. Transfer applicants are admitted on the basis of academic and personal achievement and motivation. In addition to completed application forms, each applicant must submit standardized test



pre results (SAT or ACT), an official transcript of high school and college work, a copy of her current college catalog, one letter of recommendation from a college professor who taught the applicant an academic subject, and a statement of good standing. Transfer students are also urged to visit Agnes Scott for an interview in the Admissions Office.

Transfer students must complete the junior and senior years at Agnes Scott and earn a minimum of 60 semester-hours in academic subjects at the College.

Transfer applications are accepted for the fall and spring semesters. Admissions decisions are made and announced as applications are completed and openings remain available.

Transfer credit may be given for courses taken at accredited institutions, provided the student has earned a C or better and the courses fall within the scope of Agnes Scott's curriculum. Students wishing to apply a substantial portion of work earned elsewhere toward their major should check with the Office of the Dean of the College.

Transient students. Students in good standing at other colleges may enroll as transient students at Agnes Scott for one or more semesters and take one or more courses. A request for admission as a transient student should be filed in writing with the dean of the College and supported by the following items sent at the student's

initiative: a transcript of record, including a statement of good standing; a letter of approval from the student's college dean indicating approval of the plan and of specific courses to be taken for transfer credit.

FINANCIAL AID

Agnes Scott makes every effort to meet 100 percent of the demonstrated financial need of all applicants accepted for admission. In 1985-86 approximately 75 percent of the student body received aid in amounts ranging from \$100 to full room, board, and tuition. Demonstrated need is determined on the basis of the College Scholarship Service Financial Aid Form.

Students interested in financial assistance at Agnes Scott must apply for all federal and state grants which may be available to them. Students are encouraged to investigate the possibility of aid through community agencies, local foundations, corporations, unions, and religious and civic groups.

For more information on financing an Agnes Scott education, see *On Financing a College Education*, which is mailed to all prospective students, and is available from the Admissions Office. Prospective students may also contact their high school counselors, local libraries, or the Agnes Scott director of financial aid for further information.

Government sources

Federal programs. Two grant programs provide federal grant funds. The Pell Grant Program makes need-based awards based on information provided on the Financial Aid Form (FAF). These grants are for a maximum of \$2,100 for 1986-87. Supplemental Educational Opportunity Grants range from \$200 to \$2,000. Completing the FAF is all that is necessary to apply for both of these programs.

Federal College Work Study funds provide a portion of salaries paid to students who are awarded campus jobs as part of their financial aid package.

The Guaranteed Student Loan Program (GSLP) enables students to borrow directly from banks, credit unions, savings and loan associations, and other participating lenders. These low-interest loans are guaranteed by a state agency or insured by the federal government. Repayment of Guaranteed Student Loans begins six months after students graduate, withdraw, or enroll on less than a half-time basis. Any student who has difficulty in locating a Guaranteed Student Loan lender should contact the Agnes Scott College Financial Aid Office for assistance.

The federal Parent Loans for Undergraduate Students (PLUS) assist independent students as well as parents of dependent students. Under this program, interest accrues at 12 percent and repayment begins 60 days after disbursement. This 12 percent interest rate can fluctuate depending upon the bond equivalent rates of 91-day treasury bills.

Students may get applications for both federal loan programs from participating local lenders. Inquiries about the loans may also be addressed to the Financial Aid Office.

Georgia Tuition Equalization Grants. Georgia residents who were legal residents of Georgia for the 12 months immediately preceding enrollment and who are enrolled for at least 12 semester-hours qualify for tuition grants through the Georgia Grant Program for Private Colleges. The Georgia Tuition Equalization Grants (\$825 per student for the 1986-87 session) are not based on financial need. Georgia residents who are full-time students and who demonstrate substantial financial need also qualify for Student Incentive Grants, which range from \$150 to \$450 per



ear. The common application form for the Georgia programs must be filed yearly and is available in high school guidance offices or the Agnes Scott Financial Aid Office.

College sources

Need-based scholarships. An Agnes Scott financial aid award usually combines a grant, Guaranteed Student Loan, and the offer of campus employment. Students may choose to decline the loan or the employment portions of their package. Grants and loans are applied toward students' accounts. Students pay no interest while attending Agnes Scott, and repayment begins after withdrawal or graduation. Students are paid for campus employment by a bi-weekly payroll check.

Financial aid awards are made for one year, but they are renewable on evidence of continued financial need as indicated by the completion of an FAF each year. All students must make satisfactory academic progress toward the completion of their degrees to continue to receive financial assistance. Usually assistance is available only for the equivalent of eight semesters of full-time study.

Students receiving financial aid who withdraw from the College during the refund period will not receive refunds personally. Instead, the refund will go back into the various accounts of the programs from which they received funds. In cases where students withdraw from the College and have received cash for nondirect educational expenses, repayment of unused funds may be necessary.

Academic scholarships. In addition to need-based grants, loans, and campus jobs, Agnes Scott offers scholarships based on academic performance and promise. Honor scholarships award from \$3,500 to full tuition annually to outstanding students. Centennial Scholarships award from \$2,000 to full tuition annually to students who show academic and leadership potential. Students must submit all application materials to Agnes Scott by a specified deadline (usually in mid-January) and they must indicate interest in competing for the Agnes Scott Honor or Centennial Awards on the application for admission. The Admissions Office can provide further information about either of these programs.

Other academic scholarships include the Charles A. Dana Scholarships—for sophomores, juniors, and seniors—which recognize leadership potential and academic promise. The Annette Hopkins Scholarships in music are awarded annually to students planning to major in music on the basis of musical talent and promise. These renewable scholarships for \$2,000 each year recognize musical talent and promise. See the Admissions Office for applications and information about audition. Agnes Scott offers several four-year scholarships annually through the National Merit Scholarship Corporation. Recipients are selected from finalists who have designated Agnes Scott as their college choice and receive from \$500 to \$2,000 a year. The Huguenot Society of America awards the Marie L. Rose Scholarship of \$1,000 to a singing sophomore, junior, or senior who presents proof of eligibility as a Huguenot descendant. The Financial Aid Office has these applications, which must be submitted to the Financial Aid Office no later than June 1.

Parent Loan Plan. The Agnes Scott Parent Loan Plan is funded and operated by the College for families in the \$30,000 to \$80,000 income range. Loans range from \$1,000 to \$7,500 at a low interest rate. Repayment is made monthly over an extended period. Contact the Agnes Scott College Financial Aid Office for further information.

Student responsibilities in receiving financial assistance. Students are responsible for knowing and complying with all

instructions and regulations of the various student assistance programs. All financial aid programs must be applied for yearly.

The Financial Aid Office may make exceptions to the satisfactory progress rule in special circumstances. Students who are readmitted after an absence from the College must complete appropriate forms necessary for applying for institutional, state, and federal funds. To receive funds from these sources, students must be in good standing and be making satisfactory progress in their course of study. A copy of the College's statement of Financial Aid Satisfactory Progress is available from the Financial Aid Office.

Application procedure. Freshman applicants seeking financial assistance must file a Financial Aid Form (FAF) with the College Scholarship Service (CSS) in Princeton, New Jersey. High school guidance offices have these forms, which should be filed between January 1 and February 15 for priority consideration. Prospective students should indicate their interest in financial assistance on the Agnes Scott application for admission. There is no Agnes Scott financial aid form.

Enrolled students seeking aid for the next session should obtain a FAF from the Financial Aid Office. Instructions for applying are posted on the official bulletin board at the beginning of the fall semester. Transfer applicants may obtain a copy of the FAF from the Admissions Office. They also should arrange to have a financial aid transcript from all institutions previously attended sent to the Agnes Scott director of financial aid.

Determination of College awards. The amount of financial aid granted to a student is based on need, which is defined as the difference between the cost of attending Agnes Scott and the family's financial resources. The Financial Aid Office determines from the CSS Financial Aid Form the amount of family resources which should be available to the student for college expenses. Among the factors used in the analysis are: family and student income and assets (including the student's summer earnings), taxes, medical expenses, extraordinary debts and expenses, current living expenses and retirement allowances, number of dependents, and number of children in college. The Financial Aid Office requires signed copies of the federal income tax return for both the student and her parents for the calendar year before each academic year for which the student requests aid. These should be submitted to the Financial Aid Office when requested. Students must also inform the Financial Aid Office of any significant changes in the financial situation of their families which might require an increase or decrease in aid.

Notification. New students receive notice of their financial aid awards shortly after they have been accepted for admission, if their financial aid applications are complete.

Confidentiality of awards. Since the amount of an award reflects a family's financial circumstances, College personnel consider the award a private matter among the student, her parents, and the Financial Aid Office. In accordance with the legislation titled "The Family Educational Rights and Privacy Act of 1974", Agnes Scott will not release this information to others without the student's written consent.

International students. A limited amount of financial aid based on need is available for international students. International students may obtain both the CSS Declaration and Certification of Finances and the Financial Aid Application for Students in Foreign Countries from the Admissions Office. International students must be able to provide their own transportation, vacation and summer expenses, and health insurance. March 1 is the deadline for receipt of all admissions and financial aid documents from international students interested in aid.

THE RETURN TO COLLEGE PROGRAM



Agnes Scott College is committed to assisting women beyond traditional college age to pursue their educational objectives in a program suited to their individual needs. Students in the Return to College Program enroll in regular college courses and meet the same degree requirements as the other undergraduates.

Most women who enroll in Agnes Scott through the Return to College Program plan to earn the bachelor of arts degree. Others pursue programs of study for personal enrichment, to learn more in a particular field, or to prepare for graduate study in fields such as medicine, law, or theology. Each student's program of study is carefully planned and reviewed on an individual basis.

Students in the Return to College Program vary greatly in age, background, marital circumstances, socioeconomic status, and in degree to which they participate in campus life. However, all return with a strong desire to succeed, in spite of the demands of complex personal lives, and they enrich the College community with their energy, enthusiasm, and personal views.

Admission

The College accepts applications for fall or spring semester.

Applicants should submit 1) the Return to College application, including a personal essay and the \$25 application fee, 2) two letters of recommendation, and 3) official transcripts of previous high school and college work, sent directly from the institutions attended. As soon as all of the application materials are received, the Return to College director will contact the applicant to arrange a campus interview. The Scholastic Aptitude Test (SAT) is not required for admission; however, students who have taken the test are encouraged to submit their scores.

Since students in the program typically have been out of school several years, the College considers a woman's personal history as well as her academic record to determine her potential for success. Factors such as employment outside the home, community service, self-study, and personal motivation are carefully reviewed in the admission process.

Applications should be filed with the Admissions Office as early as possible, but no later than one month before the beginning of a semester. Applicants seeking financial aid must apply at least two months in advance of the semester in which they plan to enroll.

Financial Aid

Agnes Scott admits well-qualified students without regard to financial need. Financial aid decisions are made after the student has been admitted to the College and has chosen her courses for a term.

Financial aid is available for full- or part-time study to women who do not demonstrate financial need and have no bachelor's degree. All financial aid awards for Return to College students consist of federal and loan funds provided chiefly through the Irene K. Goddard Financial Aid Fund. Financial aid recipients must enroll each semester for a minimum of 6 semester-hours of credit.

Apply for financial aid

Complete the Financial Aid Form (FAF) and mail it to the College Scholarship Service for processing. Processing may take four to six weeks. Do this as soon as the application for admission is received. 2) Send to the Agnes Scott Financial Aid Office a completed Return to College Supplemental Information Form as well as a copy of your most recent federal income tax return. The FAF and Supplemental Information Form are available from the Financial Aid Office.

Health Record

To protect the student in emergencies, the College requires a completed Entrance Health Record to be on file at the Student Health Service before a student attends classes. Health record forms are sent to students after they have accepted the College's offer of admission.

Classification

All students in the program enter as unclassified (nondegree) students. Those planning to earn a degree may apply for classification after establishing a successful academic record at Agnes Scott. They must begin the classification process before completing 24 semester-hours of credit. Students who do not intend to earn a degree may earn a maximum of 24 semester-hours of credit. Requests for exceptions to this policy should be directed to the Committee on Academic Standards.

To begin classification, a student notifies the Return to College director of her intent to become classified, takes recommendation forms to two professors under whom she has taken coursework, and asks each professor to write a recommendation on her behalf. The recommendations are then sent directly to the Return to College director, who forwards them, along with a copy of the student's file and academic record, to the Admissions Committee for review. The Committee bases its decision to grant classification on the recommendations and on the strength of the student's performance at Agnes Scott. A student whose request for classification is denied may petition the Committee on Academic Standards for a review of the classification decision. Once a student has been granted classified status, she may not return to unclassified status.

Students in the program are not subject to the usual minimum course load requirements nor are they expected to complete work for the degree in four years. Time limits for completion of the degree are: a) eight years after classification as a freshman, b) six years after classification as a sophomore, c) four years after classification as a junior, and d) two years after classification as a senior. Academic credit earned at other institutions, which meets College standards, is applied toward the Agnes Scott degree upon classification. No more than 64 semester-hours (60 plus 4 for physical education) of transfer credit will be counted toward the 124 semester-hours required for the Agnes Scott degree.

Interviews and Visits

Women considering the Return to College Program are encouraged to visit the campus. Arrangements to attend classes may be made through the Admissions Office.

The director of the Return to College Program welcomes the opportunity to meet with prospective students to answer questions about the program or to discuss transcripts of previous college work.



THE ACADEMIC PROGRAM

THE ACADEMIC COMMUNITY

Intellectual independence, academic excellence, and informed choice form the basis of the academic program at Agnes Scott.

The College holds each student responsible for her course of study within the parameters of academic excellence set by the College's Specific, Distributional, and Depth Standards.

To help students make informed choices, the College offers academic advising at many levels. Faculty advisers assist new students, and all faculty members encourage students to seek advice at any point in academic careers. Both the dean and the associate dean of the College can offer academic advice. The dean of students and her staff, as well as the College chaplain, counsel students on personal and academic matters.

Agnes Scott College is a community of individuals. Faculty members are teacher-scholars devoted to the well-being of their students. Senior counselors, residence hall assistants, and Big Sisters represent a student body which cares for each of its members.

As you read the description of the academic program and the courses of instruction, please realize that everything must be understood within the context of a caring community. Do not hesitate to seek advice from any of the members.

REQUIREMENTS FOR THE DEGREE

Agnes Scott College confers the degree of Bachelor of Arts. To qualify for the degree, each student must

- complete successfully 124 semester-hours of credit, including no more than four semester-hours of physical education, with a cumulative quality-point ratio of 2.00 (C average);
- satisfy the Specific, Distributional, and Depth Standards;
- satisfy the Residence Requirement.

Specific and Distributional Standards

The academic program at Agnes Scott encourages informed choice within the parameters of academic excellence. The Specific Standards insure a student's competence in specific skills. The Distributional Standards introduce a student to the ways of thinking and subject matter of broad areas of human inquiry. A student satisfies these standards by completing courses designated to the respective areas.

Specific Standards. Unless exempted, a student must satisfy these standards:

- (1) Two semester courses in English composition and reading taken while a student is classified as a freshman
- (2) The intermediate level of a foreign language
- (3) Four semester courses in physical education, two of which must



taken while a student is classified as a freshman

Distributional Standards. Unless exempted, a student must satisfy these standards:

- Humanities and fine arts*
- Literature: one semester course in the language of its composition
- Religious and philosophical thought: one semester course
- Historical studies and classical civilization: one semester course
- Fine arts: one semester course
- Natural science and mathematics*
- Mathematics: one semester course
- Natural science: one semester course which includes a laboratory section
- Social Sciences*: one semester course

Restrictions

There are several restrictions which apply to the Specific and/or Distributional Standards.

The term *one semester course* means a course of at least 3 semester-hours.

Credit received in satisfying Specific Standards cannot apply to Distributional Standards.

Credit received in satisfying Distributional Standards cannot apply to Specific Standards.

Courses taken to satisfy the Specific and Distributional Standards cannot be taken on a pass/fail basis.

No more than one Specific or Distributional Standard may be satisfied by summer school credit.

No course may be used by a student to satisfy more than one Distributional Standard.

No more than one Distributional Standard can be satisfied in a department (except for courses in Creative Writing); cross-listed courses count in the distributional area of the department in which the course is taught.

Courses in Physical Education beyond the four required represent credit beyond the 124 semester-hours required for the degree.

Satisfying the Specific and Distributional Standards by Exemption

The following Agnes Scott courses (or their equivalents) satisfy the Specific Standards. Exceptions are considered individually.

- Two semester courses in English composition and reading, taken while a student is classified as a freshman in English 101 and 102, or 103 and 104
- The intermediate level of a foreign language (French 201 or 203; German 201; Greek or Latin, two semesters at 200-level; Spanish 201 or 211)
- Four semester courses in physical education, two of which must be taken while a student is classified as a freshman in the Department of Physical Education, one of which must be in fitness. The fitness courses are: 101, 102, 103, 104, 105, 106, 107.
- The following Agnes Scott courses (or their equivalents) satisfy the Distributional Standards. Exceptions are considered individually.
- Humanities and fine arts*
- Literature: one semester course in the language of its composition
- Religious: any course under the "Literature" heading of the Department of English
- Philosophy: any course above 235 except 305, 306, and 375
- History: 222 or any more advanced literature course
- Science: any 200- or 300-level course except 360

- Latin: 204 or any course above this level except 360 (204 does not satisfy this Distributional Standard if it has been used to satisfy the Specific Standard of the intermediate level of a foreign language)
- Spanish: 220 or any more advanced literature course
- (b) Religious and philosophical thought: one semester course
- Bible and religion: any course in the department
- Philosophy: any course in the department
- (c) Historical studies and classical civilization: one semester course
- History: any course in the department
- Classical Languages and Literature: any course under the "Classical Courses in English" heading of the department
- (d) Fine arts: one semester course
- Art: 102, 103, 161, 302, 304, 305, 308, 309, 319, 320
- Creative Writing: English 201, 202, 203 (Theatre 203), 341, 342, 345 (Theatre 345)
- Music: 106, 107, 108, 111, 204, 205
- Theatre: any course in the department except 117
- (2) *Natural science and mathematics*
- (a) Mathematics: one semester course
- Mathematics: any course in the department except 115 and 150
- (b) Natural science: one semester course which includes a laboratory section
- Astronomy: 120 or any course (with a laboratory section) for which the student qualifies
- Biology: 100 or any course (with a laboratory section) for which the student qualifies
- Chemistry: 101 and 101L or any course (with a laboratory section) for which the student qualifies
- Physics: 110 or any course (with a laboratory section) for which the student qualifies
- (3) *Social sciences: one semester course*
- Anthropology: 101 or any course for which the student qualifies
- Economics: 104, 105 or any course for which the student qualifies
- Political Science: any course in the department
- Psychology: 121 or any course for which the student qualifies
- Sociology: 101 or any course for which the student qualifies

Courses taken under The University Center Cross Registration Program may be used to satisfy Specific and Distributional Standards. The student must have the approval of the Agnes Scott department concerned and the dean or associate dean of the College.

Satisfying the Specific and Distributional Standards by Exemption

A student exempted from a Standard does not always receive credit toward her degree. However, the basis for the exemption may also be the basis for credit. (See "Advanced Placement Credit" under the ADMISSION AND FINANCIAL AID section of this catalog.) Inquiries about exemption should be made to the dean or associate dean of the College.

Transitional Policies

Students in the classes of 1987, 1988, and 1989 took some courses on the quarter system. In order that those students will not be penalized by the transition to the semester system, the faculty has approved the following policies for members of those classes only:

- (1) Four quarter-hours in a Distributional Standard will satisfy the "one semester course" requirement of that Standard.
- (2) Two quarter courses from different departments within a Distributional Standard may be combined to satisfy that Distributional Standard.

Depth Standards

The Depth Standards develop a student's command of a particular subject matter by her completion of a major. Besides departmental majors, Agnes Scott offers interdisciplinary majors and student-designed majors. A major is:

- (a) a **minimum** of 30 semester-hours within one discipline, exclusive of required courses outside the discipline and exclusive of internships. In interdisciplinary programs, the minimum hours are specified in the programs' descriptions.
- (b) a **maximum** of 48 semester-hours within one discipline, exclusive of required courses outside the discipline but inclusive of internships. In interdisciplinary programs, the maximum hours are specified in the programs' descriptions. Any hours beyond the maximum must represent work beyond the 124 semester-hours required for the degree.

Credit received in satisfying Specific and Distributional Standards may apply to Depth Standards. A student should consult the chair of her major department or program on this matter.

A student usually selects a major during the second semester of her sophomore year. Information on majors is provided under the departmental and program listings of the COURSES OF STUDY section of this catalog. Freshmen and sophomores should review the requirements of majors they are considering in order to determine if any courses must be taken during freshman and sophomore years.

When considering a major, students should talk with the chair of the department or program. They should also seek the advice of other department members and of their faculty advisers.

The Residence Requirement

The junior and senior years, or three of the four years including the senior year, are to be completed at Agnes Scott. Under special circumstances, a student who has completed three years at Agnes Scott, or two years including a year at the upper-division level, may take her senior year at another institution. A request for exception to the residence requirement must be filed with the dean of the College by the beginning of the spring semester of the preceding session. Permission may then be granted by the Committee on Academic Standards on recommendation of the chair of the major department and the dean of the College.

COURSES, GRADES, EXAMINATIONS, AND HONORS

Courses

The College operates on a variable credit-hour early semester calendar.

The unit of credit is the semester-hour. Courses carry from 1 to 5 semester-hours credit. Usually 1 credit hour is granted for each contact hour. Laboratories are usually 3 contact hours and carry 1 credit hour. Semester courses in physical education are often 2 half-semester credits (each carrying .5 semester-hours credit).

All courses are semester courses, i.e. courses which begin and end within a semester, with final grades at the end of the semester. Credit is given upon successful completion of each semester course.

Course Numbering

Courses are numbered according to level of difficulty. Courses numbered in the 100's introduce a discipline. Courses numbered in the 200's are intermediate, though they may introduce students to an area or aspect of a discipline. Courses numbered in the 300's and 400's are advanced. Students should consult their instructors or faculty advisers to determine the appropriate course levels.

Course Loads

The usual course load is 15 semester-hours. The minimum course load is 12 semester-hours; the maximum is 18 semester-hours. Exceptions are made by the Committee on Academic Standards. Students seeking exceptions should consult the dean or associate dean of the College.

Unclassified students and students in the Return to College Program are not subject to the minimum course load limitation.

Grades

Grades are officially recorded as follows: A, excellent; B, good; C, average; D, passing; E, conditional failure with the privilege of re-examination; F, failure; I, incomplete; WP, withdrew passing; WF, withdrew failing; MED, medical withdrawal. Grades for courses taken on a pass/fail basis are recorded as P or F.

Except for courses taken on a pass/fail basis, grades are assigned the following quality-points: A = 4 quality-points per semester course, B = 3, C = 2, D = 1. Grades of I, P, E, F, WP, and WF are excluded from the calculation of quality-point ratios. Only grades for courses taken at Agnes Scott are factored into a student's quality-point ratio.

Grade reports are sent to students at the end of each semester.

The Pass/Fail option

Juniors and seniors may choose a total of 8 semester-hours of course work on a pass/fail basis. Forms for this request are in the Registrar's Office. They must be completed by one week after the day mid-semester grades are due in the Registrar's Office. A student may not elect a course on a regular credit basis if she first elected it on a pass/fail basis.

The pass/fail option is not available for

- courses taken to satisfy Specific and Distributional Standards;
- courses taken to satisfy Depth Standards, i.e. required courses within the discipline and required courses outside the discipline;
- certain courses in the teacher education program.

All grades for internships are recorded on a pass/fail basis. These hours are in addition to the 8 semester-hours allowed for pass/fail. Internships are an exception to the policy prohibiting courses taken to satisfy Depth Standards from being pass/fail.

Registering for courses

All students must register for classes on the dates announced in the College Calendar. There is a \$10 fee for late registration.

No student is allowed to register after the 10th calendar day of the semester.

Adding courses

No new course may be added after the 10th calendar day of the semester.

Withdrawing from courses

The last day to withdraw from a course without a grade of WP or WF is one week after mid-semester grades are due in the Registrar's Office. In this case, the course will not be on her record. But students who withdraw from classes after that date will receive a WP or WF grade on their records. No course may be dropped after the last day of classes.

In cases of medical emergency, a student may withdraw from a course with the designation MED (medical withdrawal), which will appear on her record. Medical withdrawals are authorized by the dean or associate dean of the College only when a medical emergency is described and certified in writing by a licensed physician or psychologist.



Auditing courses

Classified students may audit courses with written permission from the dean or associate dean of the College and the approval of the instructor. Students are subject to any restrictions or requirements the instructor may wish to impose. Audited courses do not appear on a student's record. The student's academic record and course load are factors considered in granting permission to audit. No student will be given permission to audit after the 10th day of classes. A student may not take for credit a course she has audited earlier.

Absence Committee

Students who are sick, have a death in the family, or have other extenuating circumstances may apply to the Absence Committee to have assignments such as tests, papers or presentations accepted later or earlier than was originally assigned. A penalty may be given by the Committee for late work. Students without voluntary class attendance should ask the Committee for excuses from classes they miss. These request forms are in the dean of students' office.

Completion of semester courses

All work for a semester course, except final examinations and papers in lieu of final examinations, must be completed by 9 a.m. of the first reading day of the semester. Instructors may require work other than final examinations to be completed earlier.

In certain cases, the dean or associate dean of the College may authorize a grade of Incomplete (I) in consultation with the instructor. A date will be set for completion of the work. Unless the work is completed by that date, the instructor will turn in a grade based upon the completed work and the course requirements.

Final examinations

Final examinations are given at the end of each semester. Except for a few final exams scheduled in advance (because of the nature of the course or the size of the class), students schedule exams during the College's final examination period.

If a student is unable to complete final examinations during the College's final examination period due to illness or other excused cause, she may take those final examinations at a time specified by the dean or associate dean of the College. A notation of "I" (Incomplete) will appear on the student's record until a permanent grade has been recorded.

Re-examinations

Re-examinations given in cases of conditional failure (grades of E) must be taken during the first week of the semester after failure. In this case, the final grade can be no higher than D.

Graduation honors

Requirements for graduation With Honor and With High Honor are available in the Registrar's Office.

Academic honors

The Beta of Georgia Chapter of Phi Beta Kappa was established at Agnes Scott in 1926. The chapter holds annual elections according to criteria and procedures prescribed by the United Chapters.

The College recognizes superior academic work in several ways. At the Honors Convocation held each fall, the dean of the College reads the Class Honor Roll and announces the Stukes Scholars, three students who rank first academically in the rising sophomore, junior, and senior classes for the preceding session.

Other honors include the Dana Scholarship Program, begun in 1970 with a grant from the Charles A. Dana Foundation.

Academic promise, leadership potential, and financial need are criteria for this honor.

The Alpha Delta chapter of Eta Sigma Phi, a national honorary fraternity of Greek and Latin students, was organized at Agnes Scott in 1928. The society encourages classical scholarship and appreciation of ancient learning, both in the Agnes Scott student body and in the local high school. Membership is based on scholarship.

Founded at Muhlenberg College in 1930, Phi Sigma Tau is a member of the Association of College Honor Societies. The Agnes Scott chapter was organized in 1979. The society links philosophy departments in accredited institutions and students interested in philosophy. Membership is open to qualified students who have taken at least three courses in philosophy.

Honor Roll

Honor Roll is based on quality-point ratios earned in an academic session. Requirements are posted.

Confidentiality of student records

The Family Rights and Privacy Act of 1974 or the Buckley Amendment protects the privacy of educational records, establishes students' rights to inspect and review their records, and provides ways to correct inaccurate and misleading data. Agnes Scott College makes every effort to comply fully with this legislation.

Certain information is considered public and the College releases this information at its discretion. Unless a student files written notification to withhold disclosure, the College will release announcements of graduation honors and awards, and will verify dates of attendance and conferral of degrees. Names, addresses, and other directory information will be released for internal use and in the College directory.

The College releases transcripts of academic records and statements of academic status to third parties only with the student's written authorization. Parents who have filed a written request with the registrar certifying that their daughters are dependents (according to section 152 of the Internal Revenue Code of 1952) also receive this information.

A student or her parent has the right to challenge any content of the student's educational record considered to be inaccurate, misleading, or in violation of the student's privacy or other rights. Such a challenge may be directed to the registrar of the College and, finally, to the United States Department of Education.

ACADEMIC STANDARDS

Classification

A classified student is one who has been admitted as a candidate for the Agnes Scott degree.

Students are classified as follows:

Freshmen: students who have earned fewer than 24 semester-hours of credit.

Sophomores: students who have earned at least 24 semester-hours of credit and a cumulative quality-point ratio of at least 1.50.

Juniors: students who have earned at least 56 semester-hours of credit and a cumulative quality-point ratio of at least 1.75.

Seniors: students who have earned at least 88 semester-hours of credit and a cumulative quality-point ratio of at least 1.91.

Classified students are advised to complete 25 percent of the semester-hours required in academic courses for the degree during each academic year. The recommended semester-hours for class standing are sophomore, 30; junior, 60; senior, 90. (These

numbers do not include credit for courses in physical education.)

The minimum semester-hours for class standing are: sophomore 24; junior, 56; senior, 88. A student with less than these minimums is usually placed on academic probation. (These numbers do not include credit for courses in physical education.)

Unclassified students are not candidates for the degree. An unclassified student is usually working toward a degree but has not been admitted as a candidate, is not working toward a degree (special student), is a transient student earning a degree at another institution, or a secondary school student in a joint-enrollment program.

Unclassified students may earn a maximum of 24 semester-hour credit in academic courses at Agnes Scott. Requests for exception should be directed to the Committee on Academic Standards. Unclassified students who wish to become degree candidates must notify the director of the Return To College Program of their intent. This must be done before completing 24 semester-hours of credit in academic courses. Once classified, a student may not return to unclassified status.

Academic probation and academic warning

Academic probation is imposed by the Committee on Academic Standards at any time as a result of unsatisfactory academic performance. This probation notifies a student that unless her academic performance becomes satisfactory, she may be dismissed.

A student on academic probation is permitted only one unexcused absence in each academic course. Further absences may result in academic dismissal during the semester. Additional restrictions may also be imposed for students on academic probation.

(National Association for Intercollegiate Athletics regulations) state that students on academic probation may not participate in intercollegiate sports.)

A full-time, classified student usually is placed on academic probation at the end of a semester if she:

- has grades of E or F in two academic courses; or
- has achieved fewer than 9 semester-hours credit in academic courses; or
- has a semester quality-point ratio less than the minimum for her classification:
 freshman: 1.50
 sophomore: 1.75
 junior: 1.91
 senior: 2.00

A full-time, classified student usually is placed on academic probation at the end of a session if she has a cumulative quality-point ratio less than the minimum for her classification or if she has not achieved the minimum semester-hours for her classification in the next session:

- sophomore: 24
 - junior: 56
 - senior: 88
- (These numbers do not include credit for courses in physical education.)

A part-time, classified student usually is placed on academic probation at the end of a semester if she:

- has grades of E or F in two academic courses; or
- passes fewer than two-thirds of the academic work for which registered; or
- has a semester quality-point ratio less than the minimum for her classification:
 freshman: 1.50
 sophomore: 1.75
 junior: 1.91
 senior: 2.00

An unclassified student usually is placed on academic probation at the end of a semester if she has received grades of E or F in two academic courses. Unclassified students whose academic performance is considered unsatisfactory in other ways may also be placed on academic probation.

The Committee on Academic Standards may waive the guidelines for academic probation if a student has been forced to reduce her academic load because of extenuating circumstances. A student who usually would be placed on academic probation may instead be placed on academic warning by the Committee on Academic Standards. This is done when the committee decides that mitigating circumstances do not justify academic probation. Academic warning may carry some restrictions. A student on academic warning may be placed on academic probation at any time during a semester. If her academic performance is unsatisfactory, she will be placed on academic probation for the next semester.

Good Standing

A student is in good standing if she is not on academic or disciplinary probation.

Academic Dismissal

Academic dismissal requires the student to separate from the College for academic reasons. The Judicial Review Committee of the College imposes academic dismissal for a specific period on recommendation of the Committee on Academic Standards. Students given academic dismissal usually are eligible for readmission after one year.

Full-time, classified students are subject to academic dismissal for failure to earn 18 semester-hours of credit in academic courses in any academic session, or for failure to achieve appropriate class standing for two consecutive years, or for extremely poor academic performance during the first semester on Academic Probation, or after being on Academic Probation for two consecutive semesters.

Students may be given academic dismissal at any time if the Committee on Academic Standards judges their academic performance to be unsatisfactory.

Part-time, classified students are subject to academic dismissal for two consecutive semesters of academic probation.

Unclassified students may continue their work at the College as determined by the dean or associate dean of the College, subject to confirmation by the Committee on Academic Standards. The Committee on Academic Standards may waive the guidelines for academic dismissal if a student has been forced to reduce her load because of extenuating circumstances.

Transfer Credit

Transfer credit is given for grades of C or better in courses taken at accredited colleges and universities if approved by the dean or associate dean of the College, in consultation with the appropriate academic departments.

No more than 64 semester-hours (60 plus 4 for physical education) of transfer credit will be counted toward the 124 hours required for the Agnes Scott degree. Grades for transfer credit are factored into a student's quality-point ratio.

Summer School

Credit for approved summer courses at accredited colleges and universities may be applicable to the requirements for the Agnes

Scott degree. No credit is given for a summer school course if the grade is less than C. Credit for summer school courses is not factored into a student's quality-point ratio.

Students planning to take summer school courses should consult the dean or associate dean of the College before enrolling in summer school. All courses require approval by the dean or associate dean of the College, in consultation with the appropriate academic department. Only one Specific or Distributional Standard may be satisfied by work in summer school. Courses to satisfy Depth Standards must also be approved by the chair of the student's major department. Usually no more than two semester courses of summer school work may apply to the requirements for a major.

A maximum of 12 semester-hours will be approved per summer, and no more than 20 semester-hours of summer school work will be credited toward the 124 semester-hours required for the Agnes Scott degree. The Committee on Academic Standards may make exceptions. Hours in Agnes Scott Summer Programs are not included in these limits.

Leave of Absence

A full-time classified student may request a leave of absence for one or two semesters. The written request should be submitted to the dean or associate dean of the College and must be approved by the Committee on Academic Standards. A student may request the dean or associate dean of the College to extend her leave of absence. The Committee on Academic Standards must approve the extension.

A student granted a leave of absence need not apply for readmission. Within a reasonable time, she should notify the dean or associate dean of the College of her intent to return as a full-time, classified student. A student who does not return within the time specified for her leave will be considered to have withdrawn. She must apply for readmission before she can return.

Withdrawing from the College

A student who wishes to withdraw from the College must obtain a withdrawal card from the dean or associate dean of the College, or the dean of students. Withdrawal is not official until a withdrawal card has been signed by one of the deans. Withdrawal cards will not be signed while academic or disciplinary actions, involving the student, are in process.

Grades for students whose withdrawal cards are signed will be determined on the bases described in sections "Grades" and "Completion of Semester Courses" in this catalog. For the financial aspects of withdrawal from the College, see COSTS AND FEES in this catalog.

Readmission

Students who have withdrawn or been dismissed from Agnes Scott and wish to return must submit an application form with the \$25 nonrefundable application fee. The application is available from the Admissions Office. Students must also send transcripts of college work taken since leaving Agnes Scott, and the recommendation of a professor under whom she did this recent work. The Admissions Committee reviews these applications as part of its normal admission decisions.

Students who have not pursued additional study may complete a short application form, also available from the Admissions Office, which is reviewed by the dean of the College and the dean of students. In such cases, the College reserves the right to require an official application for admission.

SPECIAL CURRICULAR OPPORTUNITIES

Acceleration

A student may complete the requirements for the degree in fewer than eight semesters. She may accelerate her progress by:

- entering with credit from Advanced Placement examinations of the College Entrance Examination Board, Higher Level examinations of the International Baccalaureate, or joint-enrollment programs;
- carrying a heavier course load;
- attending summer sessions at other institutions or an Agnes Scott summer program.

A student planning to accelerate should consult the chair of her major department. Permission to accelerate must be obtained from the dean or associate dean of the College.

Cross Registration

Cross registration at member institutions of The University Center in Georgia allows students to take courses not available at Agnes Scott. Students from member institutions may also take courses at Agnes Scott.

Grades for courses taken through cross registration are not factored into the student's quality-point ratio. Courses taken to satisfy Depth Standards must be approved by the chair of the major department. All courses must be approved by the dean or associate dean of the College.

The member institutions of The University Center in Georgia are:

Agnes Scott College
 Atlanta College of Art
 Atlanta University Center
 Atlanta University
 Clark College
 Interdenominational Theological Center
 Morehouse College
 Morehouse School of Medicine
 Morris Brown College
 Spelman College
 Columbia Theological Seminary
 Emory University
 Georgia Institute of Technology
 Georgia State University
 Kennesaw College
 Mercer University in Atlanta
 Oglethorpe University
 Southern Technical Institute
 University of Georgia

Students considering cross registration should first read the cross registration guidelines (available in the Office of the Dean of the College) and then consult the associate dean of the College.

Agnes Scott summer programs

Agnes Scott offers several summer study programs, both abroad and in the United States. These programs are usually offered alternate years. Descriptions of these programs are included among departmental offerings.

Dates, costs, and other details are supplied during the academic year prior to the program. For all College summer programs, charges include tuition and vary for each program. Courses in these programs are on the same credit and quality-point system as those offered during the regular College sessions and are not included in the 20 semester-hour limitation for summer school work elsewhere.

Application forms for Agnes Scott summer programs are available in the Registrar's Office. Applications must be countersigned by the instructor and the chair of the department involved and are due in the Registrar's Office by the last day of classes of the spring semester.

Dual Degree Programs with Georgia Institute of Technology

A student may combine three years of liberal arts studies at Agnes Scott with two years of specialized work at the Georgia Institute of Technology. On completion of this five-year liberal arts/professional program, the student will receive the Bachelor of Arts degree from Agnes Scott and a bachelor's degree from The Georgia Institute of Technology. With advanced planning, a few outstanding students will be able to complete a master's degree at The Georgia Institute of Technology with a minimum of additional time.

Students interested in the 3-2 programs should consult the Agnes Scott dual-degree coordinator as early as possible, preferably in the freshman year. The student must select a major and plan a program which will satisfy all Specific and Distributional Standards for the Agnes Scott degree by the end of the junior year; and if the student should elect to remain at Agnes Scott for the senior year, all requirements for an Agnes Scott departmental major.

Admission to the program at The Georgia Institute of Technology is based on completion of the above requirements and on the recommendation of the dual-degree coordinator at Agnes Scott. The degree at The Georgia Institute of Technology may be in a variety of engineering fields, information and computer science, industrial management, management science, or biotechnology.

Exchange program with Mills College

Agnes Scott College and Mills College, in the San Francisco Bay area (Oakland, California), have an exchange agreement enabling students enrolled at each college to spend a semester or year at the other college.

Participants remain enrolled in their home college and pay all fees to their home college. A student who participates in the exchange may not transfer to the other college. Permission to participate in this program is given by the Committee on Academic Standards.

Students interested in attending Mills College for a semester or a year should consult the dean or associate dean of the College.

GLOBAL AWARENESS

The Program for Global Awareness works to bring Agnes Scott College as an institution and its individual students, faculty, and staff into closer communication and cooperation with the diverse ethnic groups and cultures of our world. In so doing, the College enhances the quality of education, increases awareness of American culture and other cultures, and contributes to greater mutual understanding and harmony among all the peoples and cultures of our global community.

Scholars have stressed the need for vigorous international studies and student exchange programs to overcome the geographical, cultural, and linguistic separation of the people of our planet. We at Agnes Scott also recognize the need for international, cross-cultural education. We see the need for insight which overcomes ethnocentrism and cultural myopia. We see the necessity of the search for solutions to global problems of development and underdevelopment, disease, and environmental degradation. We are aware of the need for an equitable sharing of world resources and for peaceful resolution of conflicts.

The metropolitan Atlanta area, with a major international airport and growing ethnic diversity, has developed a new openness to international relationships.

The College, through its strong foreign language departments, a large number of faculty and staff with extensive international experience, and through the Program for Global Awareness, provides the global education required by today's liberal arts graduates. The College also contributes significantly to international exchange and cooperation. Moreover, as a result of its historical connection with the Presbyterian Church, Agnes Scott's intimate relationships with many individuals in schools and churches in foreign countries who can provide a ready communication network for international study.

The Program for Global Awareness offers to each Agnes Scott student the experience of studying and living in another culture. It provides learning through in-depth study and experience of other customs, modes of life and perspectives. In fulfillment of these goals, the program not only provides U. S. students with opportunities for study in other cultures but also encourages international students to study at Agnes Scott.



Summer 1986 Global Awareness Programs

- sociology and history in India and Nepal
- Spanish language, literature, and culture in Mexico
- German language, literature, and culture in Marburg, West Germany

Global Awareness Programs planned for 1987 include

- cultural anthropology and politics of sub-Saharan Africa, with study in Burkina Faso
- social history and literature of Renaissance England, with study in England and Ireland
- philosophy and art of Greek antiquity, with study in Greece
- anthropology of Peruvian culture and biological study of the Galapagos, with study aboard ship and trips through the islands
- Spanish history and literature, with study in Spain
- economic theory and particularly the economic history and development of the Republic of China, with study in Taiwan

Activities include semester and year abroad programs, student exchange and between-term study abroad. Academic courses of study will be organized by Agnes Scott faculty but students may also participate in programs organized by other institutions. A geographical balance is sought by attempting to include all major world areas as locations for study; programs within minority cultures inside the United States are also considered.

The Program for Global Awareness encourages a more cross-cultural emphasis in the curriculum, more international study by faculty, and more faculty and staff exchange programs with institutions abroad. The program enhances cooperation between Agnes Scott College and local leaders in the arts, business, politics, and religion in order to promote international understanding, cooperation, trade, and cultural exchange.

The success of the Program for Global Awareness depends on the enthusiasm and participation of faculty, staff, and students. The faculty and staff are invited to plan international courses, to recruit students, and to organize and teach courses abroad. Student organizations are encouraged to promote interest in global concerns and international study. Students are invited to bring suggestions for content of courses and locations for study abroad to the faculty and staff. They are also encouraged to participate enthusiastically in global study programs and to share their ideas and cross-cultural experiences with students and friends both in the classroom and in the larger community.

The Jessie Ball duPont Religious, Charitable, and Educational Fund has awarded Agnes Scott College a \$255,000 grant to provide student scholarships and foreign exchange study under the Program for Global Awareness.



Independent Study (490)

Independent study gives superior students the opportunity to explore some field of intellectual or artistic interest and to produce a related piece of work. Every student with junior standing and a cumulative quality-point ratio of B (3.00) or better is eligible to apply to the program. Her application must be approved by the appropriate departmental faculty. The program may begin as early as spring semester of the student's junior year.

Interested students should apply in writing to the appropriate department chair. Students who want an independent study during the senior year must apply two weeks before Course Selection Week in the spring of their junior year. Those who wish to begin independent study in the spring semester of the junior year must apply no later than November 15 of the junior year.

The chair of a student's major department works with the student to determine whether she has adequate preparation to do independent study and whether it is in her best academic interest. Approval for a student's request is granted by the entire department. No department is obligated to provide direction for independent study, except in the case of students who are proceeding at the rate (3.70) to graduate with high honor. A department should make every possible effort to allow the instructor of the student's choice to direct the independent study. By the beginning of the third week of the student's senior year, the chair of her major department must report the number of hours and topic of her work to the chair of the Committee on Independent Study.

The program may carry 3 or 4 hours credit per semester, with a minimum of 4 and a maximum of 8 hours in total. Independent study completed in one semester must have a minimum of 4 hours. To graduate with high honor, a student must have completed Independent Study (490) for at least 4 semester-hours credit.

In rare and unusual instances, independent study may be officially dropped at the end of the first semester of work and changed to Special Study (410). This change is made only in exceptional cases where the director of the project determines that the research fails to yield a topic or data adequate for a genuine piece of research, yet the student's work has been sustained, thorough, and satisfactory to the instructor. The director must initiate the request for the change and the department approve it. It is then subject to the approval of the Independent Study Committee.

The program is administered by the Independent Study Committee in consultation with those directing independent study. By the end of the semester (the time of last examination period; in the spring semester it is the last senior examination period) during which her work is completed, the student must file with the chair of the Committee a paper or, in the case of certain creative projects, a written report which explains problems of research and procedure. This will be kept either in the library or the department chair's office, according to the decision of the department involved. Final written work must be typed according to the directions set forth on the direction sheet distributed by the Independent Study Committee and bound in the regulation folder obtainable in the Campus Shop Bookstore.

Only in cases of extreme hardship or extraordinary circumstances should a student request an extension of time to write or type her paper. Such requests, endorsed by the student's

director, should be made in writing to the chair of the Independent Study Committee. A student will receive written acknowledgment that her request has been granted or denied when the committee has acted on the matter. In the unusual event that the committee is unavailable, the dean of the College may act on the request on behalf of the committee.

If a student does well one semester but fails the second semester the first semester coursework will revert to a 410. Since the independent study program is open to students with differing abilities, a wide range in the quality of work is expected. The final grade for independent study is based on the sustained quality of work throughout the study period and on the merit of the work. Independent study should be the climax of the student's own intellectual or artistic development.

Internships (450)

The College recognizes that learning through internships can be a valuable adjunct to classroom learning. The College endeavors to make possible worthwhile experiences for students whose academic programs would benefit from such opportunities.

Internships worthy of academic credit are those which bear a close relationship to the student's principal academic interests. Primarily, they give the student a better understanding of the materials, methods, and skills of her principal academic interests. These internships should give the student access to material and information not readily available in the classroom and offer her the chance to apply appropriate research methods and analysis to these materials.

Internships for which academic credit is inappropriate are those which have little relationship to the College curriculum. These may provide secondary benefits such as personal development, professional experience, service to the community, or acquisition of purely practical information. The College facilitates participation in these internships through the Office of Career Planning.

A student interested in an internship for credit should obtain an application form at the Registrar's Office. She should then consult with the chair of her major department. The completed application should be submitted for review to the associate dean of the College. The deadline for applications is two weeks before the last class day of the semester.

No more than 10 semester-hours of credit for internships may be applied to the 124 semester-hours required for the degree. No credit from internships may be used to satisfy the minimum 30 semester-hours required for a major.

Grades for internships are either "pass" or "fail" and are an exception to the policy that courses satisfying Depth Standards not be pass/fail. A student who has 8 semester-hours of pass/fail work outside her major may also have a maximum of 10 semester-hours of pass-fail work in an internship. (A student may have more than 10 semester-hours of internship credit only if those hours are in excess of the 124 required for the degree.)

During the regular academic session, the deadlines for dropping courses apply to dropping internships as well. During the summer a student may drop an internship without academic penalty within its first month.

Tuition for credit internships during the academic session is included in the regular fees. When the College is not in session a charge for Agnes Scott credit earned under the supervision of an Agnes Scott faculty member is \$175 per semester-hour.

Junior Year Abroad

A qualified student may substitute a year of study abroad in an approved program for the work of her junior year at Agnes Scott. In some cases, one semester of study abroad may be approved. Students should distinguish carefully between a program administered through an accredited American college or university and an independent program. In both sorts of program, students pay fees directly to the host institution.

To qualify for the junior year abroad, a student must have high academic standing during her first two years at Agnes Scott. She must be recommended both by her major department and the appropriate language department concerned.

Junior year abroad in an established program

A student interested in applying for established programs administered through accredited American colleges or universities should consult the associate dean of the College and the chair of her major department early in her sophomore year. Written requests for such programs must be filed with the associate dean of the College by March 1 of the sophomore year. Requests must be approved by the Committee on Academic Standards. Credit for grades of C or better is awarded on the basis of a transcript from the host American college or university. Grades are not entered into the student's quality-point ratio.

Junior Year Abroad in an Independent Program

Differences among independent academic programs available to American students abroad require careful planning of the course of study. Students interested in these programs are strongly advised to consult the chair(s) of the department(s) concerned early in the sophomore year. Information can be obtained from the student's major department, the foreign language departments, and the associate dean of the College. No later than February 1 of her sophomore year, the student should submit to the associate dean of the College a letter of initial application for Junior Year Abroad with an attached letter of recommendation from the chair of her respective major department. Other letters of recommendation may be required. The letter of initial application should contain a general outline of proposed course of study.

The associate dean will send the letter of initial application to the Curriculum Committee. If the Curriculum Committee gives preliminary approval, the student will then be asked to obtain, directly from the foreign university, as much detailed information as possible about her specific course of study (such as course titles, credits, tutorials, seminars, etc.). When the student has assembled this information, she should submit it and her final application to the Curriculum Committee. The committee may invite her and the department chair(s) concerned to discuss her final application.

Once abroad, the student must inform the chair of her major department of her actual course of study. This should be done by phone or letter within the first week of her term at the foreign university. If the student's course of study is different from what has been approved by the Curriculum Committee, the department chair will advise the student as to the acceptability of her revised program. The department chair should confirm in writing, with a copy to the Curriculum Committee, any instructions or advice given to the student.

When the student returns, credit is awarded by the Curriculum Committee upon the recommendation of the department(s) concerned. Students in independent programs will be expected to

bring back tangible evidence of the work done during the year (papers, tests, course notes, etc.) since credit will be assessed on the basis of these materials.

ROTC

Agnes Scott students may participate in the Air Force or Navy Reserve Officers Training Corps at The Georgia Institute of Technology. A student who completes one of these programs qualifies as a commissioned officer and will be ordered to active duty in the United States Air Force, the United States Navy, or the United States Marine Corps.

Courses in ROTC programs are taken under the cross registration program of the University Center in Georgia.

Seminars for Freshmen and Sophomores (190)

Several academic departments offer courses (numbered 190) exclusively for freshmen and sophomores. The courses are limited in enrollment to allow seminar experience. A student may take only one seminar per semester. Topics vary annually and are announced each spring. The seminars meet one hour a week and carry 1 semester-hour credit. These courses may not be used to satisfy Specific or Distributional Standards.

Special Study (410)

Special study courses (numbered 410) are offered by all academic departments and are open to senior majors (and qualified juniors) to pursue work in areas outside a department's listed courses. Nonmajors who demonstrate sufficient preparation in the discipline may also take 410 courses.

Applications to take special study are available in the Registrar's Office and must be returned there no later than two weeks before the last class day of the semester before the desired 410 course. They will then be taken to the Curriculum Committee for approval. A 410 course carries from 2 to 4 semester-hours credit. Ordinarily a student will take no more than two semester courses of special study.

The application should include the name of the instructor who will offer the 410, the course title and a description of the topic to be studied, a statement of the student's preparation for such study, and the basis for the grade. The instructor must endorse the application and so must the chair of the department offering the 410.

If a student requests a 410 in her junior year, the application should also state the appropriateness of the 410 to the student's major program.

If a student wishes to take a 410 outside her major department, her application must describe her preparation in the department offering the 410, as well as the information described above.

Student-designed majors

A student may design her own major to combine disciplines differently from the listed interdisciplinary majors. She should consult first the associate dean of the College, who will assign her an adviser and oversee the development of her proposal.

Proposals for student-designed majors usually are submitted to the Curriculum Committee during the spring semester of a student's sophomore year.

Washington Semester

Agnes Scott is a member of the Washington Semester Program. Students spend either the fall or spring semester at American University in Washington. There are five offerings in the program: American government, foreign policy, economic policy, justice, and journalism. Each of these programs consists of a seminar, an internship, and a research project. Students may attend during either their junior or senior year. Deadlines for fall and spring semester attendance are early April and early November.

A student who participates in the Washington Semester program at American University pays American University tuition to Agnes Scott College during her semester in the program. (Conversely, when in residence at Agnes Scott College a student pays the Agnes Scott College tuition and fees.) She is responsible for her own room and board while in Washington. Limited scholarship money is available from American University; students are urged to apply early for consideration. Interested students should obtain information and applications from the faculty representative or the Office of the Dean of the College.

CAREER PLANNING

Graduate Degrees in Arts and Sciences

A student interested in graduate study in arts or sciences should consult first with the chair of her major department. Information on the Graduate Record Examination (GRE) may be obtained in the Office of the Dean of the College.

Medicine

The College encourages students interested in a career in medicine, dentistry, or veterinary medicine to pursue the major of their choice. Medical schools are very much interested in liberal arts graduates who know more about life than just the chemistry and biology that go into it. Agnes Scott students have gone to medical school having majored in classics and art and other subjects.

The Premedical Advisory Group, advisory to the dean of the College, counsels students on academic programs, preparation for professional school, and ways to enhance acceptability into medical programs. It also offers advice about alternative careers in the health sciences. The group writes letters of evaluation to each school to which a student applies. Students have the opportunity to meet with faculty and deans of medical colleges as well as medical students who are Agnes Scott alumnae.

The most critical step toward admission, other than grades (quality-point ratio and grades in required science courses), is the Medical College Admission Test (MCAT) or its equivalent (DCAT for dentistry, VCAT for veterinary medicine). This test should be taken during the spring of the junior year (except for the VCAT) and may be repeated during the fall of senior year to improve performance.

Most medical, dental, and veterinary colleges require a full-year course with laboratory in biology, physics, inorganic (general) chemistry and organic chemistry. Some schools require slightly less, some more (e.g., calculus). These courses should be in progress or completed by the spring of the junior year. It is nearly impossible to do well on the MCAT if a student has not taken these courses. Other courses may assist a student's performance on the test but are not required for admission. Information about these will be provided during the freshman year.

A student can make many different course choices. If she is not majoring in chemistry or physics, she will most likely defer physics until the junior year. (The physics course at Agnes Scott has

calculus as a prerequisite.) A student who majors in chemistry or biology should take introductory courses in that department during the freshman year.

One possible program is:
freshman year: Biology 100, 105
sophomore year: Chemistry 101, 101L, 102, 102L
junior year: Chemistry 201, 202, 202L; Physics 110, 111

Another possible program is:
freshman year: Chemistry 101, 101L, 102, 102L
sophomore year: Chemistry 201, 202, 202L; Biology 100, 105
junior year: Physics 110, 111

Those possibilities apply to any major. Some students may take both biology and chemistry during the freshman year if they have good backgrounds in both.

Students are responsible for knowing the admission requirements of the professional schools to which they apply. This information is in *Medical School Admission Requirements*, on reserve in the Biology Reading Room in Campbell Hall. A student who plans to attend a state-supported medical college should apply to one in her home state; out-of-state applicants usually are not accepted. Privately supported institutions typically accept many out-of-state students. States with no dental or veterinary colleges have agreements with other states which have such facilities.

Students interested in medical careers should register with the Premedical Advisory Group when they enter the College.

Law

American law schools require no specific courses or major, but students interested in the legal profession must develop strong analytical and communication skills. Students should take maximum advantage of the richness and variety of a liberal arts curriculum. Those interested in law school should take the Law School Admissions Test (LSAT) in June of their junior year. The Pre-Law Advisory Group, advisory to the dean of the College, helps students consider law as a career, prepare for the Law School Admissions Test, and select appropriate law schools. Students planning to go to law school should register with the Pre-Law Advisory Group. In addition, programs offered by the Career Planning and Placement Office introduce students to the many facets of legal careers.

Teaching

Agnes Scott has a state-approved program at the elementary and middle school levels and in several secondary fields. A student may also be certified in elementary/general music and/or choral music. A student who completes any of these programs satisfactorily is eligible for initial Georgia certification, generally accepted throughout the United States. In a few cases, certain specific courses are required, and arrangements can usually be made to meet these requirements as a part of the Agnes Scott degree program.

A student in the professional teacher education program can observe and work in a variety of school settings. Students at all levels may tutor in local schools.

Students interested in teaching should consult the chair of the Department of Education during the freshman year and no later than the spring semester of the sophomore year.

Business

The College has selected from its curriculum a group of courses designed to familiarize students interested in business careers with skills and knowledge to facilitate their entrance into business.

The program does not alter requirements for graduation nor constitute a major. It is designed to bridge an undergraduate liberal arts curriculum and a career in business.

Career Planning and Placement

The Career Planning and Placement Office offers a four-year program for students. This program expands awareness of career and lifestyle options, enhances ability to make informed career decisions, and develops job search strategies. The office provides individual counseling, interest inventories and self-assessments (including SIGI, a computerized career development program, and the MBTI, a computerized character and temperament types program).

Conferences and workshops on career fields and decision-making, and job-search workshops on such topics as skills assessment, resume writing, and interviewing techniques are also available. An alumnae advisory network provides access to

advisers and role models. A number of prospective employers and graduate schools send recruiters to the campus each year. Permanent, summer, and part-time job referrals are provided upon request.

Experiential learning is a major component of the career planning program. The office sponsors three off-campus programs. Through the Shadow Program, students spend an afternoon, a day (or longer) talking with and observing local sponsors in career fields of interest to the students. The Extern Program allows students to perform some aspects of jobs which interest them, as they spend five days during a school vacation working with sponsors and their colleagues. The Intern Program provides summer and term-time placements that give students on-the-job experience in such fields as business, social service, journalism, and the arts.

A career library contains books and pamphlets about careers and lifestyles, the status of women in the working world, and occupational outlooks and opportunities with specific employers.



ART

Associate professors:
 Terry McGehee, Chair
 Leland Staven
Assistant professor:
 Donna Sadler-Davis

The Department of Art consists of a faculty of experienced teachers and practicing artists who strive to enliven and enrich liberal education through the study of the visual arts.

The department offers an art major which is a balanced program of study in theory, practice, and history. In addition to the art major, interdisciplinary majors are offered in Art History-English Literature and Art History-History. Nonmajors are encouraged to participate in the history and studio courses.

The Dana Fine Arts building, designed by internationally acclaimed architect John Portman, incorporates studio spaces, lecture halls, and a multiroom gallery.

The Agnes Scott permanent collection of art and works by national and regional artists are regularly exhibited. The exhibition program brings to the classroom and to the Agnes Scott community an exciting opportunity to view and critique current and historical trends in art. This program includes two student exhibitions a year.

The comprehensive art program takes advantage of the rich cultural offerings in Atlanta by incorporating frequent visits to galleries, museums, and artists' studios.

Through its commitment to a challenging academic and studio program, the department offers a meaningful experience in the visual arts in preparation for a productive professional or academic career.

REQUIREMENTS FOR THE MAJOR

THEORY, HISTORY, AND CRITICISM

102, 103, 480
 One of the following: 304, 305
 One of the following: 307, 308, 309
 One of the following: 311, 319
 Minimum of 3 semester-hours in other 300- or 400-level art history courses.

ART STRUCTURE AND STUDIO

161, 162
 One of the following: 240, 242
 One of the following: 171, 272, 273
 Minimum of 6 semester-hours in other 200-, 300-, or 400-level studio courses.

HISTORY AND CRITICISM OF ART

102f. INTRODUCTION TO ART I (3)

A survey of art and architecture from the prehistoric periods through the medieval periods. The history and criticism of prehistoric art, Egyptian art, Mesopotamian art, Greek art, Roman art, and medieval art.

Sadler-Davis, Staven

103s. INTRODUCTION TO ART II (3)

A survey of art and architecture from the Renaissance to the present. The history and criticism of Renaissance art, baroque art, the art of the eighteenth, nineteenth, and twentieth centuries.

Sadler-Davis, Staven

291f. SEMINAR IN ART EDUCATION (1)

Special study in the theory of art education. Prerequisite or corequisite: Art 161 and permission of the department chair
 Not offered 1986-87

Staven

302f. THE WOMAN ARTIST IN THE TWENTIETH-CENTURY (3)

A study of selected American women artists from the turn of the century to present day. A critical analysis of their work and discussion of their contributions to art.

McGehee

304f. NINETEENTH-CENTURY ART AND ARCHITECTURE (3)

The history and criticism of art and architecture from 1785 to 1900. Main emphasis on French and American art and architecture, but special attention given to the art and architecture of Germany, Italy, and England.

Sadler-Davis

305s. TWENTIETH-CENTURY ART AND ARCHITECTURE (3)

The history and criticism of art and architecture from 1900 to the present. Main emphasis on French and American art, but special attention given to the art and architecture of Germany, Italy, England, and Latin America.

The Department

307s. ART OF THE MIDDLE AGES

Development of art and architecture from about 300 to 1400 A.D. The character of the early Christian, Byzantine, Carolingian Romanesque, and Gothic periods analyzed by means of the art they produced.

Sadler-Davis

308s. ART AND ARCHITECTURE OF THE NORTHERN RENAISSANCE (3)

The history and criticism of painting, sculpture, and architecture from 1400 to 1600 in the Netherlands, Germany, Spain, France, and England.
 Offered 1987-88 and alternate years

309f. ART AND ARCHITECTURE OF THE ITALIAN RENAISSANCE (3)

The history and criticism of painting, sculpture, and architecture from 1400 to 1600 in Italy.

Sadler-Davis

311s. BAROQUE AND ROCOCO (3)

Exploration of art and architecture in seventeenth- and eighteenth-century Italy, Spain, Holland, France, and England.
 Offered 1986-87 and alternate years

Sadler-Davis

319f. (CLASSICS 342) GREEK AND ROMAN ART AND ARCHITECTURE (3)

The history and criticism of the art and architecture of the Aegean cultures, of Greece, and of Rome.
 Offered 1987-88 and alternate years

Sadler-Davis

320f,s. THE KIRK STUDIES IN ART HISTORY (3)

A specialized area of art history with a visiting scholar.

410f,s. SPECIAL STUDY IN ART HISTORY AND CRITICISM (2)

Special problems adjusted to the needs and interests of the individual student. An introduction to scholarly research. Open to art majors only

The Department

480s. ISSUES IN ART (3)

A lecture/discussion course to look at historical, social, and aesthetic perspectives related to current developments in the visual arts. Visits to galleries, museums, and artists' studios provide a context for discussion. With a focus on group critiqu

of student work, the seminar will explore the individual's work, processes, methodology, and other areas of individual or group interest.

Open to senior art majors only

McGehee

90f.s. INDEPENDENT STUDY (4-8)

Independent research in art history and criticism or in applied art.

The Department

STUDIO ART

All studio courses meet 6 hours per week for semester-hours credit unless otherwise indicated.

15f. ART STRUCTURE I (3)

An introductory drawing course to develop visual skills as well as individual expression. Experiments in a variety of drawing media with subject matter that includes a still-life, landscape, and the figure. Regular class critiques supplement individual criticism.

Not open to students who have had 191

McGehee

2s. ART STRUCTURE II (3)

The study of the design elements of form, line, color, and texture in relation to problems in composition, color theory, and subject matter.

Prerequisite: 161

Not open to students who have had 192

McGehee, Staven

All majors electing courses in studio art on the 200 level or above are required to take courses in history and criticism of art (preferably in the same year) to balance studio courses elected.

1f or s. THE ART OF THE POTTER (3)

A basic course in the construction of hand-built and wheel-thrown pottery forms, with an introduction to glazing and firing techniques.

Not open to students who have had 271

The Department

20f. DRAWING AND COMPOSITION (3)

The principles of pictorial organization with a focus on the study of the figure. Experiments in various media.

Prerequisite: 162

Staven

2s. PRINTMAKING (3)

A study of the serigraph process including hand-cut stencils, block-out, and photo-screen techniques.

Prerequisite: 162

Staven

2s. INTERMEDIATE POTTERY (3)

An intermediate course with concentration on the design and craftsmanship of wheel-



thrown pottery forms. Special attention given to the individual expression of the artist and an understanding of the technical aspects of clay and glaze materials.

Prerequisite: 171 or permission of the department chair

The Department

273s. THREE-DIMENSIONAL DESIGN (3)

A series of related experiments in plastic design including relief, collage, construction, sculpture in the round, and the mobile in such media as clay, wire, wood, tissue, plastic materials. Discussion of relevant works.

Prerequisite: 161 or 171

The Department

340f. PAINTING (3)

Development of form through color. Work in various media. Exploration of pictorial content and painting techniques.

Prerequisite: 240 or 242 and permission of the department chair

Staven

341s. PAINTING (3)

Development of form through color. Work in various media. Exploration of pictorial content and painting techniques.

Prerequisite: 240 or 242 and permission of the department chair

McGehee

370f. PLASTIC DESIGN (3)

Individual problems in pottery or ceramic sculpture.

Prerequisite: 272 or permission of the department chair

The Department

371s. PLASTIC DESIGN (3)

Individual problems in pottery or ceramic sculpture.

Prerequisite: 272 or permission of the department chair

The Department

440f. ADVANCED GRAPHIC DESIGN (3)

Special problems of two-dimensional design with work in various media.

Prerequisite: 340 or 341 and permission of the department chair

Open to art majors only

The Department

441s. ADVANCED GRAPHIC DESIGN (3)

Special problems of two-dimensional design with work in various media.

Prerequisite: 340 or 341 and permission of the department chair

Open to art majors only

The Department

470f. ADVANCED THREE-DIMENSIONAL DESIGN (3)

Special problems of three-dimensional design with work in various media.

Prerequisite: 370 or 371 and permission of the department chair

Open to art majors only

The Department

471s. ADVANCED THREE-DIMENSIONAL DESIGN (3)

Special problems of three-dimensional design with work in various media.

Prerequisite: 3 semester-hours of 370 or 371 and permission of the department chair

Open to art majors only

The Department

BIBLE AND RELIGION

Professor:

Malcolm L. Peel, Chair

Assistant professor:

Myra Beth Mackie

The Department of Bible and Religion offers students the opportunity to broaden their knowledge and understanding of the religious dimension of life, with special emphasis on the Judeo-Christian tradition.

A student who majors in this department may focus either on Bible (choosing a minimum of 20 hours on the 300 or 400 level in the biblical field and the remainder of her major hours in either Bible or religion), or she may concentrate on religion (choosing a minimum of 20 hours on the 300 or 400 level in religion and the remainder of her major hours in either Bible or religion).

REQUIREMENTS FOR THE MAJOR

Courses required in the discipline:

Bible: A minimum 30-hour major, with at least 20 hours on the 300 or 400 level in courses listed under biblical literature or Bible/religion.

Religion: A minimum 30-hour major, with at least 20 hours on the 300 or 400 level in courses listed under religion or Bible/religion.

Courses recommended for the major:

The department recommends that students concentrating in Bible take Greek 104. Those planning to do graduate work in theology should take German. Courses in classical literature, philosophy, psychology, and sociology are recommended as electives for the enrichment of the major.

BIBLICAL LITERATURE

100f. HEBREW SCRIPTURES AND APOCRYPHA (3)

An introduction to the study of Hebrew Scriptures and the Apocrypha with special emphasis on history, literature, and religious teachings. Questions of human identity, purpose, and destiny are explored. Not open to students who have had 110

Peel

101s. NEW TESTAMENT (3)

An introduction to the study of the New Testament with special emphasis on history, literature, and religious teachings. Not open to students who have had 110

Peel

110f.s. APPROACH TO BIBLICAL LITERATURE (3)

The Hebrew Scriptures and the New Testament. An examination of their distinctive concepts and practices. Not open to students who have had 100 or 101

The Department

323f. HEBREW PROPHETS (3)

A study of the prophetic movement in Israel to show the distinctive attitudes and concepts of prophetic religion. Prerequisite: 100 or 110 Offered 1987-88 and alternate years

327s. LETTERS OF PAUL (3)

An historical and literary study of the life and thought of the apostle Paul as reflected in his letters and in the book of Acts. Prerequisite: 101 or 110 Offered 1987-88 and alternate years

328s. WISDOM, POETRY, AND APOCALYPSE (3)

Three distinctive types of writing from the Ancient Near East, with a consideration of literature from the canon of Hebrew Scriptures, the Apocrypha, Pseudepigrapha, Babylonian, and Egyptian sources. Prerequisite: 100, 101 or 110 Offered 1987-88 and alternate years

335s. THE FOUR GOSPELS (4)

The words, acts, and person of Jesus as presented in the gospel accounts. Prerequisite: 101 or 110 Offered 1987-88 and alternate years

RELIGION

307s. AMERICAN RELIGIOUS THOUGHT (3)

Religion as a factor in a developing culture. Examination of creative American religious thinkers. Protestant, Catholic, and Jewish practices and beliefs in the United States today. The relationship of organized religious movements to current national problems. Offered 1986-87 and alternate years

Mackie

310f. EASTERN RELIGIOUS TRADITIONS (4)

An introduction to the literature, beliefs, and practices of Hinduism, Theravada Buddhism, and Islam in India; Confucianism and Taoism in China; Mahayana Buddhism and Shinto in Japan. Offered 1986-87 and alternate years

Mackie

311f. MYSTICISM EAST AND WEST (3)

The meaning and significance of mystical experience within the contexts of Hinduism, Buddhism, and Christianity. Offered 1987-88 and alternate years

315s. (SOCIOLOGY 315) SOCIOLOGY OF RELIGION (4)

See Sociology 315 for description. Prerequisite: Sociology 101 Not offered 1986-87

Jones

321s. JEWISH FAITH AND PRACTICE (3)

The Jewish people and religion from Talmudic times to the present. Offered 1987-88 and alternate years

324f. WOMEN AND RELIGION (3)

An examination of what is unique to the spiritual experience of women in the various religious traditions of the world. Resources will include oral, literary, iconographic, and liturgical traditions as well as the participation of invited guests. Offered 1986-87 and alternate years

Mackie

345s. (PHILOSOPHY 315) PHILOSOPHY OF RELIGION (3)

Prerequisite: 101 or 110; or one philosophy course

Mackie

352f. CHRISTIAN THOUGHT IN THE RENAISSANCE AND REFORMATION (2)

Significant contributions to the development of Western religious thought from Wycliffe through Calvin. Prerequisite: 100 or 101 or 110 Not offered 1986-87

360f. CONTEMPORARY THEOLOGY (3)

Contemporary trends in Western religious thought, with special emphasis on some major writers such as Barth, Bultmann, and Tillich. Prerequisite: 100 or 101 or 110 Not offered 1986-87

55s. INTRODUCTION TO CHRISTIAN ETHICS (3)

The nature, methods, and basic issues of Christian ethics, with special attention to the relation between theology and conduct. Prerequisite: 100 or 101 or 110. Not offered 1986-87.

period. Relevant findings of archaeology are used.

Prerequisite: 101 or 110
Offered 1986-87 and alternate years

Peel

363s. SEMINAR IN RELIGIOUS STUDIES (3)

Topic for the seminar to be announced. Prerequisite: 100 or 101 or 110

Peel

BIBLE/RELIGION**54f. THE WORLD OF THE NEW TESTAMENT (4)**

Background studies in extrabiblical history, literature, and art of the New Testament

340s. BIBLICAL THEOLOGY (3)

A topical study of the major religious concepts of Hebrew Scriptures and the New Testament, chiefly those of God, human beings, sin, and salvation. Opportunity is given for exploring presuppositions of biblical theology in current writings. Offered 1987-88 and alternate years

410f,s. SPECIAL STUDY (2-4)

Supervised research in a selected area.

The Department

490. INDEPENDENT STUDY (4-8)

Independent research is arranged under the supervision of a member of the department. Results are presented in written form.

The Department



BIOLOGY

Professor:

Sandra T. Bowden, Chair

Associate professors:

John F. Pilger

Harry Wisstrand

Assistant professor:

Edward L. Hover

Instructor:

Kathryn Malody

As a multidisciplinary, experimental science, modern biology offers the liberally-educated woman an integrated view of the living world. Our program is designed to give the student a sound background in the major disciplines of biology and to teach her to use the skills of scientific inquiry: observation, generalization, experimentation, analysis, and interpretation.

For entering students, secondary school preparation in mathematics and the sciences is desirable. Students who plan to major in biology should consult with a member of the department early in their college careers. For normal progression in the major, students are advised to take Biology 100 in the fall semester of the freshman year and 102, 105, and 206 by the end of the sophomore year. They should take introductory chemistry in the freshman or sophomore year. Major programs include studies in: functional morphology of cells and tissues, microbial organisms, lower and higher plants and animals, patterns and mechanisms of heredity and evolution, physiology of cells and organisms, development, taxonomy, and ecology.

Electives include special study, internships, and independent study. These opportunities support students' special interests through readings, work experiences, and directed research. Dual-degree programs with The Georgia Institute of Technology are available in biotechnology and other areas of engineering. Students should consult department faculty for information on summer study and research opportunities.

REQUIREMENTS FOR THE MAJOR**Courses required in the discipline:**

100, 102, 105, 206, 300, 306 or 312, 310, 480

Courses required outside of the discipline:Chemistry 101, 101L, 102, 102L
Chemistry 201**Courses recommended for the major:**Chemistry 202, 202L, 300
Physics 110, 111
Mathematics 115, 118, 119, 150
French or German**100f,s. INTRODUCTION TO BIOLOGY (4)**

The major concepts of modern biology; structure and function of biological molecules, cell structure and functions, energy transactions in living systems, control systems, inheritance in eukaryotes and in prokaryotes, development of organisms, evolution, ecology, the scientific method, procedures of scientific investigation.
3 LEC, 1 LAB

The Department

Biology 100 is prerequisite to all other courses in biology.

102f,s. BOTANY (4)

Functional morphology of vascular plants, growth regulation, ecology, and evolution. A survey of major divisions of plants and fungi.

3 LEC, 1 LAB
Prerequisite: 100

Bowden, Malody

105f,s. ZOOLOGY (4)

A study of the morphology and physiology of animals with a brief survey of the major animal phyla.

3 LEC, 1 LAB
Prerequisite: 100

Pilger, Hover

200s. ANIMAL BEHAVIOR (3)

The development, causation, and function of behavior in nonhuman animals. Emphasis is on placing observed behaviors in an appropriate ecological context.

Not open to students who have had Biology 308

2 LEC, 1 LAB
Prerequisite: 105

Hover

201s. ECOLOGY AND FIELD BIOLOGY

The interrelationship between organisms and their environments at the population, community, and ecosystem levels. Laboratory includes field investigations of natural systems and ecological research technique

Prerequisite: 102 and 105

Offered spring 1988 and alternate years

Malody

202s. PLANT TAXONOMY

Principles of plant identification, classification and nomenclature, with special emphasis on vascular plants native to this region. Laboratory includes observing plants in their natural environments and techniques for collecting, identifying, and preserving specimens.

2 LEC, 1 LAB

Prerequisite: 102

Offered spring 1987 and alternate years

Malody

204f. VERTEBRATE BIOLOGY

The biology of vertebrates, including gross anatomy of selected animals, and the evolution, classification, and life histories of major vertebrate groups. Includes some field study of local vertebrates.

Open to students who have had Biology 301 with permission of the department

3 LEC, 1 LAB

Prerequisite: 105

Hodson

206s. CELL BIOLOGY

An introduction to cellular and subcellular structure and function.

3 LEC, 1 LAB

Prerequisite: 2 semesters of 100-level biology courses with laboratories

Pilger

207s. INVERTEBRATE ZOOLOGY

A comprehensive study of the major and minor invertebrate phyla with emphasis on comparative anatomy, systematics, and evolution. Laboratory emphasis is on functional morphology and includes some fieldwork.

Not open to students who have had Biology 307

3 LEC, 1 LAB

Prerequisite: 105

Pilger

08f. HISTOLOGY (4)

The microscopic anatomy of animal tissues. In laboratory each student will complete a project using basic histological techniques. 3 LEC, 1 LAB
Prerequisite: 105
Offered 1987-88

Hover

14SUS. DESERT BIOLOGY (4)

Adaptations of plants and animals to hot, arid environments of the western United States. A three-week field trip to the desert; dates to be determined.

Limited to eight students
Not open to students who have had Biology 314

Prerequisite: 100 and the permission of the instructor

Offered summer 1988 and alternate years
Wistrand

5SUS. MARINE BIOLOGY (4)

An ecological approach to the study of marine organisms as exemplified in temperate, semi-tropical, and tropical environments. Three weeks; dates to be determined. Limited to eight students

Not open to students who have had Biology 315

Prerequisite: 105 and permission of the instructor

Offered summer 1987 and alternate years
Pilger

0f. GENETICS (4)

The structure, function, regulation, and transmission of hereditary materials in viruses, prokaryotes, and eukaryotes.

Not open to students who have had Biology 303

3 LEC, 1 LAB
Prerequisite: 206

Wistrand

1f. MICROBIOLOGY (4)

Biology of prokaryotic and eukaryotic microorganisms and viruses with emphasis on bacteria and viruses. Morphology, physiology, biochemistry, genetics, taxonomy, and immunology.

3 LEC, 1 LAB
Prerequisite: 102, 206, and Chemistry 201

Bowden

2s. EVOLUTION AND POPULATION BIOLOGY (3)

Processes and patterns of adaptation and formation of species with emphasis on genetic mechanisms. Introduction to population genetics and population ecology as they relate to evolutionary biology. 3 LEC

Prerequisite: 300 or two courses at the 200 level or above

Wistrand

305s. ANIMAL PHYSIOLOGY (4)

A comparative study of nutrition, energy metabolism, temperature regulation, movement, gas exchange, internal transport, water-solute metabolism, information processing and sensory physiology, and hormonal control in animals. Major emphasis on vertebrates with some invertebrate examples.

3 LEC, 1 LAB
Prerequisite: 105, 206
Offered 1986-87

Hover

306f. DEVELOPMENTAL BIOLOGY (4)

A study of the morphological patterns and the developmental processes that occur in the life history of animals.

3 LEC, 1 LAB
Prerequisite: 105, 206

Pilger

309s. MOLECULAR GENETICS (3)

Gene structure, function, and regulation at the molecular level in viruses, prokaryotes, and eukaryotes; introduction to genetic engineering. Emphasis on recently published literature.

3 LEC
Prerequisite: 300 and Chemistry 201

Wistrand

310s. CELLULAR PHYSIOLOGY AND BIOCHEMISTRY (4)

Biochemistry, intermediary metabolism, photosynthesis, membranes and transport phenomena, macromolecular synthesis, metabolic regulation, and environmental influences.

3 LEC, 1 LAB
Prerequisite: 102, 105, 206, Chemistry 201

Bowden

312f. ADVANCED PLANT BIOLOGY (4)

Major groups of plants and fungi with emphasis on plant development, physiology, and evolutionary relationships.

3 LEC, 1 LAB
Prerequisite: 102, 206

Bowden

410f,s. SPECIAL STUDY (2-4)

Intensive study of an area of biology by a senior major under the supervision of a faculty member. Designed to support the individual's major interests. A paper or an oral presentation required.

Prerequisite: permission of the department
The Department

480f. SENIOR SEMINAR (1)

Specialized subject areas of biology not normally in the curriculum. Topics are chosen by the biology faculty. Each student reviews current literature, prepares, and orally presents a seminar on an aspect of the selected topic.

Open to senior biology majors only
Wistrand

481s(PSYCHOLOGY 481). INTERDISCIPLINARY SEMINAR IN ANIMAL/HUMAN BEHAVIOR (1)

Open to students taking the interdisciplinary major in biology-psychology or to senior majors in biology or in psychology with adequate preparation in both disciplines, as determined by consultation with both department chairs.

Hover and Hogan

490. INDEPENDENT STUDY (4-8)

Independent laboratory and/or field research with supervision by a member of the department. Thesis is required and a seminar presentation is recommended. Admission to the program is granted by the Committee on Independent Study. Recommendation by the department for admission to the course is necessary. Departmental recommendation is based on the student's choice of a suitable research project, potential for biological research, course work background, and evidence of motivation for undertaking the laboratory and nonlaboratory aspects of the research.

The Department



CHEMISTRY

Professor:

Alice J. Cunningham, Chair

Assistant professors:

Elizabeth Leigh Bottomley

T. Leon Venable

Nai-Chuang Yang

The academic program of the Department of Chemistry, approved by the American Chemical Society, is designed to give students a thorough grounding in the principles and applications of modern chemistry, as well as extensive practical experience with research-quality instruments. The curriculum is structured to serve chemistry majors, majors in chemistry-related disciplines, and nonscience majors. Students may design individual major programs to prepare for a variety of career goals, such as advanced study in chemistry, biochemistry, medical sciences, molecular biology, materials science, chemical physics; technical and nontechnical areas of the chemical industry; scientific writing or editing; chemical education; and computer applications in chemistry.

After completing a chemistry major, the student should have the basic background required to be part of an industrial or academic scientific team devoted to research or applied chemistry.

The courses should provide fundamental knowledge of:

- theories that describe matter and chemical reactions ranging from elemental to biological systems;
- techniques and instruments that are ordinarily used to investigate atoms, molecules, and chemical reactions;
- modern methods for acquiring, analyzing, and retrieving data.

Students considering a major in chemistry early on should consult with a member of the department, even if their lower division advisers are not in chemistry. While there is considerable flexibility in course selection, particularly at the upper level, the sequence of courses and prerequisites requires careful planning of both lower level and upper level courses.

The department recommends that all majors elect additional courses in mathematics, advanced biology, or advanced physics. A reading knowledge of a modern foreign language, preferably German, is also recommended.

The major approved by the American Chemical Society requires an additional 13 hours beyond the core listed above. The non-ACS approved major requires an additional 9 hours beyond the core. In both cases these hours may be in advanced chemistry, biology, mathematics, and/or physics, as approved by the department. Course selections at the advanced level should reflect the student's particular interests, abilities, and career goals.

REQUIREMENTS FOR THE MAJOR

Courses required in the discipline:

101-101L, 102-102L, or equivalent;
201, 202-202L; 301, 302, 312, 342

Courses required outside of the discipline:

Mathematics 118, 119;
Physics 110, 111, 242, 243

101f. FUNDAMENTAL CONCEPTS OF MATTER AND REACTIONS (3)

Introduction to structure of matter, ranging from atoms to biochemical macromolecules, and the basis of chemical reactions, including types of reactions common to inorganic, organic, and biochemical systems.
Corequisite: 101L

Cunningham

101Lf. BASIC LABORATORY METHODS (1)

Experimental methods in basic scientific measurement, elementary synthesis, and analysis.
Corequisite: 101

The Department

102s. PERIODICITY AND CHEMICAL REACTIONS (3)

Survey of the chemistry of the elements and their compounds, with emphasis on periodic relationships. A more detailed examination of the quantitative aspects of chemical reactions than seen in Chemistry 101.
Prerequisite: 101
Corequisite: 102L

Venable

102Ls. BASIC LABORATORY METHODS II (2)

Experimental methods to analyze elementary inorganic reactions both quantitatively and qualitatively.
Corequisite: 102

Venable

200. TUTORIAL (1-3)

Individualized study designed primarily to accommodate transfer, advanced placement students, or students from nontraditional programs. Topics and credit are determined by a student's needs. Combination of lecture and laboratory hours varies with area of study.

The Department

201f. ORGANIC CHEMISTRY I (4)

A systematic study of the chemistry of aliphatic and aromatic hydrocarbon compounds, including their derivatives such as alkyl halides and alcohols. Topics such as stereochemistry, electronic effects, resonance theory, acidbase properties, carbonium ion theory, and reaction mechanisms are emphasized. The laboratory introduces students to fundamental experimental techniques of organic chemistry. Aspects of chromatography and spectroscopy are explored.
3 LEC, 1 LAB
Prerequisite: 101, 102, or the equivalent background as determined by results of the departmental placement/exemption examination and faculty-student conference.

Yan

202s. ORGANIC CHEMISTRY II (3)

A continuation of Organic Chemistry I. The chemistry of carbonyl compounds and amines is examined in detail. The mechanisms of important organic reactions and the applications of these reactions to organic synthesis are studied.
Prerequisite: 201

Yan

202Ls. ORGANIC CHEMISTRY II LABORATORY (2)

Qualitative organic analysis and multistep organic synthesis.
Corequisite: 202

Yan

0f. BIOCHEMISTRY I (3)
 Fundamental organic chemical reactions of biologically important compounds: carbohydrates, lipids, peptides, proteins, and nucleic acids.
 Prerequisite: 202

Yang

1f. PHYSICAL CHEMISTRY I (3)
 A study of quantum theory, as applied in chemistry, including structure and spectral relationships. General principles of statistical mechanics.
 Prerequisites: 202-202L, Mathematics 118, 119; Physics 110, 111;
 Mathematics 205 recommended

Bottomley

2s. PHYSICAL CHEMISTRY II (3)
 General principles of thermodynamics and equilibria. A study of gas phase kinetics, solution dynamics, and catalysis.
 Prerequisite: 301

Cunningham

2s. CHEMICAL ANALYSIS (3)
 An advanced study of the instrumental and theoretical approaches for complete analysis.
 Prerequisite: 301, Physics 242
 Corequisite: 302
 Prerequisite or corequisite: Physics 243

Bottomley

2s. PHYSICOCHEMICAL METHODS OF EXPERIMENTATION (4)
 Physical/analytical methods for data acquisition and interpretation. Includes statistical and computational approaches to data analysis and prediction. Combination of lecture and laboratory.
 Prerequisite: Physics 242
 Prerequisite or corequisite: 302, 312, Physics 243

The Department

3s. BIOCHEMISTRY II (4)
 Fundamentals of physical biochemistry and analytical biochemistry. Experimental methods for characterization of macromolecules, enzyme kinetics, biochemical separations and radiochemical techniques. Combination of lecture and laboratory.
 Prerequisite: 300, 302, 312, 342

The Department

3s. SPECIAL STUDY (2-4)
 Tutorial in an advanced topic of special interest to a chemistry major. The nature of the topic determines inclusion of a laboratory component. Each spring the department lists topics available for study the following year.
 Prerequisite: varies according to topic

The Department

431f. MODERN INORGANIC CHEMISTRY (3)
 Current theories of bonding and structure, stereochemistry, and reaction mechanisms involving both main group elements and transition metals. Selected topics in organometallic and bio-inorganic chemistry.
 Prerequisite: 302

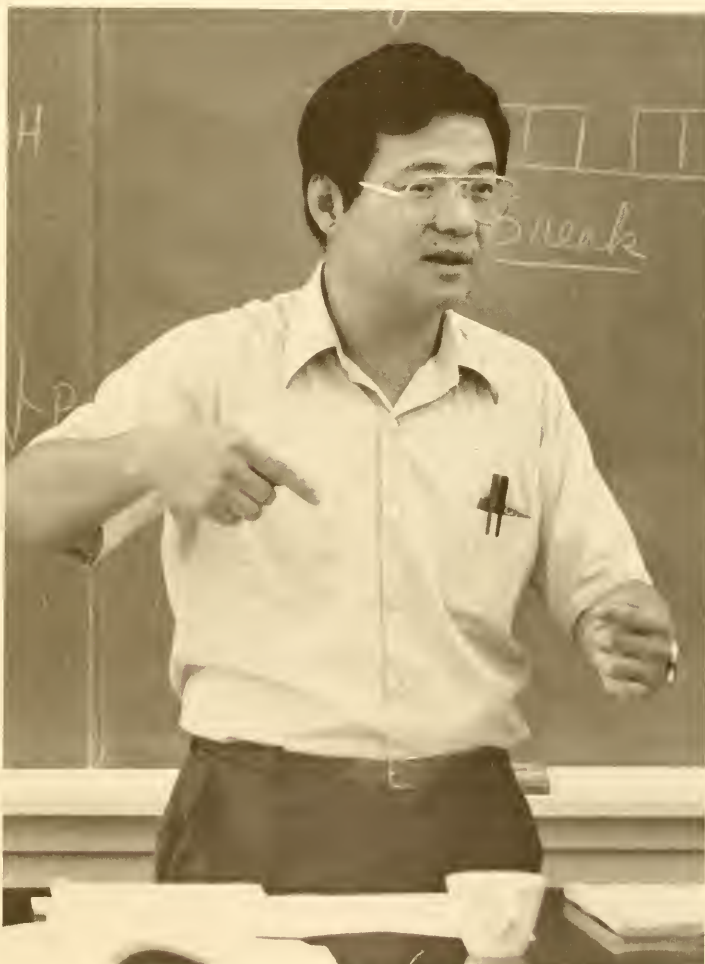
Venable

441f. SYNTHETIC METHODS AND CHARACTERIZATION (4)
 Synthesis of inorganic and organometallic compounds. Inert atmosphere and vacuum-line techniques. Nonaqueous chemistry. Spectroscopic characterization of compounds. Combination of lecture and laboratory.
 Prerequisite: 342
 Prerequisite or corequisite: 431

Venable

490. INDEPENDENT STUDY (4-8)
 Independent research conducted under the supervision of a member of the department. Thesis and seminar presentation of results are required. Admission to the program is granted by the Committee on Independent Study. Departmental recommendation for admission to the program is necessary and depends on choice of a suitable research problem, demonstrated potential for chemical research, and student motivation for pursuing the laboratory and non-laboratory aspects of the project.
 Prerequisite: 302, 312, 342
 Corequisite: appropriate advanced courses, as approved by the department.

The Department



CLASSICAL LANGUAGES AND LITERATURES

Associate professor:

Gail Cabisius, Chair

Assistant professors:

Sally Anne MacEwen

Sally A. Rackley (part-time)

The student of classics analyzes the literary and artistic works of ancient Greece and Rome, reconstructs the values and histories of those distant societies, and examines their philosophical thought. In addition, she comes to understand the intellectual roots of our culture and many of our traditions and institutions. The multidisciplinary approach of classical study helps the student develop skills in language, in analysis of social and historical problems, and in the appreciation of art and literature. These skills can be applied to many careers and professions after graduation.

The Department of Classical Languages and Literatures offers courses in Greek and Latin languages and in classical civilization from texts in English. The department offers majors in Greek, Latin, Classical Languages and Literatures and Classical Studies. Majors in Greek, Latin, and Classical Languages and Literatures specialize in the study of the ancient languages and literatures. Majors in Classical Studies combine the study of an ancient language with courses in classical civilization. Students who plan to do graduate study in classics should choose the major in Classical Languages and Literatures, and every student considering a major in classics is urged to take either Greek or Latin in her freshman year.

Students who fulfill the Specific Standard of the intermediate level of a foreign language with Latin do not satisfy the Distributional Standard in literature with Latin 204.

REQUIREMENTS FOR THE MAJOR

GREEK

At least 24 hours in Greek, including

Greek 360

Classics 351

At least 3 additional hours in Greek or classics

LATIN

At least 24 hours in Latin, including Latin

360

Classics 352

At least 3 additional hours in Latin or classics

CLASSICAL LANGUAGES AND LITERATURES

At least 12 hours in Greek and 12 hours in Latin, of which at least 12 hours must be at the 300 level

Classics 151 and 154

CLASSICAL STUDIES

At least 15 hours in Greek or 15 hours in Latin

Classics 151 and 154

Any other courses in Greek, Latin, or Classics may count towards the 30 hours required in the major

GREEK

103f. ELEMENTARY (4)

The essentials of grammar.

Not open to students who have had 101

MacEwen

104s. ELEMENTARY (4)

Readings from Greek authors, especially New Testament writers.

Not open to students who have had 101

Prerequisite: 103 or 2 entrance credits

MacEwen

Literature courses in Greek are offered at the 200 and 300 level. Students in both levels will meet at the same time, but advanced students will be required to do more work. Exceptions to the prerequisites to these courses may be granted by the department.

211/311f. PLATO

Exemplary pieces of Plato's writing reflecting the teachings of Socrates and the philosophy of Plato.

211 is not open to students who have had 201

Prerequisites: for 211, Greek 101, 104 or 3 entrance credits; for 311, 6 hours of 200-level Greek

Offered 1986-87 and every third year

Cabisius

212/312s. DRAMA

One or two plays, including discussion of myth, metrics, and production.

Prerequisites: for 212, Greek 101, 104, or 3 entrance credits; for 312, 6 hours of 200-level Greek

Offered 1986-87 and every third year

MacEwen

215/315f. HOMER

Iliad or *Odyssey*. The first heroes of Western literature in the first pieces of ancient writing.

Prerequisites: for 215, Greek 101, 104 or 3 entrance credits; for 315, 6 hours of 200-level Greek

Offered 1987-88 and every third year

216/316s. HERODOTUS

"The Father of History," his methods, style and favorite themes.

Prerequisites: for 216, Greek 101, 104, or 3 entrance credits; for 316, 6 hours of 200-level Greek

Offered 1987-88 and every third year

217/317f. HESIOD AND THE LYRIC POETS

Selected poetry representing the vigor and creativity of the Archaic Age of Greece.

Prerequisites: for 217, Greek 101, 104, or 2 entrance credits; for 317, 6 hours of 200-level Greek

Offered 1988-89 and every third year

218/318s. COMEDY

One or two plays of Aristophanes with consideration of the political climate of his time.

Prerequisites: for 218, Greek 101, 104, or 3 entrance credits; for 318, 6 hours of 200-level Greek
Offered 1988-89 and every third year

50f or s. ADVANCED READING COURSE (3 or 5)

Selections from Greek prose and poetry, not covered in other courses, chosen to meet the needs of individual students.
Prerequisite: 6 hours of 200-level Greek and permission of the department
The Department

0f or s. GREEK PROSE COMPOSITION (2)

Prerequisite: 6 hours of 200-level Greek and permission of the department
The Department

0. INDEPENDENT STUDY (4-8)
The Department

LATIN

3f. ELEMENTARY (4)

Fundamentals of Latin grammar.
Cabisus

4s. ELEMENTARY (4)

Readings from Latin authors, with emphasis on the love poetry of Catullus.
Prerequisite: 103 or 2 entrance credits
Cabisus

3f. INTERMEDIATE (3)

Review of Latin grammar with readings from Cicero and other Latin authors.
Not open to students who have had 201
Prerequisite: 101, 104, or 3 entrance credits
Rackley

4s. VERGIL'S Aeneid 1-VI (3)

Not open to students who have had 201
Prerequisite: 203
Rackley

ourses in Latin literature at the 300 level may be repeated for credit if the readings are erent. Exceptions to the prerequisites may ranted by the department.

4f. EPIC (3)

ergil's *Aeneid* VII-XII or sections from the *Metamorphoses* of Ovid will be used as xamples of Roman adaptation of Greek pic.
Prerequisite: 201, 204, or 4 entrance credits
ffered 1986-87 and every third year
MacEwen

302s. COMEDY (3)

Selected plays of Plautus and Terence, two of the earliest Latin writers and the best representatives of New Comedy.
Prerequisite: 201, 204, or 4 entrance credits
ffered 1986-87 and every third year
Cabisus

311f. DIDACTIC POETRY (3)

Selections from Lucretius' *De Rerum Natura* or Vergil's *Georgics*, poems that teach people how to live in harmony with nature.
Prerequisite: 201, 204, or 4 entrance credits
ffered 1987-88 and every third year

312s. HISTORICAL WRITING (3)

Examinations of the assumptions of Latin historiography with readings from Caesar, Sallust, Livy, or Tacitus.
Prerequisite: 201, 204, or 4 entrance credits
ffered 1988-89 and every third year

321f. SATIRE (3)

Study of the genre of satire, Rome's own creation, through readings in the Latin satirists, principally Horace, Martial, Juvenal, or Petronius.
Prerequisite: 201, 204, or 4 entrance credits
ffered 1988-89 and every third year

322s. LYRIC POETRY (3)

The personal and intimate poetry of Horace in the *Odes* and the elegiac poets.
Prerequisite: 201, 204, or 4 entrance credits
ffered 1988-89 and every third year

350f or s. ADVANCED READING COURSE (3 or 5)

Selections from Latin prose and poetry, not covered in other courses, chosen to meet the needs of individual students.
Prerequisite: 201 or 204 and permission of the department
The Department

360f or s. LATIN PROSE COMPOSITION (2)

Prerequisite: 201 or 204 and permission of the department
The Department

490. INDEPENDENT STUDY (4-8)
The Department

CLASSICAL COURSES IN ENGLISH

151f. GREEK CIVILIZATION (3)

The many stages of Greek civilization from the Bronze Age cultures of Crete and Mycenae through the height of Athenian greatness in art, philosophy, and politics, to the career of Alexander the Great; using the evidence of literature, history, art, and archaeology.
MacEwen

154s. ROMAN CIVILIZATION (3)

The development of Roman institutions from the Etruscans through the Christian emperors, analyzing how each stage reflects aspects of the Roman character in government, art, literature, and daily life.
Not open to students who have had 153
Cabisus

223f(PHILOSOPHY 206). HISTORY OF ANCIENT PHILOSOPHY (3)

See Philosophy 206 for description
Parry

331f. CLASSICAL MYTHOLOGY (3)

Study of mythical configurations: creation myths, divine archetypes, the trickster, the hero cycle. Modern psychological and literary approaches to the science of mythology.
Not open to students who have had 309
ffered 1987-88 and alternate years

332s. CLASSICAL DRAMA (3)

The origins and development of classical drama. Various techniques of criticism from Aristotle to the present. Plays of Aeschylus, Sophocles, or Euripides will cover various topics.
Not open to students who have had 310
ffered 1986-87 and alternate years
MacEwen

342s(ART 319). GREEK AND ROMAN ART AND ARCHITECTURE (3)

See Art 319 for description
Not open to students who have had 341
ffered 1987-88 and alternate years

351s(HISTORY 301). TOPICS IN GREEK HISTORY (3)

Selected themes or periods in Greek history, with emphasis on the appropriate historical evidence and methodology.
May be repeated for credit if the subject matter varies.
ffered 1987-88 and alternate years

352f(HISTORY 303). TOPICS IN ROMAN HISTORY (3)

Selected themes or periods in Roman history, with emphasis on the appropriate historical evidence and methodology.
May be repeated for credit if the subject matter varies.
ffered 1986-87 and alternate years
Cabisus

410f or s. SPECIAL STUDY (2-4)

Directed study to meet the individual needs of students whose major is Classical Languages and Literatures or Classical Studies.
The Department

490. INDEPENDENT STUDY (4-8)

The Department

ECONOMICS

Associate professors:
Edward C. Johnson, Chair
Assistant professor:
Rosemary T. Cunningham

Many of the department's offerings are structured to show economics as applied to problems in managing a business. Traditional economics, that is, economics as a social science, is also a large part of every course. Mathematics is important to those who would become seriously involved in modern economics, and, for this reason, mathematics (calculus and linear algebra) plays an important part in a number of courses.

The major includes microeconomic theory and macroeconomic theory taken at the introductory (Economics 104 and 105) and intermediate (Economics 206 and 207) levels. For the humanistic side, a semester of labor economics is required. The minimum required mathematics background includes a year of introductory calculus and a semester of statistics.

Students generally do better when they begin their study of economics in the sophomore year.

REQUIREMENTS FOR THE MAJOR

Courses required in the discipline:
104, 105, 203, 206, 207
Economics 150 and 311 not applied toward minimum 30-hour major

Courses required outside the discipline:
Math 118, 119 and one course in statistics (Math 115 or Psychology 306)

104f or s. INTRODUCTORY MACROECONOMICS (3)
Causes of unemployment, inflation, and economic growth, including the role of government fiscal and monetary policy.
Johnson, Cunningham

105f or s. INTRODUCTORY MICROECONOMICS (3)
A course emphasizing the operation of a market economy.
Cunningham, Johnson

Unless otherwise stated, Economics 104 and 105 are prerequisite to all 200- and 300-level courses in the department.

150s. INVESTMENTS (2)
Basics of the operation of the stock and bond markets in the United States. Topics such as money market funds, futures markets, options, and theory concerning price movements in these markets are discussed at an introductory level.
Not applied toward minimum 30-hour major
Not offered 1986-87

203f. LABOR ECONOMICS (3)
Labor-management relations, the labor movement, the laws and public policies governing labor, and their economic impact in terms of wages, prices, and national income.
Prerequisite: 104 or permission of the instructor
Johnson

206s. MICROECONOMICS (3)
An advanced study of economic principles concentrating on the business firm, on production and pricing, and on market structure.
Prerequisite: 104, 105

207f. MACROECONOMICS (3)
A survey emphasizing general equilibrium conditions. Model building and analysis of theories of business cycles, inflation, and growth. Evaluation of theoretical bases for various monetary and fiscal policies.
Prerequisite: 104, 105
Cunningham

309s. MONEY AND BANKING (3)
Evolution of the banking system and related issues of public policy. Analysis of monetary factors and their impact on economic activity.
Prerequisite: 104
Prerequisite or corequisite: 105
Johnson

310f. CORPORATE FINANCE (3)
The economics of business finance, including topics such as sources and uses of funds; capital budgeting and capital costs; stocks and bonds; and financial markets.
Prerequisite: 206 or permission of the instructor

311f. ACCOUNTING I (3)
Introduction to the principles of accounting theory and the application of these principles in business and government. The design of accounting systems is stressed.
Not applied toward minimum 30-hour major
Prerequisite: 104
Badre

312s. ACCOUNTING II (5)
A continuation of 311.
Prerequisite: 311
Badre

313s. MARKETING (3)
Planning, organizing, and controlling the marketing function in a corporate setting.
Prerequisite: 104, 105; 206 recommended
Cunningham

314f. HISTORY OF ECONOMIC THOUGHT (3)
A survey of the evolution of economic theories and doctrines as seen through the works of the leaders of the various schools of thought.
Prerequisite: 104, 105
Offered 1986-87 only
Badre

315s.(POLITICAL SCIENCE 315). COMPARATIVE ECONOMIC SYSTEMS (3)
From Marxism to market economics. Comparative study of economic planning and stability, labor movements, income policy, agriculture, economic growth, and trade. Contrasts drawn among Soviet, Yugoslav, Swedish, and U.S. systems.
Prerequisite: 104, 105
Johnson

316f. AMERICAN ECONOMIC GROWTH AND DEVELOPMENT (3)
The development of the U.S. economy from colonial times to 1929. Emphasis on economic analysis applied to major historical issues and institutions such as mercantilism, trade policies, monetary institutions,

slavery, and major industries such as canals, railroads, steel, oil, and agriculture.
Prerequisite: 104, 105

Johnson

7f. THEORIES OF MANAGEMENT AND ORGANIZATION (3)
Change and development in and the management of complex organizations.
Prerequisite: 104, 105

0s. MATHEMATICAL ECONOMICS (3)
The application of topics in matrix algebra and calculus to model building in economics.
Prerequisite: 104, 105; a year of calculus
Offered 1987-88 and alternate years
Cunningham

1s. INTERNATIONAL ECONOMICS (3)
An examination of international trade and finance.
Prerequisite: 104, 105
Offered 1986-87 and alternate years

334s.(POLITICAL SCIENCE 334). THEORIES OF ECONOMIC GROWTH, DEVELOPMENT, AND PLANNING (3)
A critique of the various theories which have been offered as explanations of the forces governing change and development in lesser-developed countries.
Prerequisite: 104, 105
Offered 1986-87 and alternate years
Cunningham

336s.(POLITICAL SCIENCE 336). PUBLIC FINANCE (3)
The political aspects of the operation of the economy and the economic aspects of the operation of the government.
Prerequisite: 104, 105
Offered 1987-88 and alternate years

338f. BUSINESS STATISTICS AND FORECASTING (3)
The study of sampling, statistical significance, correlation and regression analysis with emphasis placed on their application to business and economic problems.

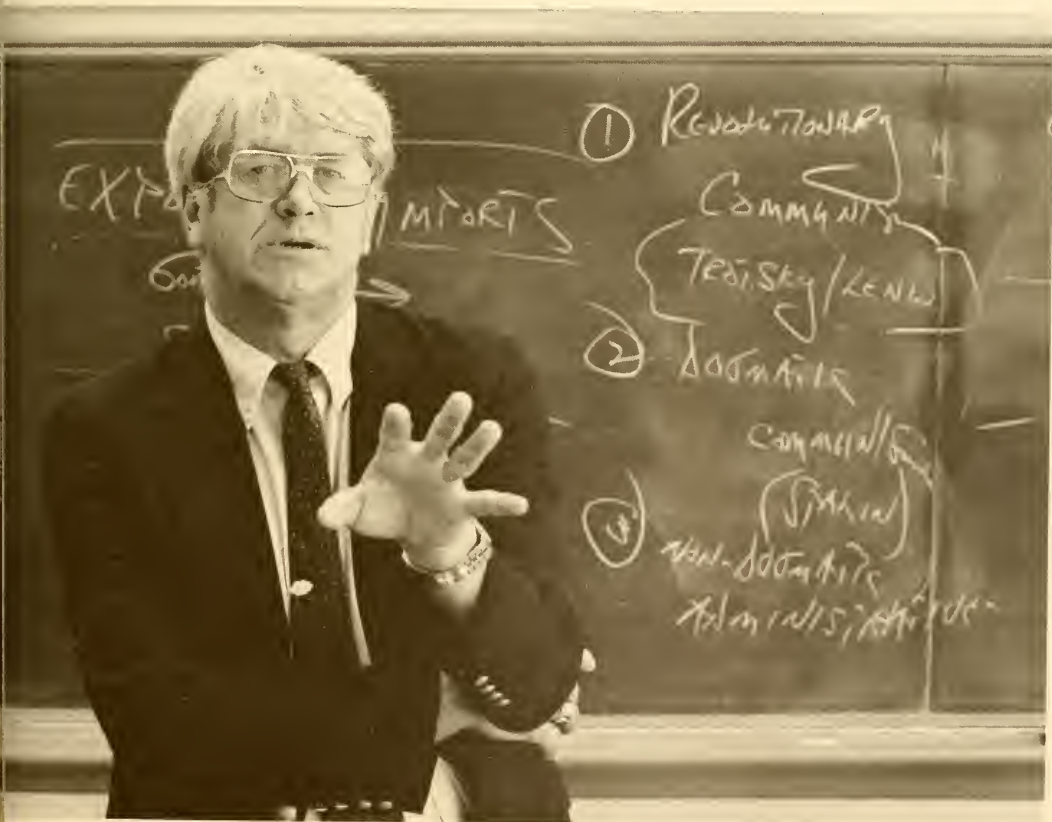
Prerequisites: 206 and 207; a course in statistics; or permission of the instructor
Cunningham

410f,s. SPECIAL STUDY (2-4)
Supervised intensive study in a special field of economics.
The Department

450f,s. INTERNSHIP
The Department

482s.(POLITICAL SCIENCE, PSYCHOLOGY, SOCIOLOGY, OR ANTHROPOLOGY 482). SOCIAL SCIENCE SENIOR SEMINAR (3)
A multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology. Open only to senior majors in social science departments
Prerequisite: Permission of the instructors
To be offered annually beginning in 1987-88

490f,s. INDEPENDENT STUDY (4-8)
The Department



EDUCATION

Professor:

Margaret P. Ammons, Chair

Lecturers:

Revonia R. Bryant

Lynn C. Hart

Robert B. Hild

Richard Kennedy Jones

Ann McKee Parker

The curriculum of the Department of Education is designed to prepare students to teach on the elementary, middle, or secondary level. Teacher education at Agnes Scott is a college-wide enterprise; students major in a discipline other than education.

A student interested in teaching should contact the chair of the Department of Education no later than the end of her sophomore year to plan her academic program. Students will be assisted in planning necessary courses to fulfill certification requirements.

STATE-APPROVED REQUIREMENTS FOR CERTIFICATION

Students who satisfactorily complete a planned, state-approved program are automatically eligible for a T-4 certificate to teach in Georgia elementary, middle, or secondary schools or to teach elementary/general music and/or choral music. Candidates for the elementary certificate must choose the K-4 or 4-8 certificate.

Out-of-state students may meet certification requirements in their respective states. They are urged to study their state requirements at the time they project their programs. Copies of the requirements of all states are on file in the Department of Education.

The professional semester involves an integrated program which includes the study of procedures and materials of instruction, extensive classroom observation and teaching, and advanced study of pupils and school organization. Rising seniors who have been admitted to the professional semester are required to participate in a September practicum. Students will be contacted by a member of the Department of Education to make individual arrangements.

Summer experience in such programs as Head Start, day care centers, summer schools, and camps is encouraged.

Students in the teacher education program are advised to take the National Teacher Examination. Examination dates are announced by the Educational Testing Service and are available in the Department of Education. For Georgia certification, students must pass the Teacher Certification Test. Applications for the test may be found in the office of the Department of Education.

ELEMENTARY K-4

Psychology 121, preferably prior to the junior year

Completion of any major offered by the College Education 201, 304, 306, 307, 308, 370, 380, 420, 421, 440EM

Completion of courses designated as special fields for the elementary teacher:

1. One course each in methods of teaching art, music, and physical education (Education 401, 402, 403)
2. Two courses in sciences and mathematics: one course in laboratory science (biology recommended) and one course in mathematics (101 or 117 or 118)
3. Two courses in social sciences: one course in history (American recommended) and an additional course in political science, economics, or sociology
4. A program of noncredit directed reading in children's literature (with subsequent evaluation) approved by the Department of Education for the summer before the senior year, or a summer-session course in children's literature

A September practicum

ELEMENTARY 4-8

Psychology 121, preferably prior to the junior year

Completion of any major offered by the College Education 202, 304, 370, 380, 440EM, 460, 461

Methods courses (Education 306, 307, 308) in areas of concentration

Completion of a primary and a secondary area of concentration

The primary area must contain a minimum of 17 semester-hours

The primary areas are:

1. Language Arts. Concentration must include English 101 and 102 or 103 and 104, and a program of noncredit directed reading in adolescent literature approved by the Department of Education for the summer before the senior year, or a summer session course in adolescent literature.

2. Science. Concentration must include coverage in at least three of the following areas: physics, biology, chemistry, earth science, physical science. (Education 308 will satisfy one of the areas.)

3. Social Studies. Concentration must include History 208 or 209 and a program of noncredit directed reading in geography approved by the Department of Education or a summer-session course in geography.

4. Mathematics. Concentration must include Mathematics 118, 150, 314.

The secondary area of concentration must contain a minimum of 13 semester-hours. The secondary areas include language arts, science, social studies, mathematics, art, and music. A September practicum

SECONDARY

Psychology 121, preferably prior to the junior year

Completion of a major in one of the five fields approved for certification:

English, foreign language, mathematics, science, social studies
Education 202 (or 201 with permission of the department), 311, 312, 380, 430, 431, 440S. A September practicum

English majors: Education 304; a program of noncredit directed reading in adolescent literature

Mathematics majors: Mathematics 150, 314
Modern foreign language majors: a course in the culture and civilization of the country whose language is being studied

ELEMENTARY/GENERAL MUSIC

Courses required for the major in music
Music 205 and 311
Education 201 or 202; 341, 342, 380; 425 or 435; 426 or 436; 440EM or 440S

CHORAL MUSIC

Courses required for the major in music
Music 205 and 311
Education 202, 341, 342, 343, 380, 435, 436, 440S
Participation in approved mixed choir ensembles

Additional requirements for Elementary/General Music and/or Choral Music certification:

1. Four years participation in an ensemble most appropriate to the student's major instrument

2. A minimum of two years participation in a vocal ensemble
3. At least one ensemble experience in an area which makes use of a secondary performance medium
4. A September practicum

1f. (PSYCHOLOGY 209). CHILD PSYCHOLOGY (3)
See Psychology 209 for description.
Prerequisite: Psychology 121
Drucker

2s. (PSYCHOLOGY 210). ADOLESCENT PSYCHOLOGY (3)
See Psychology 210 for description.
Prerequisite: Psychology 121
Drucker

3f. (SOCIOLOGY 217). SOCIOLOGY OF EDUCATION (3)
See Sociology 217 for description.
Offered 1987-88 and alternate years
Dillman

4f. TEACHING OF COMMUNICATION ARTS - ELEMENTARY (3)
Designed to develop special techniques in the teaching of reading, writing, speaking, and listening; and to study materials (including media) used in instruction.
3 LEC, 1½ hours a week in an elementary classroom
Not to be taken concurrently with 306
Ammons

5f. TEACHING OF SOCIAL STUDIES - ELEMENTARY (2)
Designed to acquaint the student with methods, materials (including media), and content of the social studies program in the elementary school.
3 LEC, 1 hour a week in an elementary classroom
Not to be taken concurrently with 304
Ammons

6s. TEACHING OF MATHEMATICS - ELEMENTARY (3)
Techniques, media, and materials used in teaching mathematics in the elementary school.
3 LEC, 1 hour a week in an elementary classroom
Prerequisite: Mathematics 101 or 117 or 118
Hudson

7f. TEACHING OF SCIENCE - ELEMENTARY (2)
Techniques, media, and materials used in teaching science in the elementary school.
3 LEC, 1 hour a week in an elementary classroom
Prerequisite: Astronomy 120, 121; or Biology 100, 102, or 105; or Chemistry 101, 101L, 102, 102L; or Physics 110, 111
Hudson

311f. THE TEACHING PROCESS - SECONDARY (2)
Teaching strategies and instructional media with application in secondary schools.
1 LEC, 1 hour a week in a secondary classroom
Open to majors in English, foreign languages, social studies, mathematics, or sciences

312s. SPECIAL METHODS OF TEACHING - SECONDARY (2)
Methods, materials, and content of secondary school subject-matter areas.
Open to majors in English, foreign languages, social studies, mathematics, or sciences

341f. TEACHING MUSIC IN THE ELEMENTARY SCHOOL (3)
Techniques, media, and materials used in teaching music in the elementary school classroom. Instruction on classroom instruments (e.g., guitar, recorder) is provided.
Prerequisite or corequisite: Music 211, 212
Not offered 1986-87

342s. TEACHING MUSIC IN THE SECONDARY SCHOOL (2)
Techniques, media, and materials used in teaching general music, music appreciation, and music theory in the secondary school classroom.
Prerequisite or corequisite: Music 211, 212
Not offered 1986-87

343s. CHORAL METHODS AND MATERIALS (2)
Techniques, media, and literature used in teaching singing ensembles.
Prerequisite or corequisite: 342; Music 182
Not offered 1986-87

370f. CURRICULUM DEVELOPMENT: THEORY AND PRACTICE (2)
Selected authorities who have investigated two major educational questions: How should a curriculum be determined? What should the curriculum of an educational institution be?
Prerequisites: 304 or 306 or 307 or 308 or 311-312 or permission of the instructor
Ammons

380f. CHILDREN AND YOUTH WITH SPECIAL NEEDS (3)
Major areas of exceptionality, including identification and teaching of children and youth with such exceptionalities.
4 LEC, 1 hour a week in a special classroom.

401s. TEACHING ART IN THE ELEMENTARY SCHOOL (2)
Methods, materials, and techniques used in teaching art in the elementary school.
Corequisites: 402, 403, 420, 421, 440EM

402s. TEACHING MUSIC IN THE ELEMENTARY SCHOOL (2)
Methods, materials, and techniques used in teaching music in the elementary school.
Corequisites: 401, 403, 420, 421, 440EM

403s. TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL (2)
Methods, materials, and techniques used in teaching physical education in the elementary school.
Corequisites: 401, 402, 420, 421, 440EM

410f or s. SPECIAL STUDY (2-4)
Supervised study in a selected field of education.

THE PROFESSIONAL SEMESTER

With the permission of the Teacher Education Committee, the professional semester is open to students who have shown appropriate scholastic aptitude and personality traits.

Candidates planning for the professional semester must apply for admission to the teacher education program during the spring semester of the junior year. Applications for admission to the teacher education program may be obtained from the chair of the Department of Education. Candidates must fulfill these minimum requirements to be considered for admission to the teacher education program:

1. Cumulative grade-point average of 2.00 or higher
 2. Grade-point average in major of 2.00 or higher
 3. No grade lower than C in a course required for certification (no pass/fail in certification courses)
 4. Appropriate faculty recommendations
 5. Demonstrated interpersonal behavior necessary for effective teaching
- A student who is denied admission to the teacher education program may appeal the decision.

ELEMENTARY SCHOOL

420s. STUDENT TEACHING, ELEMENTARY CERTIFICATION K-4 (9)
Application for student teaching must be made in the spring semester of the junior year.
Prerequisites: 304, 306, 307, 308, 370, 380; September practicum
Corequisites: 421, 440EM

421s. PROBLEMS SEMINAR FOR ELEMENTARY CERTIFICATION K-4 (2)
Individual and group study of children and of curriculum based on experiences in 420.
Corequisites: 420, 440EM



425s. STUDENT TEACHING, ELEMENTARY MUSIC CERTIFICATION (9)

Professional experience for students interested in teaching music primarily in the elementary school classroom. Application for student teaching must be made in the spring semester of the junior year. Prerequisites: 341, 342, 380; September practicum
Corequisites: 426, 440EM

426s. PROBLEMS SEMINAR FOR ELEMENTARY MUSIC CERTIFICATION (2)

Individual and group study of children and of curriculum based on experiences in 425. Corequisites: 425, 440EM

440EMs. AMERICAN EDUCATION (2)

Historical background and current issues in education. Corequisites: 420-421 or 425-426

Ammons

MIDDLE SCHOOL

460s. STUDENT TEACHING, MIDDLE SCHOOL CERTIFICATION 4-8 (9)

Application for student teaching must be made in the spring semester of the junior year.

Prerequisites: 304, 370, 380; September practicum; completion of a primary and a secondary area of concentration, and methods courses in areas of concentration
Corequisites: 461, 440EM

461s. PROBLEMS SEMINAR FOR MIDDLE SCHOOL CERTIFICATION 4-8 (2)

Individual and group study of children and curriculum based on experiences in 460. Corequisites: 460, 440EM

440EMs. AMERICAN EDUCATION (2)

Historical background and current issues in education. Corequisites: 460, 461

Ammons

SECONDARY SCHOOL

430s. STUDENT TEACHING, SECONDARY SCHOOL CERTIFICATION (9)

Application for student teaching must be made in the spring semester of the junior year.

Prerequisites: 311, 312, 380; September practicum
Additional prerequisite for English majors: 304
Corequisites: 430, 440S

431s. PROBLEMS SEMINAR

Individual and group study of youth and curriculum based on experiences in 430. Corequisites: 430, 440S

435s. STUDENT TEACHING, SECONDARY SCHOOL MUSIC CERTIFICATION

Professional experience for students interested in teaching music primarily in the secondary school classroom. Application for student teaching must be made in the spring semester of the junior year. Prerequisites: 341, 342, 380; September practicum

Additional prerequisites for choral music students: 343
Corequisites: 436, 440S

436s. PROBLEMS SEMINAR FOR SECONDARY SCHOOL MUSIC CERTIFICATION

Individual and group study of children and curriculum based on experiences in 435. Corequisites: 435, 440S

440Ss. AMERICAN EDUCATION

Historical background and current issues in education.

Corequisites: 430-431 or 435-436

Ammons

ENGLISH

Professors:

ona W. Ball
 ck L. Nelson
 rricia G. Pinka, Chair
 ssociate professor:
 nda L. Hubert
 ssistant professors:
 ristianopher Ames
 even Guthrie
 ggyp Thompson

The curriculum of the Department of English is constructed to give the student breadth of knowledge and a depth of understanding of English and American literature. It also provides her with the opportunity to learn to read literature with perception and delight, to write about it critically and perceptively, and to develop her abilities as a creative writer. Freshman English is a service course for the College in which a student sharpens her writing and improves her critical and analytical reading.

A student majoring in English is required to take work in five of six areas: medieval literature and linguistic studies, thirteenth-century English literature, fourteenth- or eighteenth-century English literature, nineteenth-century English literature, twentieth-century English literature, and American literature. She has a choice of courses within each area. In addition to the basic English major, the department offers an interdisciplinary major in English Literature-Creative Writing. Interdisciplinary majors are offered also in Art History-English Literature and in History-English Literature. With the approval of the department and the Curriculum Committee, a student may design a program of concentrated study in which she emphasizes her major interests in literature and chooses complementary courses from other disciplines. For example, she may plan a program in medieval studies, Renaissance studies, or American studies. The department provides the opportunity for its majors to study at British universities in

the junior year and to participate in internships in the senior year.

The College's Specific Standard in English composition and reading, required of every candidate for the degree unless exempted, is fulfilled by English 101 and 102 or 103 and 104. English 101 and 102 are the basic courses for all other work in the department, except for students admitted to English 103 and 104. A student is admitted to English 103 and 104 by the chair of the department on the basis of the CEEB verbal score, English Achievement Test score, and secondary school record.

English 211, 212, 213, or 214 is a prerequisite to the other courses in literature unless a student has received advanced placement credit in literature or unless she has been exempted from taking those courses upon recommendation of her instructor in English 101-102 or 103-104.

REQUIREMENTS FOR THE MAJOR

211, 212, 213, 214 or equivalent. The department urges students considering a major in English to elect a yearlong survey of British or American literature in the sophomore year.

One course from five of the six areas:

305, 306, 307, 308
 313, 314, 316
 327, 328, 329, 361, 362
 321, 322, 338
 332, 333, 334
 320, 323, 336

ENGLISH LITERATURE-CREATIVE WRITING:

211, 212, 213, 214 or equivalent
 Literature courses required:
 One of the following: 305, 306, 307
 One of the following: 313, 314, 316
 One of the following: 327, 328, 329, 361, 362
 Two of the following: 320, 321, 322, 323, 338 or
 Two of the following: 332, 333, 334, 336

Creative Writing courses required:

One of the following: 201, 202, 203
 One of the following: 341, 342, 345
 One of the following: 415, 490

101f or s. LITERATURE AND COMPOSITION (3)

Writing of critical and expository papers and the critical reading of literary works by genre. Individual conferences on problems of writing.

The Department

102s. LITERATURE AND COMPOSITION (3)

Continuation of 101
 Prerequisite: 101

The Department

103f. HONORS LITERATURE AND COMPOSITION (3)

Writing of critical papers and an intensive study of selected literary works. Individual conferences.

Pinka

104s. HONORS LITERATURE AND COMPOSITION (3)

Continuation of 103.
 Prerequisite: 103

Pinka

210f. ADVANCED COMPOSITION (3)

Expository writing for the student who wishes to develop and refine her use of language.

Offered in 1987-88 and alternate years

LITERATURE

211f or s. MAJOR BRITISH WRITERS, c. 1350 to 1674 (3)

A study of major literary texts in historical context and sequence.

Writers include Chaucer, Spenser, Shakespeare, Donne, and Milton.

Nelson, Pinka

212f or s. MAJOR BRITISH WRITERS, 1674 TO THE PRESENT (3)

A continuation of English 211. Writers will be chosen from a group including Swift, Pope, Austen, Wordsworth, Keats, Tennyson, Browning, Yeats, and Eliot.

Pinka, Nelson

213f. MAJOR AMERICAN WRITERS, I (3)

A study of selected writers in context, from the colonial period to the American Renaissance. Writers include Bradstreet, Irving, Poe, Emerson, Thoreau, Hawthorne, and Melville.

Hubert



214s. MAJOR AMERICAN WRITERS, II (3)

A study of selected writers of the second half of the nineteenth century and the first half of the twentieth. Special emphasis on Dickinson, Twain, James, Wharton, Frost, Hemingway, and Faulkner.

Hubert

English 211, 212, 213, or 214 is a prerequisite to the other courses in literature unless a student has received advanced placement credit in literature or unless she has been exempted from taking 200-level literature courses upon recommendation of her instructor in English 101-102 or 103-104.

301f. PROSODY (1)

A close study of metrics and other aspects of form in poems.
Offered 1987-88 and alternate years

305f. EARLY CHAUCER (3)

The pre-Canterbury works, from *The Book of the Duchess* to *Troilus and Criseyde*
Offered 1986-87 and alternate years

306f. LATER CHAUCER (3)

The Canterbury Tales
Offered 1987-88 and alternate years

Guthrie

307s. MIDDLE ENGLISH LITERATURE (3)

Readings in the lyric and narrative poetry of England, 1100-1500 (excluding Chaucer).

Offered 1986-87 and alternate years

Guthrie

308s. HISTORY OF THE ENGLISH LANGUAGE (3)

The origins and development of the language, from Anglo-Saxon to modern English. Traditional linguistic approach, with some attention to current transformational-generative theory and with illustrative readings from literature.
Offered 1987-88 and alternate years

313f. SHAKESPEARE (3)

The comedies and histories

Ball

314s. SHAKESPEARE (3)

The tragedies

316f. SPENSER AND THE SIXTEENTH CENTURY (3)

Spenser's major poetry augmented with selections from Sidney and other sixteenth century poets.

Offered 1987-88 and alternate years

320f. MODERN POETRY (3)

Selected British and American poets of the twentieth century.

Writers include Eliot, Yeats, and Pound.

321f. POETRY OF THE ROMANTIC PERIOD (3)

Primary emphasis upon the poetry of Wordsworth, Coleridge, and Keats, along with selected poems of Shelley and Byron

Nels

22s. POETRY OF THE VICTORIAN PERIOD (3)

Tennyson, Browning, Arnold, and Hopkins.
Offered 1987-88 and alternate years
Nelson

23s. MODERN AND CONTEMPORARY DRAMA (3)

A selection of plays by playwrights from Ibsen to the present, with concern for the relationship between text and performance.
Offered 1987-88 and alternate years
Hubert

7f. BRITISH LITERATURE, 1660-1740 (3)

Poetry and prose, with emphasis on Dryden, Swift, Defoe, and Pope.
Offered 1987-88 and alternate years
Thompson

8f. BRITISH LITERATURE, 1740-1800 (3)

Novels, poetry, and nonfiction prose. Writers include Fielding, Richardson, Boswell, Johnson, Sterne, Smollett, Goldsmith, Collins, Gray, Crabbe, Cowper, Hume, Burke, and Austen.
Offered 1986-87 and alternate years
Thompson

9s. DRAMA FROM DRYDEN TO SHERIDAN (3)

Offered 1987-88 and alternate years
Thompson

2f. REALISM AND NATURALISM IN AMERICAN LITERATURE (3)

Emphasis on figures writing from 1880 to 1920, who express the dominant literary modes of the time, with attention to their influence on later writers. Authors include Twain, James, Wharton, O'Neill, Crane, and others.
Offered 1986-87 and alternate years
Hubert

5s. TWENTIETH-CENTURY AMERICAN FICTION (3)

Focus on fiction from 1920 to the present, including the work of such writers as Hemingway, Fitzgerald, Ellison, Malamud, Dates, and others.
Offered 1986-87 and alternate years
Hubert

6f. SOUTHERN LITERATURE (3)

Readings in the literature of the American South of the twentieth century with emphasis on such figures as Ransom, Faulkner, Warren, O'Connor, Welty, and Walker.
Offered 1987-88 and alternate years
Hubert

5s. THE MODERN BRITISH NOVEL (3)

Selected modern novels with emphasis on Joyce, Lawrence, and Woolf.
Ames

**338s. THE ENGLISH NOVEL FROM THE BRÖNTES TO HARDY** (3)

Emphasis on the novels of the 1840s and 1850s along with those that look toward the twentieth century.
Offered 1986-87 and alternate years
Nelson

361f. POETRY AND PROSE OF THE SEVENTEENTH CENTURY (3)

Emphasis on the writings of Donne, Jonsen, Herbert, Herrick, Marvell, Bacon, and Browne.
Offered 1986-87 and alternate years
Pinka

362s. MILTON (3)

Most of the English poetry and selections from the prose.
Pinka

405s. SEMINAR (3)

Topic for 1986-87: Literary Criticism
Thompson

410f,s. SPECIAL STUDY (2-4)

Selected texts to meet the interests of individual students.
The Department

490. INDEPENDENT STUDY IN ENGLISH OR AMERICAN LITERATURE (4-8)

The Department

CREATIVE WRITING**201s. NARRATIVE WRITING** (3)

Principles and forms of narrative writing. Illustrative readings and frequent writing.
Prerequisite: permission of the instructor
Ball

202f. POETRY WRITING (3)

Principles of the poet's craft, through illustrative readings and frequent writing in

both fixed and open forms.

Prerequisite: permission of the instructor
Guthrie

203f(THEATRE 203). PLAYWRITING (3)

See Theatre 203 for description.
Prerequisite: permission of the instructor
Sanders

341f. WRITING WORKSHOP: FICTION (3)

Guidance in revising and preparing material. Individual conferences and group workshop sessions.
Prerequisite: 201
Ball

342s. POETRY WORKSHOP (3)

Presentation and discussion of student work, with additional resources (readings, poetic exercises) as needed.
Prerequisite: 202 or permission of the instructor
Guthrie

345s(THEATRE 345). PLAYWRITING WORKSHOP (3)

See Theatre 345 for description.
Prerequisite: 203 or permission of the instructor
Sanders

415f,s. ADVANCED CREATIVE WRITING (3)

Individual conferences with emphasis on sustained creative writing projects in poetry, fiction, or drama.
Prerequisite: 341, 342, 345 or permission of the instructor
The Department

490. INDEPENDENT STUDY IN CREATIVE WRITING (4-8)

The Department

FRENCH

Professor:

Regine P. A. Reynolds-Cornell

Associate professors:

Christabel P. Braunrot

Huguette D. Chatagnier, Chair

Ellen Wood Hall

Assistant professors:

Rosemary Eberiel

Holly Ulmer York (part-time)

The Department of French has as its goals accuracy and fluency in the written and spoken language as well as knowledge and appreciation of the literature and culture of France.

New students electing French will, with very few exceptions, be asked to take a placement test. Students placing at the level of French 235 will have satisfied the Specific Standard of the intermediate level of a foreign language. Either of the two intermediate courses, French 201 or 203, also satisfies that Specific Standard.

A French literature course on the 300 level satisfies the Distributional Standard of literature in the language of its composition. French 235 is the prerequisite for all French literature courses but does not satisfy the Distributional Standard of literature in the language of its composition.

Students, if qualified, may spend the junior year in France on an approved program. Interested students should consult the department chair early in the sophomore year.

An assistant comes from France each year to live on the French Hall with students interested in perfecting their French and in knowing more about France today. She joins students in the dining hall around a "table française," with students at all levels of French proficiency.

The department recommends for the French major the following electives in other departments: History 100, 309; Classics 309, 310; English 211, Art 103, 308; Philosophy 206, 209, 210; another foreign language.

REQUIREMENTS FOR THE MAJOR

235; 305; 306; 336; 357 or 372; and a minimum of 8 additional hours on the 300 level. These elective courses should be representative of various centuries and genres.

101f. ELEMENTARY FRENCH (4)

For students who begin French in college. Introduction to the French language and culture. Four class periods followed by a session of oral practice.

Not open to students who have had 01

The Department

102s. ELEMENTARY FRENCH (4)

Continuation of 101f. 101 and 102 are the equivalent of two years of secondary school preparation.

Selected students may be placed in the 102 honor section to be followed by 203 or 235. Not open to students who have had 01

The Department

105s. INTRODUCTION TO FRENCH PHONETICS (1)

Prerequisite: 101 or permission of instructor
Chatagnier

201f or s. INTERMEDIATE (5)

Practice in the aural, oral, and written use of the language. Training in the essentials of grammar. Study of some representative types of French literature.

Not open to students who have had 101 under the quarter system

The Department

203f or s. ADVANCED INTERMEDIATE (5)

Selected literary works and a grammar review.

Prerequisite: 102 honor, or 201
Not open to students who have had 103

Braunrot, Chatagnier

207f or s. INTERMEDIATE FRENCH CONVERSATION (2)

Prerequisite: 201 or 203 with a grade of B- or above

The Department

235f or s. READING IN FRENCH LITERATURE (4)

This course is a thorough grammar review and a study of some major twentieth-century literary texts. **This course does not satisfy the Distributional Standard of literature in**

the language of its composition.

Prerequisite: 102 honor with a grade of B+ or above, or 201 with a grade of B, or 203

Braunrot, Eber

305f. ADVANCED FRENCH LANGUAGE STUDY (1)

Composition, stylistics, translation.

Prerequisite: 235

Reynolds-Corn

306s. ADVANCED FRENCH LANGUAGE STUDY (1)

Phonetics, conversation.

Prerequisite: 235

Reynolds-Corn

336s. SEVENTEENTH-CENTURY FRENCH LITERATURE (1)

"L'Age d'Or" (Classicism). Selected works of Descartes, Corneille, Pascal, Molière, Racine, and others.

Reynolds-Corn

340s. MEDIEVAL FRENCH LITERATURE (1)

A study in modern French of *La Chanson de Roland*, *Tristan*, Marie de France, Chrétien de Troyes, the *Fabliaux*, *Le Roman de Renart*, *Le Roman de la Rose*, and selected dramatic works.

Offered 1986-87 and alternate years

H

356s. THE NINETEENTH-CENTURY FRENCH NOVEL (1)

Offered 1987-88 and alternate years

Braun

357f. THE TWENTIETH-CENTURY FRENCH NOVEL (1)

Selections from major fiction spanning the twentieth century.

Offered 1986-87 and alternate years

Eber

360s. EIGHTEENTH-CENTURY FRENCH LITERATURE (1)

Selected works from the fiction, theatre, and philosophical writings of the "Siècle des Lumières."

Offered 1986-87 and alternate years

Braun

371s. A SURVEY OF FRENCH POETRY FROM THE MID-NINETEENTH CENTURY TO THE PRESENT (1)

Offered 1987-88 and alternate years

Eber



**380f. CONTEMPORARY FRENCH
DRAMA** (3)
Offered 1987-88 and alternate years
Chatagnier

**381f. THE STUDY OF A MAJOR
WRITER** (2)
The author studied will vary from year to
year.
Offered 1987-88 and alternate years
Hall

**380f. POETRY AND PROSE OF THE
FRENCH RENAISSANCE** (3)
With particular attention to Du Bellay and
Ronsard, Rabelais, and Montaigne.
Offered 1987-88 and alternate years
Reynolds-Cornell

383f. FRENCH ROMANTICISM (3)
The Romantic movement in the novel,
theatre, and poetry of the nineteenth
century.
Offered 1986-87 and alternate years
Chatagnier

410f,s. SPECIAL STUDY (2-4)
Supervised to meet the needs of individual
students.
The Department

490. INDEPENDENT STUDY (4-8)
Qualified students may elect to participate
in an Independent Study Program for their
senior year. Approval by the French Depart-
ment and the Committee on Independent
Study is necessary.
The Department

GERMAN

Professor:

Gunther Bicknese, Chair

Associate professor:

Ingrid E. Wieshofer

Each course offered by the department emphasizes the communication skills of speaking, understanding, and writing. Linguistic and cultural aspects of the German-speaking world are presented at all levels. In the intermediate and advanced courses, a wide selection of classical and contemporary works of German literature are read.

All teachers in the department are native speakers of German, which is the language of instruction in all literature and culture courses. Majors and non-majors alike are encouraged to live on the German Hall, a German-speaking campus community. Qualified students may participate in an intensive seven-week Summer Study Program at the University of Marburg in Germany. This program is offered in alternate years.

Students with previous work in German will be placed in accordance with their proficiency. Even without such background, a student may elect German as her major if she enrolls in elementary German as a freshman.

If a student begins the study of German in the sophomore year, she will be able to fulfill the requirements for the major provided she participates in the Summer Study Program in Germany.

Students considering a double major should consult with the department chair as early as possible.

REQUIREMENTS FOR THE MAJOR

Courses required in the discipline:

100, 101, 200, 201, 210, 211, 222, 401
12 hours of the following: 301, 305, 306,
309, 310, 313, 350

Courses recommended for the major:

Basic courses in European history.



100f. ELEMENTARY GERMAN (3)

Emphasis on speaking and on understanding spoken German, with a sound basis of grammar. Reading and discussion of simple texts.

Not open to students who have had 01

The Department

101s. ELEMENTARY GERMAN (3)

Continuation of 100

Not open to students who have had 01

The Department

200f. INTERMEDIATE GERMAN (3)

Practice in spoken German, accompanied by grammar review. Reading and discussion of literary texts.

Prerequisite: 101 or equivalent

Not open to students who have had 101 under the quarter system

Wieshofer

201s. INTERMEDIATE GERMAN (3)

Continuation of 200

Not open to students who have had 101 under the quarter system

Wieshofer

210f. COMPOSITION (3)

A practical course designed to develop fluency in writing German.

Prerequisite: 201

Wieshofer

211f. PHONETICS AND CONVERSATION

Theoretical and practical aspects of German pronunciation, with intensive drills. Designed to develop an authentic pronunciation and fluency in oral communication.

Prerequisite: 201 or equivalent

Not open to students who have had 202 or 207 except by permission of the department

Wieshofer

213SG. GERMAN CIVILIZATION

Prerequisite: 201 or equivalent

Marburg, Germany; summer 1986

Bicknese/Instructors from University of Marburg

222s or SG. INTRODUCTION TO LITERATURE

Emphasis is on lyric poetry in the nineteenth and twentieth centuries, a nineteenth-century Novelle, and a contemporary novel.

Prerequisite to all 300-level literature courses

Prerequisite: 201 or equivalent

Not open to students who have had 221 or 223 except by permission of the department

Bicknese

224s or SG. GERMAN LANGUAGE AND CULTURE

(2 or 3)

A course designed for the development of a greater skill in use of contemporary German.

Prerequisite: 211

Bicknese

German 222 is prerequisite to all 300-level literature courses.

301f. GOETHE'S FAUST

An intensive study of Part I and highlights from Part II.

Bicknese

305f. CONTEMPORARY DRAMA

(2 or 3)

Emphasis on Brecht's epic theatre and contemporary Swiss playwrights.

Offered 1987-88 and alternate years

Bicknese

306s. FRANZ KAFKA

(2 or 3)

Discussion of major short stories and selections from the novels.

Offered 1986-87 and alternate years

Bicknese

09f. HISTORY OF GERMAN CIVILIZATION (2 or 3)
 Major trends from the Middle Ages to World War II.
 Offered 1987-88 and alternate years
Bicknese

10s. GERMAN LIFE AND THOUGHT (2 or 3)
 Society and culture in the contemporary German speaking world.
 Prerequisite: 309
 Offered 1987-88 and alternate years
Bicknese

313s. DRAMA AND NOVELLE OF THE NINETEENTH CENTURY (4)
 Reading of representative Novellen and dramas from Kleist to Hauptmann.
 Not open to students who have had 221 or 223 except by permission of the department
 Offered 1986-87 and alternate years
Wieshofer

350f,s or SG. ADVANCED READING (2 or 3)
 Subject matter chosen in accordance to student interest and needs.
Bicknese, Wieshofer

401s. HISTORY OF GERMAN LITERATURE (4)
 Literary trends from the Middle Ages to the present as exemplified by representative works of the various periods.
 Not offered 1986-87
Wieshofer

490. INDEPENDENT STUDY (4-8)
 Independent research is arranged under the supervision of a member of the department. Results are presented both orally and in writing.
The Department



HISTORY

Professors:

Michael J. Brown, Chair
 Penelope Campbell
Associate professor:
 John L. Gignilliat
Assistant professor:
 Katharine D. Kennedy

No single course is considered to be introductory to the history curriculum. Members of the department believe that their courses should be accessible to all students in the College; accordingly, there are no prerequisites for any course in history. While some work at an introductory level is always desirable, there is no reason why any junior or senior with good verbal aptitude should experience difficulty in any history course.

The history major, with its distribution requirements, is designed to ensure breadth of knowledge rather than concentration. Nevertheless, when selecting introductory courses, a potential history major should consider whether her interest lies chiefly in U.S., European or non-Western history, and choose accordingly. Since either History 101 and 102 or History 110 and 111 are required for the major, it is highly desirable that, at a minimum, one of these sequences be completed before the beginning of the junior year. Students who are considering a double major or participation in the teacher education program should plan their major with special care and are advised to consult at an early date with the chair of the department.

The ideal posture for the history major entering the junior year would be to have completed one of the required 100-level sequences during the freshman year, to have taken one or more additional introductory courses, and perhaps to have experienced one 300-level course during the second semester of the sophomore year. However, there is no rigid, prescribed sequence in which courses should be taken. The history curriculum can accommodate a wide variety of approaches.

REQUIREMENTS FOR THE MAJOR

History 101 and 102 or History 110 and 111; A minimum of eight courses beyond the 100 level, only one of which may be at the 200 level;
 At least one course from each of the following groups:

Early European History: 301, 303, 305, 306, 307, 371, 373;
 Modern European History: 309, 311, 313, 314, 316, 322;
 United States History: 325, 327, 329, 331, 337, 339;
 Non-Western History: 352, 353, 354, 358, 359;
 An appropriate course at any level may be substituted to satisfy only one of the groups.

101f. THE EMERGENCE OF MODERN EUROPEAN CIVILIZATION (3)

A survey of the history of Europe from the Middle Ages to the end of the French Revolution.
 Not open to students who have had 141
 Brown

102s. THE EMERGENCE OF MODERN EUROPEAN CIVILIZATION (3)

A survey of the history of Europe from the early nineteenth century to the present.
 Not open to students who have had 142
 Kennedy

110f. INTRODUCTION TO THE ASIAN WORLD (3)

The major civilizations on the Asian continent from the Mediterranean to Japan before the twentieth century.
 Not open to students who have had 210
 Campbell

111s. THE ASIAN WORLD IN MODERN TIMES (3)

The history and politics of Asian societies and their interaction with the West in the twentieth century.
 Not open to students who have had 211
 Campbell

208f. THE UNITED STATES TO 1876 (3)

A general survey of the history of the United States from the colonial origins through Reconstruction.
 Not open to students who have had 105
 Gignilliat

209s. THE UNITED STATES SINCE 1876

A general survey of the history of the United States since Reconstruction.
 Not open to students who have had 106
 Gignilliat

212f. THE HISTORY OF ENGLAND (3)

The social and political development of the English people from the Anglo-Saxon centuries through the civil wars of the seventeenth century.
 Not open to students who have had 201
 Brown

213s. THE HISTORY OF ENGLAND (3)

The experiences of the English people from the reign of King Charles II to the reign of Queen Elizabeth II.
 Not open to students who have had 202
 Brown

290SE. SOCIAL HISTORY OF ELIZABETHAN ENGLAND (3)

Taught at selected historical sites in England and Scotland: the art, architecture, religion, education, amusements, thought, and mode of life of the Elizabethans.
 Date to be announced
 Brown

301s(CLASSICS 351). TOPICS IN GREEK HISTORY (3)

See Classics 351 for description.
 Offered 1987-88 and alternate years
 Not open to students who have had 341

303f(CLASSICS 352). TOPICS IN ROMAN HISTORY (3)

See Classics 352 for description.
 Offered 1986-87 and alternate years
 Cabisi

305f. MEDIEVAL CIVILIZATION (3)

The emergence of European cultural traditions, political institutions, and social organization between the decline of the Roman Empire and the end of the High Middle Ages.
 Kenne

306s. THE RENAISSANCE (3)

The civilization of Italy and of northern Europe from the time of Dante to the time of Shakespeare.
 Not open to students who have had 307 under the quarter system
 Offered 1987-88 and alternate years
 Brown

7s. THE REFORMATION (3)

Changes in church, state, and society from the time of Luther to the end of the wars of religion.

Offered 1986-87 and alternate years
Brown

9f. THE FRENCH REVOLUTION AND NAPOLEON (3)

The causes and events of the French Revolution and its impact upon Europe; the career of Napoleon Bonaparte.

Brown

19s. NINETEENTH-CENTURY EUROPE (3)

Europe from the Congress of Vienna to the eve of World War I with emphasis on industrialization, liberalism, nationalism, and imperialism.

Kennedy

20f. EUROPE FROM 1914 TO 1945 (3)

World War I, the Russian Revolution, Nazism, the interwar years, and World War II with emphasis on ideology, politics, and diplomacy.

Not open to students who have had 332
Kennedy

31s(POLITICAL SCIENCE 314). EUROPE SINCE 1945 (3)

Social, economic, and cultural change and foreign affairs in Western Europe, Eastern Europe, and the Soviet Union.

Not open to students who have had 333
Kennedy

32f. EUROPEAN INTELLECTUAL HISTORY SINCE THE ENLIGHTENMENT (3)

Rational and Romantic responses to the enlightenment by major thinkers of the nineteenth and twentieth centuries.

Offered 1987-88 and alternate years
Kennedy

33f. WOMEN IN MODERN EUROPEAN HISTORY (3)

The changing roles of European women at home, at work, in public life, and in the arts from the Renaissance to the present.

Not open to students who have had 312
Kennedy

34s. THE AMERICAN REVOLUTION AND EARLY NATIONAL PERIOD, 1763-1815 (3)

The severance of the political, social, and economic ties with England and the development of a national identity.

Not open to students who have had 321
Gignilliat

35f. CIVIL WAR AND RECONSTRUCTION (3)

The outbreak of the Civil War; the years; the political, economic, and social consequences to 1876.

Not open to students who have had 324
Gignilliat

**329f. THE NEW SOUTH (3)**

Political, economic, and cultural changes in the South since the Civil War.

Not open to students who have had 317
Gignilliat

331s(POLITICAL SCIENCE 331). THE UNITED STATES SINCE 1918 (3)

Political, cultural, and economic developments since World War I.

Not open to students who have had 328
Gignilliat

337f. INTELLECTUAL HISTORY OF THE UNITED STATES (3)

The course of American thought from the ratification of the Constitution to the present.

Offered 1987-88 and alternate years
Not open to students who have had 326
Gignilliat

339s. TOPICS IN AMERICAN POLITICAL BIOGRAPHY (3)

Offered 1987-88 and alternate years
Not open to students who have had 318
Gignilliat

352s(POLITICAL SCIENCE 352). SOUTHEAST ASIA (3)

Political and cultural development of the region between the Indian subcontinent and China, including western colonial control and the independence struggle; emphasis on the twentieth century.

Campbell

353s. SOUTH ASIA (3)

History of the Indian subcontinent from ancient times to the present, with particular attention to British rule, the independence movement, and contemporary public issues in Pakistan, India, and Bangladesh.

Offered 1987-88 and alternate years
Campbell

354f. TOPICS IN AFRICAN AND ASIAN HISTORY (3)

1986-87: A study of the historical evolution of the major nations of Southern Africa into unstable societies threatened by revolution and political disintegration.

Campbell

355SI(POLITICAL SCIENCE 355SI). INDIA AND THE WORLD TODAY (4)

An overview of contemporary Indian politics and foreign policy, with guest lecturers and field trips.

Campbell

358f. SUB-SAHARAN AFRICA TO WORLD WAR I (3)

Pre-colonial civilization, western penetration, and European conquest.

Campbell

359s(POLITICAL SCIENCE 359). SUB-SAHARAN AFRICA IN THE TWENTIETH CENTURY (3)

Colonial rule, independence, and the tasks confronting developing nations.

Campbell

371f. ENGLAND UNDER THE TUDORS (3)

The history of England from 1485 to 1603 with emphasis upon the break from Rome under Henry VIII and the beginning of England's imperial role under Queen Elizabeth I.

Offered 1987-88 and alternate years
Not open to students who have had 335
Brown

373s. ENGLAND UNDER THE STUARTS (3)

The history of England in the seventeenth century emphasizing the religious, social, and political concepts carried to America by the early colonists.

Offered 1986-87 and alternate years
Not open to students who have had 336
Brown

410. SPECIAL STUDY (2-4)

Supervised study in some field or period of history.

The Department

490. INDEPENDENT STUDY (4-8)

Independent research under the supervision of a member of the department.

The Department

MATHEMATICS

Professor:

William Leonard (part-time)
Sara L. Ripy

Associate professor:

Robert A. Leslie, Chair

Assistant professor:

Myrtle Lewin

Instructor:

Virginia Leonard (part-time)

The curriculum in the Department of Mathematics is designed to help students think clearly and logically; to analyze problems; to understand and be able to use the language, theory, and techniques of mathematics; and to develop skills and acquire mathematical tools needed in the application of mathematics.

The courses offered give mathematics majors a solid background for graduate study, teaching at the secondary school level, and professional employment. A student interested in both mathematics and physics is invited to consider a mathematics-physics major. Students who are planning to major in mathematics should take calculus at the appropriate level in the freshman year.

REQUIREMENTS FOR THE MAJOR

204 or 205 or 208; 206 or 307; 305 or 310; 321; 480. A minimum of six upper-division courses, including one course from each of the following groups:
315, 331, 352
309, 312, 328

Mathematics 115 not counted toward the minimum 30-hour major if taken after completion of 328.

Mathematics 150 not counted toward the minimum 30-hour major.

101f or s. FINITE MATHEMATICS (3)

Topics appropriate to the social and management sciences. The topics are selected from set theory, logic, matrix algebra, linear programming, mathematical models, and financial mathematics.

Leslie, Ripy

115f. ELEMENTARY STATISTICS (3)

Statistical measures and distributions, probability and its application to statistical inference, linear correlation, hypothesis testing, confidence intervals, and applications in the natural and social sciences.

Lewin

117f. PRECALCULUS (4)

Topics to include algebra, trigonometry, functions, and analytic geometry.

Not open to students who have had 109

The Department

118f or s. CALCULUS I

An introduction to limits, differentiation and integration with applications.
Not open to students who have had 109 or 120

The Department

119s. CALCULUS II

Continuation of 118 to include the integral and its applications, logarithmic and exponential functions, trigonometric and hyperbolic functions, and techniques of integration.

Not open to students who have had 110 or 121

Prerequisite: 118 (109 or 120)

The Department

150f or s. INTRODUCTION TO COMPUTER PROGRAMMING

An introduction to computers, principles, problem solving in a structured programming environment, programming techniques, and applications.

The Department

205. CALCULUS III

Continuation of 119 to include indeterminate forms, Taylor's formula, improper integrals, sequences and series, parametric curves, vectors, lines and planes.

Not open to students who have had 202 or 207

Prerequisite: 119 (121)

Not offered 1986-87



6f. LINEAR ALGEBRA (4)
 Vector spaces, linear transformations, matrices, and determinants, with applications to systems of linear equations, geometry, and other selected topics.
 Prerequisite or corequisite: 204 or 205 or 208 or permission of the department chair
Leslie

7f. DIFFERENTIAL AND INTEGRAL CALCULUS I (4)
 Continuation of 110 and 121 to include integration, conic sections, polar coordinates, indeterminate forms, Taylor's formula, improper integrals, and infinite series.
 Prerequisites: 109-110 or 120-121 or permission of the department chair
 Not open to students who have had 201
Leslie, Lewin

8s. DIFFERENTIAL AND INTEGRAL CALCULUS II (4)
 Continuation of 207 to include vectors, curves, surfaces, partial differentiation, and multiple integrals.
 Prerequisite: 207 or permission of the department chair
 Not open to students who have had 201 or 204
Leslie

9s. INTERMEDIATE COMPUTER PROGRAMMING (2)
 A study of the Pascal language with emphasis on algorithms for problem solving in mathematics and science.
 Prerequisite: 150, 118 or permission of the instructor
Lewin

10. CALCULUS IV (4)
 Continuation of 205 to include vectors, curves, surfaces, partial differentiation, multiple integrals, and introduction to vector analysis.
 Not open to students who have had 310
 Prerequisite: 205, 206 or permission of the department chair
 Not offered 1986-87

11. DIFFERENTIAL EQUATIONS (4)
 First and second order differential equations, higher order, linear, ordinary differential equations, existence and uniqueness theorems and applications.
 Prerequisite: 204 or 205 or 208
 Offered 1987-88 and alternate years

12. ADVANCED CALCULUS (4)
 Generalization of elementary calculus to higher dimensions, including a study of multiple integration and derivatives of vector-valued functions with applications.
 Prerequisite: 201 or 204 or 208; 206 or 307
The Department

312. NUMERICAL ANALYSIS (4)
 A study of numerical methods in mathematics to include numerical solutions of equations, linear and nonlinear systems of equations, numerical differentiation and integration, and curve fitting.
 Prerequisite: 204 or 205 or 208; 250 or permission of the instructor
 Offered 1987-88 and alternate years

314f. INTRODUCTION TO MODERN GEOMETRY (4)
 Affine, projective, and Euclidean geometries and their postulational development.
 Prerequisite: 204 or 205 or 208
Riply

315. TOPOLOGY (4)
 An introduction to topological and metric spaces, continuity, compactness, and connectedness, with special emphasis on the topology of R^n .
 Prerequisite: 204 or 205 or 208
 Offered 1987-88 and alternate years

321f. INTRODUCTION TO MODERN ABSTRACT ALGEBRA (4)
 Important algebraic structures, including groups, rings, integral domains, and fields.
 Prerequisite: 204 or 205 or 208
Riply

325. MATHEMATICAL MODELS AND APPLICATIONS (4)
 Mathematics which emphasizes the development of techniques of model building. Applications to illustrate the techniques are drawn principally from the natural and social sciences.
 Prerequisite: 204 or 205 or 208
 Not offered 1986-87

328s. MATHEMATICAL STATISTICS AND PROBABILITY (4)
 An introduction to some of the basic statistical methods in the classical theory of inferential statistics, probability theory, estimation, hypothesis testing, and applications.
 Prerequisite: 204 or 205 or 208
Leslie

331s. FUNDAMENTALS OF REAL ANALYSIS (4)
 The topology of the real number system, and the axiom of completeness. Rigorous development of some central ideas in analysis, including limits, continuity of functions, and convergence of sequences and series.
 Prerequisite: 204 or 205 or 208
Lewin

345. TOPICS IN MATHEMATICS (3 or 4)
 A specialized topic in mathematics. The subject to be examined will be chosen according to the interests of students and faculty.



Prerequisite: permission of the department chair
 Not offered 1986-87

352. INTRODUCTION TO COMPLEX ANALYSIS (4)
 The algebra of complex numbers, analytic functions, elementary functions, linear fractional transformations, mappings, integrals, power series, Laurent series, and residue calculus.
 Prerequisite: 204 or 205 or 208
 Offered 1987-88 and alternate years

360. TOPICS FROM THE HISTORY OF MATHEMATICS (2)
 A general outline of the history of mathematics, with a more intensive focus on the development of selected mathematical ideas through the reading of historical and biographical material, including expository papers by noted mathematicians and articles from mathematical journals.
 Prerequisite: 8 hours of mathematics at the 300 level or permission of the department chair
 Not offered 1986-87

410. SPECIAL STUDY (2-4)
 Open to majors only
The Department

480f. MATHEMATICS SEMINAR (1)
The Department

490. INDEPENDENT STUDY (4-8)
The Department

MUSIC

Professor:

Ronald L. Byrnside

Associate professors:

Jay Fuller

Calvert Johnson

Theodore K. Mathews, Chair

The Department of Music provides a curriculum designed to prepare its majors for graduate study and the professional music world. It also seeks to meet the needs of nonmajors through a variety of courses in music appreciation and applied music. The guiding philosophy in all instruction is that music is a humanistic, not a mechanistic discipline, and is a central part of a true liberal education.



REQUIREMENTS FOR THE MAJOR

COURSES

A minimum of 12 hours in music theory consisting of 111, 112, 211, and 212 or 211-212 and two 300-level theory courses 213, 214, 480

At least one of the following: 302, 304, 305
A minimum of 10 semester-hours in one instrument or voice

PERFORMANCE

Adequate performing skill, to be tested at the end of the sophomore year
For students concentrating in voice, a performance test on the piano at the end of the sophomore or junior year

ENSEMBLE EXPERIENCE

A minimum of two years in the College glee club or the equivalent time in approved accompanying or other College ensemble

MUSIC APPRECIATION

106f. INTRODUCTION TO THE ART OF MUSIC I (3)

Basic concepts and terminology appropriate to various kinds of music. A study of the relationship of music to society and the other arts.

Intended for nonmajors

Byrnside

107s. INTRODUCTION TO THE ART OF MUSIC II (3)

A continuation of 106 with special emphasis on the concept of style.

Prerequisite: 106 or permission of the instructor

Byrnside

204s. HISTORY OF JAZZ (3)

Trends, developments, and personalities in American jazz.

Mathews

205f. AMERICAN POPULAR MUSIC (3)

American popular music is examined in terms of its musical and textural content and in the light of its sociological context. Included in the study are eighteenth- and nineteenth-century ballads, songs in the genteel tradition of Stephen Foster, songs of protest, songs from the Tin Pan Alley Era (1890-1920s), music from the Swing Era, and American popular music since the 1950s. Special attention is given to the influence of other kinds of music (classical, jazz, non-Western) on American popular music and to the effects of technology on American popular music.

Byrnside

THEORY AND HISTORY OF MUSIC

108f. MUSIC THEORY FOR NONMAJORS (3)

Designed for students with little or no knowledge of music theory, the course teaches the elements of music in sufficient

depth to enable the student to read music and compose song forms.

Not offered 1986-87

111f. BASIC THEORY AND MUSICIANSHIP I

A study of key signatures, scales, and voicing leading is combined with sight singing and ear training.

John

112s. BASIC THEORY AND MUSICIANSHIP II

A continuation of 111 with emphasis on chord formations and organizations.

Prerequisite: 111

John

211f. ADVANCED MUSIC THEORY I

Continuation and application of material presented in Music 111 and 112 with emphasis on the principles of functional harmony in written exercises and analysis of selected works in music.

Prerequisite: 112

Byrnside

212s. ADVANCED MUSIC THEORY II

A continuation of Music 211 with emphasis on chromatic harmony and other forms of harmonic organization.

Prerequisite: 211

Byrnside

213f. MUSIC HISTORY SURVEY I

A chronological study of Western art music from the Greek civilization through the Baroque era.

Prerequisite: 112

Math

214s. MUSIC HISTORY SURVEY II

A chronological study of Western art music from the late eighteenth, nineteenth, and early twentieth centuries.

Prerequisite: 213

Math

302s. BAROQUE AND CLASSICAL MUSIC

The history, literature, and stylistic characteristics of music from 1600 to 1800.

Prerequisite: 212 or (for nonmajors) 106 or permission of the instructor

John

44. NINETEENTH-CENTURY MUSIC (3)

Music of the nineteenth century and its relation to the artistic life of that time. A study of literature, stylistic characteristics, and composers.

Prerequisite: 212 or (for nonmajors) 106 and permission of the instructor

Byrnside

45. TWENTIETH-CENTURY MUSIC (3)

The characteristics and tendencies of music since 1900. Outstanding composers and significant works will be studied.

Prerequisite: 212 or (for nonmajors) 106 and permission of the instructor

Byrnside

46. ORCHESTRATION (3)

A course to develop skills in reading and analyzing orchestral scores and in arranging music for instruments. Problems in arranging musical scores for ensembles with voices are also considered.

Prerequisite: 212

Mathews

47. FORM AND ANALYSIS (3)

A detailed examination of formal controls as revealed in selected contrapuntal and homophonic works of music.

Prerequisite: 212

Mathews

48. TECHNIQUES OF COMPOSITION (3)

Byrnside

49. SENIOR STUDY IN MUSIC THEORY OR HISTORY (2-4)

Specialized study for majors to meet the needs of the individual students.

The Department

50. SENIOR SEMINAR (3)

Specialized areas of music designed to meet the needs of students in the seminar.

Open to senior music majors only

Byrnside

51. INDEPENDENT STUDY (4-8)

The Department

CHURCH MUSIC**49. HISTORY OF CHURCH MUSIC** (3)

An historical and analytical study of choral and instrumental music used in liturgical and free-church forms of Christian worship from the early church to the present.

Intended primarily for nonmajors; open to majors with permission of the instructor

Johnson

MUSIC EDUCATION**49. THE ELEMENTS OF MUSIC** (3)

An examination of the elements of music and of methods for teaching them to elementary school-age children. The course



is designed for students preparing to be general classroom teachers.

Not open to students who have had 111-112

Mathews

Courses in applied music are numbered as follows:

Piano: 151, 152; 251, 252; 351, 352; 451, 452; 459 (Senior Recital)

Organ: 161, 162; 261, 262; 361, 362; 461, 462; 469 (Senior Recital)

Strings: 171, 172; 271, 272; 371, 372; 471, 472; 479 (Senior Recital)

Voice: 181, 182; 281, 282; 381, 382; 481, 482; 489 (Senior Recital)

Woodwinds: 191, 192; 291, 292; 391, 392; 491, 492; 499 (Senior Recital)

Prerequisite: written permission of the department chair

ENSEMBLES

The College Glee Club studies and performs sacred and secular choral music. Concerts are given several times during the year. The Glee Club is open to students without fee and membership is by tryout. Several other ensembles are open to qualified students: the Madrigal Singers; a baroque ensemble; a woodwind quintet; London Fog, a jazz vocal group; and orchestra.

APPLIED MUSIC

Credit: Credit is awarded for applied music offered by the College as follows: One semester-hour for each semester at the 100 level; two semester-hours for each semester above the 100 level. The music major is awarded three semester-hours upon completion of a senior recital. One hour of private lessons and six hours of practice weekly are required of all students who take applied music for credit. A performance exam will be conducted at the end of each semester.

Music majors must earn a minimum of 10 semester-hours in one instrument or voice and may earn a maximum of 18 semester-hours in applied music.

Nonmajors may earn a maximum of 14 semester-hours. After two semesters, nonmajors who wish to continue applied music must take a course in music history, theory, or appreciation.

Noncredit: students who wish to take applied music for noncredit will be required to pay a fee.

PHILOSOPHY

Professors:

David P. Behan
 Richard D. Parry, Chair
Assistant professor:
 Gerard Elfstrom (part-time)

Philosophy is a discipline which both examines critically the basic assumptions and positions of other disciplines and also considers solutions to fundamental problems not dealt with explicitly within other disciplines.

There are two complementary approaches to courses in philosophy. The systematic approach is through courses which deal with specific problems (102, 104, 232, 323). The historical approach is through courses in the history of philosophy (206, 209, 210, 214). Because of the varied interests of students, it is recommended that students considering courses in philosophy seek the advice of the members of the department concerning particular courses.

The requirements for the major in philosophy embody two goals. The first is that the student learn, through close work with primary sources, the ideas of the major philosophers. The second is that the student develop and practice techniques of critical analysis and constructive reasoning. In fulfilling these requirements, the student majoring in philosophy will both acquire a thorough grounding in the major areas of the discipline and also develop her own critical and creative philosophical skills.

Students considering a major in philosophy should try to complete 103, 206, and 209 before the end of the sophomore year.

REQUIREMENTS FOR THE MAJOR

- Logic: 103
- History of Philosophy: 206 and 209
- Ethics: 104
- Philosophy of Science: 303
- Metaphysics and Epistemology: three courses from the following: 320, 323, 324, 339, 340, 341

102f. MORTAL QUESTIONS (3)

An introduction to three fundamental and interrelated philosophical problems: existence of God, immortality of the soul, and freedom of the will.
 Behan

103f. INTRODUCTION TO LOGIC (3)

An introduction both to the rudiments of critical thinking, with emphasis on analysis of ordinary discourse into formal symbolism, and to the properties of formal systems.
 Parry

104s. ETHICS (3)

A consideration of some contemporary moral issues, such as euthanasia, abortion, war, and world hunger, and their relation to traditional ethical theories from Plato to Kant.
 Not open to students who have had 230
 Parry

206f(CLASSICS 223). HISTORY OF ANCIENT PHILOSOPHY (3)

The thought of major figures in western philosophy from the pre-Socratic era to the Middle Ages.
 Parry

209s. SEVENTEENTH- AND EIGHTEENTH-CENTURY PHILOSOPHY (3)

The historical development of philosophic thought in the seventeenth and eighteenth centuries. Readings in Descartes, Spinoza, Locke, Berkeley, Hume, and Kant.
 Elfstrom

210f. PHENOMENOLOGY AND EXISTENTIALISM (3)

Phenomenology and existentialism through readings in Husserl, Heidegger, and Sartre.
 Elfstrom

214f(POLITICAL SCIENCE 214). POLITICAL AND LEGAL PHILOSOPHY (3)

The major figures in political and legal philosophy from Plato to Marx.
 Not open to students who have had 107
 Elfstrom

232f. AESTHETICS (3)

A consideration of such issues as the nature of the experience in the various arts, the status of the artistic object, and the objectivity of judgment in art.
 Parry

303s. PHILOSOPHY OF SCIENCE (3)

An investigation of such issues as the nature, justification, and scope of scientific method; the patterns of scientific explanation in the natural sciences; and the reality of scientific constructs.
 Not open to students who have had 250
 Beh

305(POLITICAL SCIENCE 354). MARX AND VARIETIES OF SOCIALISM (3)

The thought of Karl Marx and its development in subsequent socialist theory and practice. Topics such as Bernstein's revisionism, Leninism, Chinese Communism and Yugoslav self-management will be considered.
 Offered 1987-88 and alternate years
 Parry and Cochran

308s. THE CLASSIC PERIOD OF AMERICAN PHILOSOPHY (3)

Pragmatism in the works of Peirce, James, Royce, and Dewey.
 Prerequisite: 206 or permission of the instructor
 Offered by arrangement with instructor
 Parry

310s. MEDIEVAL PHILOSOPHY (3)

Beginning with neo-Platonism, the course concentrates on the writings of St. Augustine, Abailard, St. Anselm, St. Thomas Aquinas, John Duns Scotus, and William of Ockham.
 Prerequisite: 206
 Offered by arrangement with instructor
 Not open to students who have had 302
 Parry

312s(POLITICAL SCIENCE 312). PHILOSOPHY OF LAW (3)

Critical examination of natural law theory, legal positivism, legal realism, and critical legal studies. Particular emphasis on Hart and Dworkin.
 Prerequisite: 214 or permission of the instructor
 Not open to students who have had 215
 Beh

315s(BIBLE AND RELIGION 345). PHILOSOPHY OF RELIGION (3)

Prerequisite: one course in philosophy; or Bible and Religion 101 or 110. See Bible and Religion 345 for description.
 Mac

(POLITICAL SCIENCE 357). NEO-MARXISM (3)

Examination of major Marxist theorists of the twentieth century and of the problems and conditions that have shaped their thought.

Prerequisite: 305 or permission of the instructors

Offered 1988-89 and alternate years
Parry and Cochran

PHILOSOPHY 205. PLATO (3)

An intensive study of selected dialogues.

Prerequisite: 206 or 104

Offered 1987-88 and alternate years
Parry

PHILOSOPHY 206. KANT'S CRITICAL PHILOSOPHY (3)

An intensive study of Kant's *Critique of Pure Reason*.

Prerequisite: 209

Offered 1987-88 and alternate years
Elfstrom

PHILOSOPHY 207. ARISTOTLE (3)

An intensive study of topics selected from Aristotle's logical, epistemological, and metaphysical works.

Prerequisite: 206

Parry

PHILOSOPHY 208. THEORY OF KNOWLEDGE (3)

A critical study of major issues in contemporary epistemology.

Prerequisite: 209

Elfstrom

PHILOSOPHY 209. THE METAPHYSICAL PROBLEM OF THE SELF (3)

A study of contemporary metaphysical theories of the self assessed in comparison with those of Descartes, Locke, and Hume. Particular emphasis upon the concept of person and the philosophic problem of personal identity.

Prerequisite: permission of the instructor

Behan

PHILOSOPHY 210. CURRENT PROBLEMS IN ANALYTIC PHILOSOPHY (3)

A consideration of some problems in ordinary language philosophy.

Prerequisite: 209

Offered 1987-88 and alternate years
Parry

PHILOSOPHY 211. SPECIAL STUDY (2-4)

Supervised intensive study in fields or periods of philosophy.

The Department

PHILOSOPHY 212. INDEPENDENT STUDY (4-8)

The Department



PHYSICAL EDUCATION

Professors:

Kathryn A. Manuel, Chair
Kate McKemie

Associate professor:

Marilyn B. Darling

Instructor:

Cynthia Peterson

Four semesters of physical education are required for graduation. No more than four-semester hours will count toward the 124 hours necessary for graduation. Letter grades are given but do not count in the quality-point ratio.

Students with no prior physical education on the college level will take one course in Fitness and Health Assessment. Other courses taken to fulfill the four semesters requirement may be from any area; however, it is strongly recommended that students take at least one course from the Lifetime Activity area.

Most physical education courses are scheduled for one-half a semester for .5 semester-hours credit. Those courses scheduled for an entire semester are given one semester-hour credit. Please note:

- f = entire fall semester
- f(1) = first half of fall semester
- f(2) = second half of fall semester
- s = entire spring semester
- s(1) = first half of spring semester
- s(2) = second half of spring semester

FITNESS AND HEALTH ASSESSMENT

101f(1) or s(2). AEROBIC DANCE (.5)
Fitness through continuous movement.
Darling

102f(2) or s(1). BODY FITNESS (.5)
Fitness through use of weight training. (Fee required)
Darling

103f(2). FITNESS SWIMMING (.5)
Fitness through lap swimming and interval workouts.
Manuel

104f(2) or s(1). FUNDAMENTALS OF EXERCISE (.5)
Fitness through exercises, circuit training, aerobic exercise, and individually designed programs.
McKemie

105s(1). HYDROBICS (.5)
Fitness through vigorous water exercises.
Manuel

106f(1) or s(2). JOGGING FOR FITNESS (.5)
Fitness through individualized running programs.
Peterson

107. THREE-WAY FITNESS (.5)
Fitness through a combination of skills: one day of aerobic dance, one day of fundamentals of exercise, and one day of hydrobics. Not offered 1986-87

LIFETIME ACTIVITIES

110f(1). ARCHERY (.5)
Basic skills are covered. Care of equipment, scoring, shooting techniques, and types of rounds are included.
Peterson

111f(2) or s(1). BADMINTON (.5)
Basic skills are covered. Rules, singles and doubles play are included.
Peterson, McKemie



112f(2) or s(1). FENCING I (.5)
Foil fencing for the individual with little or no experience. Skills, techniques, and bouts are covered.
Manuel, Peterson

113s(1). FENCING II (.5)
Continuation of Fencing I. Advanced skills are introduced, bouts, and judging are emphasized. Prerequisite: Fencing I or permission of the instructor.
Peterson

114f(1). FOLK, SQUARE, AND SOCIAL DANCE (.5)
International folk dances, American square dances, and social dance from 1930 to the present are taught.
Darling

115f(1) or s(2). GOLF (.5)
Basic skills are covered. Rules and golf etiquette are included. Several trips are made to the driving range. (Fee required)
Peterson

116s(1). JAZZ (.5)
Basic elements of jazz dance are included. One dance required per session.
Darling

117f or s. RIDING I (.5)
Beginning riding; dressage seat geared toward combined training. Taught at Vogt Riding Academy. (Fee required)

118f or s. RIDING II (.5)
Intermediate riding. Continuation of Riding I. Taught at Vogt Riding Academy. (Fee required)
Prerequisite: Riding I or permission of the instructor

119f or s. RIDING III (.5)
Advanced Riding. Students perform basic dressage on difficult horses. Includes possibilities for jumping. Taught at Vogt Riding Academy. (Fee required)
Prerequisite: Riding II or permission of the instructor

120f(1) or s(2). SWIMMING I (.5)
Swimming for the beginner and intermediate. Five basic strokes are covered.
Manuel



142(2). SWIMMING II (.5)
Continuation of Swimming I. Advanced strokes are introduced; diving, surface treading, and sculling are covered.
Prerequisite: Swimming I or permission of the instructor
Manuel

(2) or s(2). TAP AND CLOG (.5)
Basic elements of tap and clog. Three dances in each area are taught per session.
Darling

(1) or s(2). TENNIS I (.5)
Tennis for the individual with little or no prior experience. Forehand, backhand drives, and the serve with game procedures and rules are covered.
Peterson, McKemie

(2). TENNIS II (.5)
Continuation of Tennis I. Net play, lob, and smash are covered. Singles and doubles strategies are stressed.
Prerequisite: Tennis I or permission of the instructor
Peterson

(2). TRACK AND FIELD (.5)
Introduction of track and field events.
Peterson

TEAM SPORTS

(2) or s(1). BASKETBALL (.5)
Basic skills are covered. Strategies, team play, and rules are included.
Peterson

SOCCER (1)
Basic skills are covered. Team play and rules are included. Offensive and defensive strategies are emphasized during the last half of the semester.
Manuel

(2). SOFTBALL (.5)
Basic skills are covered. Team play and rules are incorporated.
McKemie

133f(1), f(2), or s(1). VOLLEYBALL (.5)
Basic skills with team play and knowledge of rules are included.
McKemie, Peterson

SPECIALIZED ACTIVITIES

140f. BALLET I (1)
Basic ballet technique including the Cecchetti positions.
Darling

141s. BALLET II (1)
Continuation of Ballet I with more advanced skills.
Prerequisite: Ballet I or permission of the instructor
Darling

142s. LIFESAVING (1)
Red Cross advanced lifesaving course.
Prerequisite: Advanced level swimming, ability to swim 500 yards
Screening test is given. (Fee required)
Manuel

143. GYMNASTICS (.5)
Basic skills for tumbling, balance beam, vaulting and trampoline are included. Not offered 1986-87

144f(2). MODERN DANCE I (.5)
The elements of contemporary dance are introduced and explored. Technique, improvisation, and choreography are emphasized.
Darling

145s(2). MODERN DANCE II (.5)
Continuation of Modern Dance I with the addition of advanced choreographic elements.
Prerequisite: Modern Dance I or permission of the instructor
Darling



146f. SYNCHRONIZED SWIMMING (1)
Basic synchronized swimming strokes and figures are covered. Students perform a routine at the end of the semester.
Prerequisite: Advanced level swimming strokes
Manuel

147s. WATER SAFETY INSTRUCTORS (1)
Red Cross water safety instructor course. Students perfect swimming skills, learn techniques of teaching all levels of swimming.
Prerequisites: Introduction to Health Services Education course taught at Red Cross service centers (4 hours)
Advanced lifesaving
Permission of the instructor
Screening test is given
(Fee required)
Manuel

CLUB ACTIVITIES AND/OR INTERCOLLEGIATE SPORTS

Students wishing to complete part or all of their second year of physical education by participation in club activities or intercollegiate sports may do so if they meet the prerequisites.

200. BASKETBALL TEAM I (.5)
Prerequisite: permission of the instructor

201. BASKETBALL TEAM II (.5)
Prerequisite: permission of the instructor

202. CROSS COUNTRY (1)
Prerequisite: permission of the instructor

203. DOLPHIN CLUB I (.5)
Prerequisite: selection by tryout and permission of the instructor

204. DOLPHIN CLUB II (.5)
Prerequisite: Dolphin Club I and permission of the instructor

205. SOCCER TEAM (1)
Prerequisite: permission of the instructor

206. STUDIO DANCE THEATRE (1)
Prerequisite: selection by audition and permission of the instructor

207. TENNIS TEAM I (.5)
Prerequisite: team selection by tryout and permission of the instructor

208. TENNIS TEAM II (.5)
Prerequisite: Team selection by tryout and permission of the instructor

209. VOLLEYBALL TEAM (1)
Prerequisite: permission of the instructor

PHYSICS AND ASTRONOMY

Associate professor:

Arthur L. Bowling, Jr., Chair

Assistant professor:

Alberto C. Sadun

The disciplines of physics and astronomy are attempts to understand and to predict as many phenomena as possible, using a few conceptual models tested by experiment and observation.

The preparation acquired through concentration in physics or physics-astronomy provides a general, flexible foundation for graduate study or for immediate professional work in physics, astronomy, or engineering. Students who wish to major in physics are strongly encouraged to take Physics 110-111 during the freshman year.

Students considering the physics-astronomy major should elect the introductory astronomy sequence (Astronomy 120-121) and calculus during the freshman year. Physics 110-111 could be taken during the sophomore year, but the well-prepared student is encouraged to enroll in this course in the freshman year. A student interested in both physics and mathematics is invited to consider a mathematics-physics major.

Introductory physics and astronomy courses are open both to science majors and to nonscience majors. Astronomy courses incorporate the use of the Bradley Observatory's 30-inch Beck telescope. Most astronomy courses require some observational activities in the Bradley Observatory.

REQUIREMENTS FOR THE MAJOR**PHYSICS****Courses required in the discipline:**

Physics 110-111, 26 additional hours as approved by the department



courses required outside the discipline:
Mathematics 150, 205

PHYSICS-ASTRONOMY

courses required in the discipline:

Physics 110-111, 8 additional physics hours as approved by the department
Astronomy 120-121, 12 additional astronomy hours as approved by the department

courses required outside the discipline:
Mathematics 150, 205

PHYSICS

I. INTRODUCTION TO MECHANICS AND ELECTRICITY (4)

Study of motion, gravitation, and electrical phenomena.
Calculus is used. 3 LEC, 1 LAB
Prerequisite: Mathematics 119 or permission of the instructor
Not open to students who have had 210-211
Bowling

II. INTRODUCTION TO MAGNETISM, HEAT, SOUND, AND LIGHT (4)

Elements of magnetism, thermodynamics, and the physics of wave phenomena.
Calculus is used. 3 LEC, 1 LAB
Prerequisite: 110
Not open to students who have had 210-211
Bowling

III. ANALOG ELECTRONICS (1)

DC and AC circuits. Semiconductor devices and applications. Operational amplifiers. Power supplies. 1 LAB
Not open to students who have had 343
Bowling

IV. DIGITAL ELECTRONICS (1)

Number systems. Boolean algebra. Logic gates. Memories. Introduction to microprocessors. 1 LAB
Prerequisite: 242
Not open to students who have had 343
Bowling

V. CLASSICAL MECHANICS (3)

Newton's system for describing motion. Special relativity. Oscillations. Motion under the influence of central forces.
Prerequisite: 111
Bowling

VI. CLASSICAL MECHANICS II (3)

The formulations of Lagrange and Hamilton. Accelerated reference frames. Rigid body motion. Coupled oscillations and waves.
Prerequisite: 320
Bowling

330f. THERMAL PHYSICS (3)

Equilibrium thermodynamics, presented from phenomenological and from statistical points of view.
Prerequisite: 111
Bowling

331s. STATISTICAL MECHANICS (3)

Calculation of thermal phenomena using the methods of Boltzmann and Gibbs. Elements of quantum statistical mechanics.
Prerequisite: 330
Bowling

340f. ELECTROMAGNETISM (3)

Static electric and magnetic fields. Introduction to boundary value problems. Maxwell's equations.
Prerequisite: 111
Offered 1987-88 and alternate years
Bowling

341s. ELECTRODYNAMICS AND RADIATION (3)

Time-dependent electromagnetic fields. Classical electron theory. Emission and behavior of electromagnetic waves. Relativistic invariance of the theory.
Prerequisite: 340
Offered 1987-88 and alternate years
Bowling

360f. QUANTUM PHYSICS I (3)

Quantum phenomena and the failure of classical physics. Wave mechanics of quantum particles. Illustrative one-dimensional problems. Spin. Multiparticle systems.
Prerequisite: 111
Offered 1987-88 and alternate years
Bowling

361s. QUANTUM PHYSICS II (3)

Approximation methods for static and for time-dependent situations. Three-dimensional problems. Angular momentum. Scattering theory. Elementary particles.
Prerequisite: 360
Offered 1987-88 and alternate years
Bowling

410f,s. SPECIAL STUDY (2-4)

Supervised study in specific areas of physics.
The Department

490. INDEPENDENT STUDY (4-8)

The Department

ASTRONOMY

120f. INTRODUCTORY ASTRONOMY (4)

Motions of the earth, moon, planets, and stars. The nature and evolution of the stars and of other objects within the galaxy. Familiarity with algebra is strongly recommended.
3 LEC, 1 LAB evening session at Bradley Observatory
Not open to students who have had 121
Sadun

121s. INTRODUCTORY ASTRONOMY (4)

The nature of galaxies. The history and large scale structure of the universe, as presently understood. The evolution and properties of the solar system.
3 LEC, 1 LAB evening session at Bradley Observatory
Prerequisite: 120
Not open to students who have had 122
Sadun

200f. ASTROPHYSICS I (3)

Topics in stellar evolution and cosmology. Pulsars and black holes. Quasars and active galaxies.
Prerequisite: 121
Prerequisite or corequisite: Physics 110
Not offered 1986-87

211s. OBSERVATIONAL ASTRONOMY (3)

Optical systems, astrophotography, photometry, spectroscopy. Requires one evening per week at Bradley Observatory.
Prerequisite: 121
Not open to students who have had 210
Not offered 1986-87

300f. ASTROPHYSICS II (3)

Dynamics of gravitationally bound systems. Interstellar medium. Stellar and planetary atmospheres. High energy phenomena.
Prerequisites: 200, Physics 111
Not offered 1986-87

320f. GALACTIC ASTRONOMY (3)

Physical structure and evolution of stars. Exotic objects within the galaxy. Properties of interstellar gas, dust, and plasmas.
Prerequisites: 200, Physics 111
Not offered 1986-87

361s. GENERAL RELATIVITY AND COSMOLOGY (3)

Tensor analysis is developed and applied to Einstein's theory of gravitation. Black holes, gravitational radiation, and the structure and evolution of the universe are discussed within the framework of the theory.
Prerequisites: 200, Physics 111
Not open to students who have had 360
Not offered 1986-87

410f,s. SPECIAL STUDY (2-4)

Supervised study in various specific areas of astronomy.
The Department

490. INDEPENDENT STUDY (4-8)

The Department

POLITICAL SCIENCE

Associate professors:

Augustus B. Cochran III (on leave 1986-87)

Tommie Sue Montgomery

Assistant professors:

Sally A. Davenport

Janet Pratt (part-time)

Catherine V. Scott, Acting Chair

Politics is, in the words of Brian Fay, our "deliberate efforts to order, direct, and control [our] collective affairs and activities, to establish ends for our society, and to implement and evaluate these ends." There are few contemporary issues, ranging from artistic freedom to unemployment, from abortion to nuclear winter, that do not involve a significant political dimension. The discipline of political science offers a student the opportunity to think systematically about and to evaluate critically our political life.

The department offers five introductory courses, from which a student may choose one or several depending on her particular interests. Some advanced courses are open without prerequisites; others require prerequisite courses or permission of the instructor. Topics courses are designed to offer advanced students opportunities to delve into selected issues in depth and to engage in independent research.

A prospective major should take one or two introductory courses in her freshman or sophomore year. A major must then complete advanced course work with at least one course from each of the subfields of political theory, world politics, and comparative politics (including American politics). Majors are advised to take the required methodology course (P.S. 399) in the junior year.

Because political knowledge is so closely related to other disciplines, the department encourages majors to choose electives from many areas, but especially from history, philosophy, and other social sciences (economics, sociology, anthropology, and psychology). Courses in

those departments which are crosslisted below can be applied toward the major in political science.

The department encourages majors to participate in internships, such as the Governor's Internship or the Georgia Legislative Internship, and in off-campus study programs, such as Washington Semester or study abroad.

REQUIREMENTS FOR THE MAJOR

A minimum of 24 hours on the 300 or 400 level

A minimum of one course from each of the following groups:

Comparative politics: 102, 105, 301, 304, 307, 310, 313, 316, 319, 376, 377

Political theory: 106, 351, 354, 357, 379

World politics: 103, 104, 322, 326, 329, 378, 380

Methodology: either 399 or 490

A maximum of two from the following cross-listed courses may be applied toward the major:

Economics 315, Economics 334, Economics 336

History 314, History 331, History 352,

History 355, History 359

Philosophy 214, Philosophy 312

Sociology 333, Spanish 229

102f. INTRODUCTION TO AMERICAN GOVERNMENT (3)

A survey of American political institutions and issues: the Supreme Court, Congress, the Presidency, parties, interest groups, and public opinion.

The Department

103f. INTRODUCTION TO WORLD POLITICS (3)

Major problems and trends in world politics, especially since World War II: great power rivalry, revolution in weapons technology, emergence of the Third World, resource scarcity, and the role of international organizations.

Scott

104s. THE CONTEMPORARY POLITICAL CRISIS (2)

Exploration of a broad range of contemporary books and articles that attempt to understand and explain the crises of power, ideology, and social change in the United States and the world.

Not offered 1986-87

Scott

105s. COMPARATIVE POLITICS

A survey of developed and underdeveloped countries with emphasis on problems of political development, institutionalization and economic growth.

Not open to students who have had 201

S

106s. MODERN POLITICAL THOUGHT

An examination of the major theorists whose ideas have shaped the politics and ideologies of the modern world.

Not open to students who have had 202

The Department

214f. (PHILOSOPHY 214). POLITICAL AND LEGAL PHILOSOPHY

See Philosophy 214 for description.

Elfst

229s. (SPANISH 229) LATIN AMERICA PAST AND PRESENT

See Spanish 229 for description.

301f. UNITED STATES LEGAL SYSTEM

Institutions, processes, basic concepts, and personnel of the United States judicial system.

Offered 1986-87 and alternate years

Not open to students who have had 320

P

304f. LATIN AMERICAN POLITICS

The major actors, institutions, and forces shaping contemporary Latin American politics.

Not offered 1986-87

Montgom

307f. POLITICAL PARTY SYSTEMS

Comparison of the ideology and organization of political parties in a variety of political systems. Special emphasis on electoral laws and the social bases of party support in Western Europe and the United States, the role of parties in Communist systems, and forms of party rule in Third World countries.

Prerequisite: 102 or 105 or permission of instructor

Offered 1986-87 and alternate years

S



State (pres. appointee)

Undersecretary of State (manager)

Undersecretary of State (security)

and Function (headed by asst. sec.)

3

asst. sec. of State

308SE. CONTEMPORARY BRITISH POLITICS (3)

A survey of contemporary British politics through analysis of the structure and function of various political institutions, British-European relations, and government responses to the contemporary problems of economic development, social welfare, and ethnic conflict.

Scott

309SE. WEST EUROPEAN POLITICS (3)

A survey of politics in several major democratic systems in Europe (Britain, France, Italy, West Germany) and an analysis of the transition to democracy in Spain and Portugal. Some attention to broader themes in postwar European politics—class and class parties, corporatism, and economic interdependence.

Scott

310f. POLITICAL PARTICIPATION (3)

The extent, forms, and significance of the political activities of individuals, groups, and movements.
Prerequisite: 102 or 105 or permission of the instructor
Not offered 1986-87

Cochran

312s. (PHILOSOPHY 312). PHILOSOPHY OF LAW (3)

See Philosophy 312 for description.

Behan

313f. WOMEN AND POLITICS (3)

Analysis of the interaction of stratification based on sex and the political system, with emphasis on participation, leadership, policy, and feminist theory.
Not offered 1986-87

314s. (HISTORY 314). EUROPE SINCE 1945 (3)

See History 314 for description

Kennedy

315s. (ECONOMICS 315). COMPARATIVE ECONOMIC SYSTEMS (3)

See Economics 315 for description

Johnson

316f. POWER IN CONTEMPORARY SOCIETIES (3)

Who governs in advanced societies? An examination of power and the powerful and of several competing theories that claim to describe the current distribution of power.
Prerequisite: 102 or 105 or permission of the instructor

Offered 1986-87 and alternate years

The Department

319s. PUBLIC POLICY (3)

Analysis of selected issues of public policy representative of the crisis of the contemporary welfare state.

Prerequisite: 102 or 105 or permission of the instructor
Offered 1986-87

Not open to students who have had 390

The Department

322f. POLITICS OF DEVELOPMENT (3)

An examination of economic, political, and cultural explanations of underdevelopment and development, through the perspective of traditional modernization theory and dependency analysis.

Prerequisites: 103 or 105 or permission of the instructor

Not offered 1986-87

Scott

326s. STUDIES IN WORLD ORDER (3)

Global problems including war, environment, and poverty and alternative systems of world order.

Prerequisite: 103 or permission of the instructor

Offered 1986-87 and alternate years

Not open to students who have had 395

Scott

329s. LATIN AMERICA AND THE UNITED STATES IN WORLD POLITICS

Examination of the foreign policies and international relations of the nations of the western hemisphere, with particular attention to U.S.-Latin American relations.
Offered 1986-87

The Department

331s. (HISTORY 331). THE UNITED STATES SINCE 1918

See History 331 for description.

Gignill

333f. (SOCIOLOGY 333). RACIAL AND OTHER MINORITY GROUPS

See Sociology 333 for description

Timb

334s. (ECONOMICS 334). THEORIES OF ECONOMIC GROWTH, DEVELOPMENT, AND PLANNING

See Economics 334 for description.

Cunningham



36s. (ECONOMICS 336). PUBLIC FINANCE (3)

See Economics 336 for description.
Cunningham

51f. DEMOCRATIC THEORY (3)

The evolution of meanings and justifications of democracy and problems of democratic institutions and practices in the modern nation-state.

Prerequisite: 106 or permission of the instructor
Not offered 1986-87
Not open to students who have had 396
Cochran

2s. (HISTORY 352). SOUTHEAST ASIA (3)

See History 352 for description.
Campbell

4s. (PHILOSOPHY 305). MARX AND VARIETIES OF SOCIALISM (3)

The thought of Karl Marx and its development in subsequent socialist theory and practice. Topics such as Bernstein's revisionism, Leninism, Chinese Communism,

and Yugoslav self-management will be considered.
Not offered 1986-87
Not open to students who have had 305
Cochran, Parry

355SI. (HISTORY 355SI). INDIA AND THE WORLD TODAY (4)

See History 355SI for description.
Campbell

357s. (PHILOSOPHY 317). NEO-MARXISM (3)

Examination of major Marxist theorists of the twentieth century and of the problems and conditions that have shaped their thought.
Prerequisite: 354 or permission of the instructors
Not offered 1986-87

Cochran, Parry

359s. (HISTORY 359). SUB-SAHARAN AFRICA IN THE TWENTIETH CENTURY (3)

See History 359 for description
Campbell

376s. TOPICS IN LATIN AMERICAN POLITICS (3)

Not offered 1986-87

377f. TOPICS IN POLITICAL INSTITUTIONS AND BEHAVIOR (3)

Offered 1986-87 and alternate years
The Department

378s. TOPICS IN WORLD POLITICS (3)

1986-87: Comparative Communism: Comparative analysis of the origins of Communist regimes, the process of developing indigenous Marxist-Leninist models, and variations in the nature of party development, rural and industrial policies, and civilian-military relations. Includes case studies of the Soviet Union, China, Yugoslavia, Cuba, and Mozambique.
Prerequisite: 105 or permission of the instructor
Scott

379s. TOPICS IN POLITICAL THEORY (3)

Not offered 1986-87
Cochran

380s. REFORM AND REVOLUTION (3)

Examination of the causes, forms, and limits of political change, through the study of selected cases.
Prerequisite: permission of the instructors
Not offered 1986-87
Cochran, Scott

399f. (SOCIOLOGY 399). METHODOLOGY OF SOCIAL SCIENCE RESEARCH (4)

The philosophy of social science and the principal methods of social research.
Open to political science, sociology, and sociology-anthropology majors only or by permission of the instructors
Not open to students who have had 393
Scott, Dillman

410f.s. SPECIAL STUDY (2-4)

Supervised study in a selected field of political science.
The Department

482s. (ECONOMICS, PSYCHOLOGY, SOCIOLOGY, OR ANTHROPOLOGY 482) SOCIAL SCIENCE SENIOR SEMINAR (3)

A multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology.
Open only to senior majors in these departments
Prerequisite: permission of the instructors
Not offered 1986-87

490. INDEPENDENT STUDY (4-8)

Independent research under the supervision of a member of the department.
The Department



PSYCHOLOGY



Professors:

Lee B. Copple, Chair
Miriam K. Drucker

Associate professor:
Ayse Ilgaz Carden (on leave 1986-87)

Thomas W. Hogan

Assistant professor:
Sara E. Mannle

Psychology is the scientific study of human and animal behavior. The departmental offerings reflect the diversity of areas within the field. The program for majors provides a strong background in academic psychology, including opportunities for both first-hand laboratory experiences and field experiences.

Students begin work in the department with a study of general psychology. Psychology 121 is prerequisite to all other courses.

Students who are planning to major in psychology should consult with a member of the department as early in their college careers as possible. (Majors should try to elect Biology 100 and a mathematics course, excluding Math 150, in either the freshman or sophomore year.)

REQUIREMENTS FOR THE MAJOR

Courses required in the discipline:
121, 306, 307, 404, 405

Courses required outside of the discipline:
Biology 100
One course in mathematics excluding Math 150 (Introduction to Computer Programming)

Courses recommended for the major:
At least one course in each of the following areas of psychology:
Social (130, 305)
Personality and Abnormal (310, 312, 316, 406)
Developmental (209, 210, 324)
Cognitive and Physiological (215, 220)

121f or s. GENERAL PSYCHOLOGY (4)
A scientific description of facts and principles of psychology. Emphasis on methods and results of experimental investigation of human and animal behavior.

The Department

Psychology 121 is the prerequisite for all other courses in psychology.

130s. PSYCHOLOGY OF WOMEN (3)
A critical review of psychological theory and research toward an understanding of the cognitive, social, and emotional behavior of women.

Mannle

209f (EDUCATION 201). CHILD PSYCHOLOGY (1)
Development of the individual from conception to adolescence.

Druck

210s (EDUCATION 202). ADOLESCENT PSYCHOLOGY (1)
Development of the individual from the end of childhood to the beginning of young adulthood.

Druck

215f. COGNITIVE PSYCHOLOGY (1)
A study of human cognition and perception with selected topics from attention, states of consciousness, human learning, memory imagery, concept formation, language, problem solving, creative thinking, and intelligence
Offered 1986-87 and alternate years

Hog

220f. PHYSIOLOGICAL PSYCHOLOGY (1)
The neurophysiological basis of various mental and behavioral processes such as sensory-motor mechanisms, perception, emotion, motivation, thinking, memory, language, sleep, and consciousness.
Offered 1987-88 and alternate years

Hog

35f. SOCIAL PSYCHOLOGY (3)

The behavior of the individual as influenced by the behavior and characteristics of other individuals.

Mannle

36f.(SOCIOLOGY 360). EXPERIMENTAL DESIGN AND STATISTICS (4)

Basic principles of experimental design and the use of statistical analysis in social science research.

Prerequisite: one course in mathematics excluding Math 150 (Introduction to Computer Programming)

3 LEC 1 LAB

Mannle

7s. EXPERIMENTAL PSYCHOLOGY (4)

Fundamentals of the experimental method in psychology with an emphasis on problems, theories, and experiments in learning. Individual experiments are designed and carried out.

Prerequisite: 306

3 LEC 1 LAB

Mannle

0s. PSYCHOLOGICAL ASSESSMENT (3)

Fundamentals and principles of psychological tests; administering, evaluating, and using results obtained.

Copple

2s. ABNORMAL PSYCHOLOGY (3)

The more common behavior disorders, with attention paid to their causes and therapy.

Copple

6f. PERSONALITY (3)

Theory and research in the field of personality.

Drucker

4f. SPECIAL AREAS OF PSYCHOLOGY (2)

Grief and Death. A study of the current literature and research on dying, death, and grief.

Offered 1986-87 and alternate years

Drucker

Quality of Life. A study of the current literature and research on life enhancement and the primary prevention of psychopathology.

Offered 1987-88 and alternate years

Drucker

4f. HISTORY OF PSYCHOLOGY (3)

The historical background of current systems and problems in psychology.

Copple

5s. CONTEMPORARY THEORIES AND RESEARCH IN PSYCHOLOGY (3)

Contemporary theories, research, and problems in psychology.

Drucker

406s. PRACTICUM (3)

Supervised field placement in an agency or institution dealing with psychopathology supplemented by an extensive reading program, a tutorial, and a weekly seminar. Open to senior psychology majors and to other students with permission of the instructor.

The Department

410f,s. SPECIAL STUDY (2-4)

Supervised intensive study in fields or problems of psychology.

The Department

481s.(BIOLOGY 481). INTERDISCIPLINARY SEMINAR IN ANIMAL/HUMAN BEHAVIOR (1)

Open to students taking the interdisciplinary major in biology-psychology or to senior majors in biology or in psychology

with adequate preparation in both disciplines, as determined by consultation with both department chairs.

Hogan, Hover

482s.(ECONOMICS, POLITICAL SCIENCE, SOCIOLOGY, OR ANTHROPOLOGY 482). SOCIAL SCIENCE SENIOR SEMINAR (3)

A multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology. Open only to senior majors in these departments

Prerequisite: permission of the instructors
Offered 1987-88

490f,s. INDEPENDENT STUDY (4-8)

Independent research is arranged under the supervision of a member of the department.

The Department



SOCIOLOGY AND ANTHROPOLOGY

Professor:

John A. Tumblyn, Jr., Acting Chair

Associate professor:

Constance A. Jones (on leave 1986-87)

Assistant professors:

Caroline M. Dillman (part-time)

Kathryn Palumbo (part-time)

Brian Sherman (part-time)

The Department of Sociology and Anthropology offers a major in sociology and an interdisciplinary major in sociology-anthropology.

Sociology is a disciplined analysis of social organization and social interaction with primary emphasis on societies of the industrial West. Courses beyond the introductory address four areas of inquiry: institutional ways of dealing with fundamental human needs, problems related to changes and disruptions in social organization, the interplay between individual and group expectations, and the interdependence of the accumulated knowledge and continuing research in the discipline.

As an objective approach to human social behavior, sociology addresses critical issues of liberal education by examining the interaction among culture, society, and personality. Sociology is humanistic in its concern for the development of individuals and groups and in its emphasis on the ways in which individuals and groups search for meaning in their lives.

Although students in their first two years may enroll in 300-level courses by permission of the instructor, the traditional sequence is 100- and 200-level courses immediately following sociology 101.

Requirements for the major include an introduction to sociology (101), a review of historical and contemporary theoretical

contributions to the discipline (351, 352), an overview of the methods used in social science research (399), statistical analysis (360), and an introduction to the analysis of culture (anthropology 101). The department recommends that students complete these requirements during their first three years in order that these courses can serve as preparation for major independent research work during the senior year.

Most sociology courses embrace facets of other social science disciplines and are taught, in varying degrees, within a multidisciplinary context. In addition to offering these perspectives in sociology courses, the department also cooperates with other social science departments in offering several courses jointly (statistics, cross-listed with psychology; methodology, cross-listed with political science) as well as with other disciplines outside the social sciences (sociology of religion and sociology of education). As seniors, students may enroll in the multidisciplinary social science seminar.

The department encourages double majors. Students often combine a major in sociology with a major in another discipline in the natural sciences, the social sciences, or the humanities. The department also encourages student-designed majors in which a student draws on the perspectives of various disciplines in study of a topic she has selected.

Anthropology is the comparative study of culture, emphasizing both the unity of humankind and the diversity of specific peoples. Much of the information anthropologists use is gathered during participant observation of small-scale, non-Western societies. As a student learns about cultures very different from her own, she is liberated from the limited and limiting perspectives of her familiar world. The fundamental question "What is it to be

human?" is crucial to both anthropology and other forms of liberal learning.

A student majoring in sociology-anthropology should take anthropology 101 and sociology 101 during her freshman and/or sophomore years, for these are prerequisites to all other courses in the two disciplines. While still a sophomore, she is encouraged to take required courses at the 200 level, such as anthropology 202 and required courses in related disciplines. During her junior year she will typically add to electives the required courses in theory and methodology (sociology 399 and 351), freeing the senior year for completing her major with courses that are not required. Students with special interests should keep in mind the option of self-designed double majors such as anthropology and art history, anthropology and biology.

REQUIREMENTS FOR THE MAJOR

SOCIOLOGY

Courses required in the discipline:

Sociology 101, 351, 352, 360, 399
13 additional hours in sociology
Anthropology 101

Course required outside the discipline:

One course in mathematics (excluding Math 150 - Introduction to Computer Programming)

SOCIOLOGY-ANTHROPOLOGY

Courses required in the discipline:

Sociology 101, 315, 351, 399
Anthropology 101, 202, 305
7 additional hours in either sociology or anthropology

Courses required outside of the discipline:

One of the following: Biology 200, 204; Psychology 220
One of the following: Bible 310 or 311; Economics 315; History 110 or 111; Political Science 105

We regret that in the 1986-88 Agnes Scott College academic catalog the following courses were accidentally omitted from the Department of Sociology and Anthropology:

- 17f (EDUCATION 203). SOCIOLOGY OF EDUCATION (3)
 Education in cross-cultural perspective. The role of education in the transmission of values and culture. The conflict between family and school. The inequality of educational opportunity.
 Offered 1987-88 and alternate years
Dillman
- 19s. INTRODUCTION TO SOCIAL WELFARE INSTITUTIONS (4)
 Social welfare as a social institution and social work as a profession. Consideration of social welfare agencies.
 Offered 1986-87 and alternate years
Palumbo
- 24f. URBAN AND RURAL SOCIOLOGY (3)
 Comparative study of rural and urban environments, populations, and socialization processes.
 Not open to students who have had 325
 Offered 1986-87 and alternate years
Dillman
- 1s. SOUTHERN WOMEN AND SOCIAL CHANGE (3)
 Analysis of Southern women as initiators and recipients of social change. Particular emphasis on the differences in heritage and experience of Southern black women and white women in traditional and contemporary contexts.
Dillman
- 265s. CLINICAL SOCIOLOGY (4)
 Application of sociological concepts, methods, and knowledge in the treatment of institutional problems in public and private organizations.
 Practicum included
 Prerequisite: 101
Sherman
- 315s (BIBLE AND RELIGION 315). SOCIOLOGY OF RELIGION (4)
 Analysis of religion as a social institution with emphasis on the relationships between belief systems and social organization. Overview of historical and contemporary religious movements, with field work in new religious movements.
 Not offered 1986-87
Jones
- 330s. SOCIETY AND SELF (3)
 Theory and research in microsociology which analyzes self as a product of social process.
Sherman



SOCIOLOGY**1f or s. INTRODUCTION TO SOCIOLOGY (3)**

Current sociological theory and research as they relate to primary units of social life, social processes, and social institutions. Emphasis on relating concepts to contemporary American society.

Dillman, Timblin

biology 101 is the prerequisite for all other courses in sociology except 333 and 375SI.

1s. ANALYSIS OF SOCIAL PROBLEMS (3)

Examination of alternative ways of defining, measuring, and intervening in social problems.

Dillman

1s. HUMAN SEXUALITY IN SOCIAL CONTEXT (2)

Patterns of human sexual behavior by social group membership. An examination of social and cultural aspects of human sexuality with an emphasis on the sociology of sex. Not offered 1986-87

Dillman

1f. THE FAMILY (3)

The family as a basic social institution. The range of alternative behaviors in contemporary family life. Role relationships within the family and changes in family patterns. Family organization in different social classes, ethnic groups, and utopian communities.

Dillman

3f(POLITICAL SCIENCE 333). RACIAL AND OTHER MINORITY GROUPS (3)

A study of race, ethnicity and class contacts which result in differences in access to privilege, prestige, property, and power. Prerequisite: 101 or Anthropology 101

Timblin

5f. SOCIOLOGY OF GENDER ROLES (3)

Analysis of historical and contemporary social roles of women and men with particular attention to socialization, stratification, social change, and attitude formation.

Palumbo

f. HISTORY OF SOCIOLOGICAL THOUGHT (3)

Analysis of the content, historical background, and ideological settings of major nineteenth- and twentieth-century social theories.

Sherman

325s. CONTEMPORARY SOCIOLOGICAL THOUGHT (3)

Analysis of the development of sociological thought and research during the twentieth century, focusing mainly on the work of representative sociologists in the United States and Europe. Prerequisite: 351

Sherman

360f(PSYCHOLOGY 306). EXPERIMENTAL DESIGN AND STATISTICS (4)

See Psychology 306 for description. Prerequisite: One course in mathematics excluding Math 150 (Introduction to Computer Programming)

Carden

375SI. INDIAN CULTURE AND SOCIETY (4)

Analysis of Indian social structure and way of life. Guest lectures by Indian social scientists and visits to cultural centers in North and South India.

Jones

399f(POLITICAL SCIENCE 399). METHODOLOGY OF SOCIAL SCIENCE RESEARCH (4)

The philosophy of social science and the principal methods of social research. Open to political science, sociology, and sociology-anthropology majors only or by permission of the instructors. Not open to students who have had 361 or Political Science 393

Dillman, Scott

410f,s. SPECIAL STUDY (2-4)

Supervised intensive study in a special field of sociology.

The Department

482s. (ECONOMICS, POLITICAL SCIENCE, PSYCHOLOGY, OR ANTHROPOLOGY 482). SOCIAL SCIENCE SENIOR SEMINAR (3)

A multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology. Open only to senior majors in these departments

Prerequisite: permission of the instructors. Not offered 1986-87

490. INDEPENDENT STUDY (4-8)

The Department

ANTHROPOLOGY**101f. CULTURAL ANTHROPOLOGY (3)**

Humans viewed both as culture-making and culture-made animals. Contributions of the cultural perspective to the understanding of variations and similarities in human bodies, languages, personality

types, social organization, belief systems, and adaptations to ecosystems.

Timblin

201s. NATIVE PEOPLES OF THE AMERICAS (3)

Cultural evolution and cultural ecology approaches in anthropology used in a comparative study of bands, tribes, and chiefdoms found in North and South America. Attention given to problems of acculturation, assimilation, and culture change after European contact. Offered 1986-87 and alternate years. Prerequisite: 101

Timblin

202s. ECOLOGICAL ANTHROPOLOGY (3)

Beliefs and behaviors viewed as adaptive mechanisms for environments. Human responses to the need to secure nutrients and other sources of energy, ensure their continuing availability, and make possible the survival of populations. Offered 1987-88 and alternate years. Prerequisite: 101

Timblin

303s. PRE-COLUMBIAN CIVILIZATIONS (3)

Alternative answers to the question "Who is civilized?" examined through a comparative study of the high cultures of Middle and South America. Special attention given to Maya, Teotihuacan, Aztec, pre-Inca and Inca sociocultural systems. Prerequisite: 101

Timblin

305f. COMMUNICATION IN CULTURE AND SOCIETY (3)

Language investigated within and across cultural and social boundaries. Ways in which verbal and non-verbal patterns of communication signal and create identities, relationships, and meanings; how communicative behavior shapes and is shaped by the contexts in which it is used. Prerequisite: 101 or Sociology 101

Timblin

410f,s. SPECIAL STUDY (2-4)

Supervised intensive study in a special field of anthropology.

The Department

482s(ECONOMICS, POLITICAL SCIENCE, PSYCHOLOGY, OR SOCIOLOGY 482). SOCIAL SCIENCE SENIOR SEMINAR (3)

A multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology. Open only to senior majors in these departments

Prerequisite: permission of the instructors. To be offered 1987-88

SPANISH

Professor:

Constance Shaw, Chair

Associate professor:

M. Eloise Herbert

Instructor:

Ada Aleman (part-time)

The major in the Department of Spanish is designed to develop proficiency in the four language skills and to present the cultural and literary traditions of the Hispanic countries.

The Specific Standard of the intermediate level of a foreign language is fulfilled by 200-201 or 205-211. The literature Distributional Standard is fulfilled by one semester of 220 or a more advanced literature course. Entering students are placed by the department after tests and conferences.

All students of Spanish have the opportunity to live on the Spanish Hall and to improve fluency at the Spanish Dining Table, at the weekly tertulias, in the language laboratory, and in daily association with our Hispanic students. Students are encouraged to live and study in a Spanish-speaking country.

REQUIREMENTS FOR THE MAJOR:

221 or equivalent; 305, 306, 302; 311-312; 405; 420 or 452 or 453; 355 or 454
Spanish 227 and 229 not applied toward minimum 30-hour major

100f. ELEMENTARY (4)

Fundamentals of Spanish for conversation, writing, and reading. An introduction to Spanish literature. One hour of required practice.
Not open to students who have had 01
Herbert, Shaw

101s. ELEMENTARY (4)

Continuation of 100f
Students with a grade of A or B proceed into 205f.
Not open to students who have had 01
Herbert, Shaw

200f. INTERMEDIATE (3)

Training in the use of the Spanish language in conversation and writing. Reading from Hispanic literature.

Prerequisite: 2 entrance credits or a grade of C in 101

Not open to students who have had 101 under the quarter system

Aleman, Herbert

201s. INTERMEDIATE (3)

Continuation of 200f.
Not open to students who have had 101 under the quarter system

Aleman, Herbert

204s. ORAL SPANISH (3)

Designed to develop fluency in the practical use of Spanish in everyday situations.
Prerequisite: 101 or permission of the department

Aleman

205f. HONORS INTERMEDIATE (3)

Grammar review. Practice in oral and written expression.
Prerequisite: 3 entrance credits or 201, or 101 with a grade of A or B, or permission from the department
Not open to students who have had 105

Shaw

211s. HONORS INTERMEDIATE (3)

Language study. Introduction to Hispanic art, history, and literature.

Shaw

215f. HISPANIC CIVILIZATION (3)

This course, to be given in Spanish, proposes to present the most significant developments in the civilization of Spain.
Prerequisite: 201 or permission of the department
Not offered 1986-87; offered 1987-88

Herbert

216SM. CULTURE OF MEXICO (3)

A study of the history of Mexico and Mexico today.
Prerequisite: Approval by the director
Offered summer 1986

220f. READINGS IN HISPANIC LITERATURE (3)

Reading and discussion of major Spanish and Spanish-American works of various periods and genres. **220 and 221 are prerequisite to all 300- and 400-level literature courses, except by permission of the department.** It is suggested that the student take the 211 language course as she takes this 200-level literature course if her writing skills are weak.

Prerequisite: 4 entrance credits, or 201 with grade of A or B, or 205-211, or permission of the department

Herbe

221s. READINGS IN HISPANIC LITERATURE (3)

Continuation of 220
Prerequisite: 220 or permission of the department

Herbe

227s. MEXICO: THE SEARCH FOR IDENTITY (3)

An examination of the principal problems underlying Mexico's search for a national identity as reflected primarily in major works of prose. Complementary readings and lectures on Mexican history, politics, society, and art will be included. Given in English.
Offered 1987-88 and alternate years

228SM. MEXICAN PROSE OF THE TWENTIETH CENTURY (3)

An introduction to Mexican prose fiction of the twentieth century.
Prerequisite: Spanish 201 and permission of the director
Offered summer 1986

229s (POLITICAL SCIENCE 229). LATIN AMERICA: PAST AND PRESENT (3)

A multidisciplinary introduction to the civilization, history, politics, economics, art, and literary expression of Latin America. Lectures given by visiting specialists and faculty members from such departments as anthropology, art, economics, history, political science, and Spanish.
Given in English.

Alema

302f. PHONETICS (1)

Herbe

305f. ADVANCED GRAMMAR AND COMPOSITION (2)

Herbe

306s. ADVANCED GRAMMAR AND COMPOSITION (2)

Continuation of 305

Herbe

220 and 221 are prerequisite to all 300-level courses, except by permission of the department.



4. THE GOLDEN AGE: CONFORMITY AND DISSENT (3)

The Moorish, picaresque, and exemplary novels. Mystic poetry. The theatre of Lope de Vega, Calderon, and Tirso de Molina. Not offered 1986-87
Offered 1987-88

Shaw

5. THE GOLDEN AGE: CONFORMITY AND DISSENT (3)

The Quijote.

Shaw

6. SPANISH CIVILIZATION IN THE NEW WORLD (3)

Historical and literary background, outstanding figures in political and cultural life, reading from representative authors. Offered 1987-88 and alternate years

404f. ADVANCED CONVERSATION (2)

Aleman

405f. TRANSLATION (2)

Shaw

420s. TWENTIETH-CENTURY PROSE IN SPAIN (3)

Includes writers from Unamuno and Ortega to Arrabal and Goytisolo. Offered 1986-87

Shaw

452s. THE NOVEL OF THE NINETEENTH CENTURY IN SPAIN (3)

Offered 1987-88
Not open to students who have had 352

Herbert

453f. MODERN POETRY OF SPAIN (3)

Not offered 1986-87
Offered 1987-88
Not open to students who have had 353

Herbert

454f. TWENTIETH-CENTURY SPANISH-AMERICAN LITERATURE (3)

Offered 1986-87 and alternate years
Not open to students who have had 354

Aleman

410f,s. SPECIAL STUDY (2-4)

The Department

490f,s. INDEPENDENT STUDY (4-8)

The Department

THEATRE

Assistant professors:

Paul Lifton
Becky B. Prophet
Dudley W. Sanders, Chair

The goal of the Department of Theatre is to establish high standards of creativity and appreciation in order to enhance the theatre experience as a facet of the liberal arts tradition. This is accomplished through a program which interrelates theory, history, and practice. With the Winter Theatre as the laboratory, all aspects of the theatre arts may be studied in close association with the creative process of the produced play.

Students who are planning to major in theatre should consult with a member of the theatre department early in their college careers. It would be advantageous for prospective majors to complete Theatre 105 and 110 as soon as possible, as they form the working basis for the more specialized upper-level courses.

REQUIREMENTS FOR THE MAJOR

Courses required in the discipline:

105, 110, 231, 308, 310, 312, 314, 326
Two of the following: 200, 201, or 202
One of the following resulting in a public performance: 327, 345, 410, or 490

Courses required outside the discipline:

Two of the following:
Art: 161 or 162; any courses listed under the History and Criticism of Art Classics: 332
English: 313, 314, 323, or 329
Music: 106 or 107
Philosophy: 232
Dramatic literature courses in the Departments of Classical Languages and Literatures, French, German, and Spanish
History: certain courses with the approval of the Department of Theatre

105f. INTRODUCTION TO THE THEATRE: TEXT AND CHARACTER (4)

Study and practical application of all aspects of theatre as a performing art. Emphasis on dramatic literature, acting, and costume and make-up design.
Open to students who have had 100 only with permission of the department
3 LEC, 1 LAB

The Department

110s. INTRODUCTION TO THE THEATRE: TEXT AND ENVIRONMENT (4)

Study and practical application of all aspects of theatre as a performing art. Emphasis on dramatic literature, directing, and scene and lighting design.
Open to students who have had 100 only with permission of the department.
3 LEC, 1 LAB

The Departmen

117f. INTRODUCTION TO PUBLIC SPEAKING (2)

Techniques of effective oral communication including methods of organization, means of presentation, and voice and diction, practiced in the context of group discussion and public speaking. A combination lecture-laboratory course.
Not open to students who have had 107

Proph

200f. TECHNICAL THEATRE (2)

Principles of stagecraft and lighting. Basic working knowledge of theatrical drafting, construction techniques for two- and three-dimensional scenery, painting, stage rigging and machinery, and lighting equipment and design. Practical application of techniques through participation in production
2 LEC, 1 LAB

Sande



- 01s. SCENE DESIGN (3)**
Principles of scenic design for the proscenium stage. Emphasis on script analysis, basic composition and research skills, theatrical drafting, and execution of designs in a color medium. Practical application of techniques through participation in production.
Not open to students who have had 311
2 LEC, 1 LAB
Sanders
- 02s. COSTUME DESIGN (3)**
Principles of costume design for the stage. Emphasis on script analysis, period research, rendering techniques, and execution of designs in a color medium. Practical application of techniques through participation in production.
2 LEC, 1 LAB
Sanders
- 03f(ENGLISH 203). PLAYWRITING (3)**
Principles of the craft of the playwright and the resources of the theatre, through reading of playscripts and the writing of a one-act play.
Sanders
- 06s. DANCE HISTORY (3)**
A course designed to give the student a broad understanding of the historical background of the dance from its origins in primitive society to the present, with emphasis on its relation to the other arts and to the society of each period.
Not offered 1986-87
- 07s. ORAL INTERPRETATION (3)**
Approaches to the oral performance of literature, with emphasis on text analysis, rehearsal techniques, and performance skills. Literary forms for interpretation include prose, poetry and drama.
Not open to students who have had 209
Lifton
- 07. THEATRE MANAGEMENT (3)**
An exploration of the history, theory, and practice of theatrical producing. A survey of the economic, sociological, and administrative aspects of producing throughout the history of Western theatre with primary focus on theatre in the United States today. Practical application of material to producing experience.
2 LEC, 1 LAB
Offered 1987-88 and alternate years
Prophet
- 07f. COSTUME HISTORY (3)**
A survey of costume and fashion design from classical Greece to the present. Emphasis on individual period styles and trends in development from period to period.
Sanders
- 231f. ACTING I (3)**
Exercises and presentations which tap creative energy and free the student's imagination for application to scene study and class performance. Equal emphasis on improvisation and text analysis in preparation for performance assignments. A combination lecture-laboratory course.
Lifton
- 235s. ACTING II (3)**
Text analysis, scene study and presentation with major emphasis on the external factors of character, environment, and ensemble. Emphasis on practice with some study of theory in the preparation and presentation of performance assignments. A combination lecture-laboratory course.
Prerequisite: 231 or permission of the instructor
Not open to students who have had 232
Lifton
- 236s. MAKE-UP (1)**
Methods and materials of make-up for the theatre, with emphasis on external creation of character in a wide range of styles.
Not open to students who have had 232L
Prophet
- 239f. ACTING III (3)**
Study and practice in the presentation of scenes in various theatrical styles, from Ancient Greek to Brechtian. Preparation and presentation of a monologue and three scenes.
Prerequisite: 235 or permission of the instructor
Not open to students who have had 233
Prophet
- 308f. THEATRE HISTORY I (3)**
Theatrical works from classical Greece through the Renaissance analyzed in historical context. Emphasis on the theatre architecture, staging and production practices, and acting styles of the times.
Lifton
- 310s. THEATRE HISTORY II (3)**
Theatrical works from the Renaissance through the mid-nineteenth century analyzed in historical context. Emphasis on the theatre architecture, staging and production practices, and acting styles of the times.
Prerequisite: 308 or permission of the instructor
Lifton
- 312f. THEATRE HISTORY III (3)**
Theatrical works from the mid-nineteenth century to the present analyzed in historical context. Emphasis on dramatic theories, theatre architecture, staging and production practices, and acting styles of the times.
- Prerequisite: 310 or permission of the instructor
Not open to students who have had 343
Lifton
- 314s. AMERICAN THEATRE HISTORY (3)**
Theatrical works from the Colonial period to the present analyzed in historical context. Emphasis on dramatic theories, theatre architecture, staging and production practices, and acting styles of the times.
Not open to students who have had 344
Prophet
- 318s. EAST ASIAN THEATRE HISTORY (3)**
A survey of the principal forms of theatre and the major plays of China from 1238 to 1948, and Japan from 1350 to 1939. A study of the basic techniques of presentation of theatre for the two cultures.
Offered 1986-87 and alternate years
Prophet
- 326f. DIRECTING I (3)**
Study in approaches to realizing a script in performance. Focus on text analysis, creation of a promptbook, and the presentation of a directed scene.
Prerequisite: 105 or 110 or permission of the instructor
Prophet
- 327s. DIRECTING II (3)**
Practical application of directing theories and skills through staging a one-act play for public performance, beginning with casting and ending with closing night.
Prerequisite: 326
Prophet
- 345s. (ENGLISH 345). PLAYWRITING WORKSHOP (3)**
Advanced study of the full-length playscript, with individual conferences and group workshop sessions culminating in the completion of a full-length play.
Prerequisite: 203 or permission of the instructor
Not open to students who have had English 342 taken in Drama
Sanders
- 410. SPECIAL STUDY (2-4)**
Supervised intensive study of selected topics in theatre history or dramatic literature, or supervised advanced projects in the areas of acting, design, directing, or playwriting.
The Department
- 490. INDEPENDENT STUDY (4-8)**
Exploration of an area of intellectual or artistic interest which results in the creation of a major piece of art or research.
The Department

INTERDISCIPLINARY MAJORS

The College offers nine established interdisciplinary major programs: Art History-English Literature, Art History-History, Biology-Psychology, English Literature-Creative Writing, History-English Literature, International Relations, Mathematics-Physics, Physics-Astronomy, and Sociology-Anthropology. A student interested in other interdisciplinary work may design her own major in consultation with the dean of the College and the chairs of the appropriate departments.

ART HISTORY- ENGLISH LITERATURE

Advisers:

Professor McGehee, Chair
Department of Art
Professor Pinka, Chair
Department of English

This major provides an integrated study of art history and literature with concentration in specific historical periods. Students will offer a minimum of 15 semester-hours in art history, 6 semester-hours in studio art, and 15 semester-hours in English and American literature above the 200 level. Other courses may be elected in art history, studio art, and English and American literature not to exceed a combined total of 60 semester-hours.

BASIC COURSES REQUIRED

English 101 and 102 or 103 and 104
Art History 102, 103
Studio Art 161, 162

REQUIRED COURSES IN HISTORICAL PERIODS

ANCIENT

One of the following courses in art history:
Art 319, a related 320 topic with permission of the department chair

MEDIEVAL AND EARLY MODERN EUROPEAN

One of the following courses in art history:
Art 308, 309, a related 320 topic with permission of the department chair
One course in medieval literature: English 305, 306, 307
One course in renaissance literature: English 313, 314, 316
One course in seventeenth- and eighteenth-century literature: English 327, 328, 329, 361, 362

AMERICAN AND MODERN EUROPEAN

Two of the following courses in art history:
Art 302, 304, 305, a related 320 topic with permission of the department chair
Two of the following courses in literature:
English 320 or 323 or 336, 321 or 322 or 338, 332 or 333 or 334.

ART HISTORY-HISTORY

Advisers:

Professor McGehee, Chair
Department of Art
Professor Brown, Chair
Department of History

The purpose of this major is to provide the student with a general knowledge of Western history, art history, and the fundamentals of studio art; and with the opportunity for a more detailed study of these subjects in specific historical periods. Prescribed courses in the Departments of Art and History total 42 hours, including 21 hours in art and 21 hours in history. The student will offer in addition at least another 3 hours of history at the 300 level in order to present a minimum of 18 hours in advanced history courses. Other courses may be elected in art history and studio art, not to exceed a combined total of 60 semester-hours.

BASIC COURSES REQUIRED

History 101 and 102
Art 102 and 103
Art 161 and 162

REQUIRED COURSES IN HISTORICAL PERIODS

ANCIENT

One of the following courses in art history:
Art 319, a related 320 topic with permission of the department chair
One of the following courses in history:
History 301, 303

MEDIEVAL AND EARLY MODERN EUROPEAN

One of the following courses in art history:
Art 308, 309, a related 320 topic with permission of the department chair
Two of the following courses in history:
History 305, 306, 307

AMERICAN AND MODERN EUROPEAN

Two of the following courses in art history:
Art 302, 304, 305, a related 320 topic with permission of the department chair
One of the following courses in history:
History 311, 313, 314, 316
One of the following courses in history:
History 325, 331, 337

BIOLOGY-PSYCHOLOGY

Advisers:

Professor Bowden, Chair
Department of Biology
Professor Copple, Chair
Department of Psychology

This major is offered to provide an integrated study of the behavior of humans and other animals. Students will offer a minimum of 24 semester-hours in biology and 18 in psychology, as well as the one-hour interdisciplinary seminar. Other courses may be elected in the two fields not to exceed a combined total of 60 semester-hours.

BASIC COURSES REQUIRED

Biology 100, 105
Psychology 121
Biology 200, 204, 206, 300, 305, 481
(Psychology 481)
Psychology 220, 306, 307, 405, 481 (Biology 481)
Chemistry 101, 101L, 102, 102L

SUGGESTED COURSES

Biology: 208, 302, 306
 Psychology: at least one course in each of the following areas of psychology: Social 130, 305
 Personality and Abnormal 310, 312, 316, 406
 Developmental 209, 210, 324

It is strongly recommended that students who plan to pursue graduate work combining these fields take Chemistry 202 with laboratory.

ENGLISH LITERATURE-CREATIVE WRITING

Adviser:
 Professor Pinka, Chair
 Department of English

This major offers an opportunity for students to work extensively in both literature and creative writing. Students will offer a minimum of 30 hours in courses in English and American literature inclusive of English 101 and 102 or 103 and 104 and English 211 or 212 or 213 or 214 or equivalent and 12 hours in courses in creative writing, with activities in these disciplines not to exceed a combined total of 60 semester-hours.

HISTORY-ENGLISH LITERATURE

Advisers:
 Professor Brown, Chair
 Department of History
 Professor Pinka, Chair
 Department of English

This major is offered to provide an integrated study of history and literature. Students will offer a minimum of 15 semester-hours in European, English, and American history above the 100 level and 15 semester-hours in English and American literature above the 200 level. Other courses may be elected in history and literature, not to exceed a combined total of 60 semester-hours, and in appropriate correlative studies.

BASIC COURSES REQUIRED

English 101 and 102 or 103 and 104
 History 101 and 102 or 208 and 209 or 212 and 213

REQUIRED COURSES IN HISTORICAL PERIODS

MEDIEVAL AND EARLY MODERN EUROPEAN

Two of the following: History 305, 306, 371, 373

One of the following: English 305, 306, 307
 One of the following: English 313, 314, 316
 One of the following: English 327, 328, 329, 361, 362
 Appropriate correlative studies: Art 308, Art 309, Bible 352, Music 302, Philosophy 206, Philosophy 209, Philosophy 310, Theatre 308

AMERICAN AND MODERN EUROPEAN

One of the following: History 311, 313, 314, 316
 Two of the following: History 325, 329, 331, 337
 Two of the following: English 320 or 323 or 336; 321 or 322 or 338; 332 or 333 or 334
 Appropriate correlative studies: Art 304, Art 305, Bible 110, Bible 307, Music 205, Music 304, Music 305, Philosophy 305, Philosophy 308, Theatre 310, Theatre 312, Theatre 314

INTERNATIONAL RELATIONS

Adviser:
 Assistant Professor Catherine V. Scott, Acting Chair
 Department of Political Science

The relationships among people who do not share a common political, social, economic, or cultural heritage have always been important in human history. It has only been since World War II, however, that the public has become especially aware of the interdependent nature of the world and the importance that international relations have on daily life.

International Relations is the study of the relations among both nations and nongovernmental parties. The comprehension of these relationships relies upon the perspectives, theories, insights, and methods of a number of different disciplines. This major draws primarily from the disciplines of economics, history, and political science.

The major consists of a minimum of 36 semester-hours distributed as follows: four required courses in economics and political science, three theory courses which focus upon either economics or political science in greater depth, and four courses which focus on the histories of regions of the world. In addition, stu-



dents may take a variety of upper-level courses in the major (not to exceed a combined total of 60 semester-hours). Students should complete the introductory courses during the freshman and sophomore years.

A prospective major should consult the adviser of the program in order to develop a course of study with an appropriate balance among the disciplines of economics, history, and political science. She should acquire proficiency in a foreign language, especially if she plans to study abroad. It is also recommended that a student complete the intermediate level of a second foreign language.

International Relations majors are encouraged to participate in the various intercultural courses offered through the Global Awareness Program and to take advantage of other opportunities to study abroad.

REQUIREMENTS FOR THE MAJOR

INTRODUCTORY COURSES

Political Science 103 and 105
Economics 104 and 105

THEORY COURSES

Four courses, at least three of which must be in one discipline:
Political Science 322, 326, 354, 399
Economics 315, 316, 331, 334

GEOGRAPHIC AREAS

Four courses from among three of the following groups:
Europe: History 311, 313, 314
Asia: History 352, 353, 355, Sociology 375
Africa: History 358, 359
Latin America: Political Science 304, 329
Spanish 229

LANGUAGE

One course beyond the intermediate level in a modern foreign language (does not count toward the major).

ADDITIONAL COURSES WHICH COUNT TOWARD THE MAJOR

Students may take up to eight courses from the following:
Economics 315, 316, 331, 334
History 311, 313, 352, 353, 354, 358, 359
Political Science 304, 307, 322, 326, 354, 376, 378, 380, 399
Sociology 375
Spanish 229

With the director's approval, other courses may be counted toward the major.



It is recommended that students elect an introductory history course from the following group: 101, 102, 110, 111. It is recommended that students complete the introductory courses during the freshman and sophomore years. It is recommended also that students complete the elementary and intermediate levels of a second foreign language.

MATHEMATICS-PHYSICS

Advisers:

Associate Professor Leslie, Chair
Department of Mathematics
Associate Professor Bowling, Chair
Department of Physics

A student interested in both mathematics and physics is invited to consider the interdisciplinary major in Mathematics-Physics. This major is offered to provide an integrated study of mathematics and of its application in theoretical physics. Students will offer at least 27 semester-hours in mathematics and 23 semester-hours in physics. Other courses may be elected in mathematics and physics, not to exceed a combined total of 60 semester-hours.

BASIC COURSES REQUIRED

Mathematics 204 or 205 or 208; 206 or 307; 309 (the additional hours must be approved by the Department of Mathematics)
Physics 110, 111, and 15 additional hours as approved by the Department of Physics and Astronomy.

PHYSICS-ASTRONOMY

Adviser:

Associate Professor Bowling, Chair
Department of Physics and Astronomy

This major is described under the Department of Physics and Astronomy.

SOCIOLOGY-ANTHROPOLOGY

Adviser:

Associate Professor Jones, Chair
Department of Sociology and Anthropology

This major is described under the Department of Sociology and Anthropology.

INTERDISCIPLINARY COURSE

100F. INFORMATION SCIENCE INFORMATION SCIENCE IN THE INFORMATION ERA

An introduction to information science at the use of the IBM PC. Topics include: information theory; information manipulation and data analysis; the nature and history of computers and computing; computer applications in the liberal arts; impact of the information revolution on the individual and on society.

Hog

COSTS AND FEES

Student fees at Agnes Scott meet less than half of the annual operating costs. The difference between student payments and college operating expenses comes from general endowment income and gifts and grants to the College. Fees for full-time students for the 1986-87 academic year are:

Tuition	\$ 7,800.00
Room and board fee	3,095.00
Student activity fee	90.00
	\$10,985.00

Special Rates

Unclassified and Return to College students who take less than a full academic load (12 semester-hours) pay tuition at the rate of \$325 per semester-hour. The \$90 student activity fee is not included in these charges. This fee is due at the beginning of the first semester of a session in which a student is enrolled for at least 6 semester-hours.

Payment Schedules

Students may pay on three payment schedules for 1986-87:

Resident Students

Plan I	
By May 1	\$ 275
By August 1	5,400
By January 1	5,310
	\$10,985

Plan II	
By May 1	\$ 275
By August 1	2,770
By September 1	2,680
By December 1	2,680
By January 1	2,680
	\$11,085

Plan III	
By May 1	\$ 275
By May 1	1,340
By June 1	1,340
By July 1	1,340
By August 1	1,340
By September 1	1,340
By October 1	1,340
By November 1	1,340
By December 1	1,340
	\$10,995

Non-Resident Students

Plan I	
By May 1	\$ 275
By August 1	3,853
By January 1	3,762
	\$ 7,890

Plan II	
By May 1	\$ 275
By August 1	1,997
By September 1	1,906
By December 1	1,906
By January 1	1,906
	\$ 7,990

Plan III	
By May 1	\$ 275
By May 1	954
By June 1	953
By July 1	953
By August 1	953
By September 1	953
By October 1	953
By November 1	953
By December 1	953
	\$ 7,900

In selecting the payment plan, please note the \$100 service fee for Plan II and \$10 for Plan III. Students will be billed for Plans I and II. Coupon booklets will be issued for Plan III. A student's financial aid package will be considered when determining the amounts due on all three payment schedules.

All new students pay a \$25 application fee and a \$250 enrollment fee by May 1. The \$250 enrollment fee is not refundable after May 1. Scholarship applicants and Regular Decision applicants may request a refund of the \$250 enrollment fee prior to May 1. Students receiving financial assistance from the College are expected to pay the full amount of the deposit by May 1, unless otherwise instructed by the director of financial aid.

Returning students pay a nonrefundable \$275 deposit by May 1. This deposit entitles the resident student to select a residence hall room for the next year.

A late payment fee of \$50 will be assessed on tuition and fee payments received after the due date.

Special Fees

Graduation fee. A graduation fee of \$50 to cover rental of cap, gown, and hood, and the purchase of the diploma is required of all students who expect to graduate in May. This payment is due August 1, prior to graduation.

Music fees. The fee for noncredit private lessons in applied music (including practice) is \$375. This fee covers two 30-minute lessons per week for the academic year. The charge for one 30-minute lesson weekly is half the regular fee.

In 1986-87, group instruction in harpsichord and voice will be offered for a fee of \$30 per semester.

Terms

A student may not register or attend classes until accounts have been paid satisfactorily in the Accounting Office. All financial obligations to the College must be met before a student can receive a diploma or a transcript of record.

Students who withdraw from the College prior to the first class day will receive a full refund of any tuition, room and board, and student activity fees for that semester. No refunds of the \$25 application fee or the \$250 deposit will be made to new students after May 1 or to returning students for the \$275 advance deposit. Students in the Return to College Program who withdraw during the first 10 calendar days of their first semester here receive a full refund of any tuition and student activity fee payments made for that semester.

Students who withdraw during the first 21 calendar days of the semester, beginning with the first day of classes, receive a refund of 25 percent of tuition and room and board charges for that semester. The date of withdrawal is the date the registrar receives the official withdrawal card. Student activity fees, music fees, or graduation fees will not be refunded. Students who withdraw after the 21st day of the semester, students who are suspended or dismissed for academic or disciplinary reasons, and students who do not officially withdraw receive no refund.

Refunds are processed during the fourth week of the semester and are made payable to the student. Tuition and room and board refunds will be reduced by any outstanding financial obligations to the College. These include financial assistance from the College (Agnes Scott aid and federal aid from Title IV programs, exclusive of the College Work Study Program). Any remainder will be refunded.

The College does not provide room and board for resident students during the Thanksgiving, Christmas, or spring vacation. The dining hall and residence halls close during these periods.

The College exercises every precaution to protect the property of students but holds no responsibility for any losses that may

occur. Students responsible for any damage to College property are liable for its repair or replacement.

Upon entrance, a student accepts as final and binding the terms and regulations outlined in the catalog and on the application for admission or re-registration.

Health insurance

There is no charge to resident students for routine treatment in the Student Health Center. To help meet additional medical expense a 12-month Student Accident and Sickness Insurance Plan is recommended. International students must carry this coverage.

Telephone system

Agnes Scott College owns and maintains its telephone system to provide direct communication with students, faculty, and staff. There is no deposit or hook-up fee. Local service is free. Each student will be assigned a special access code for directly-dialed long distance calls. The College will issue a monthly bill for each student's long distance charges. This bill will be sent wherever the student specifies during registration.

To allow for placement and payment of operator-assisted calls, the College has arranged with Southern Bell to issue each resident student a Southern Bell Calling Card, valid only during the academic year. To provide this service, the College must guarantee payment by all Agnes Scott students to Southern Bell. If a student fails to pay credit card charges, her card will be canceled, and the expense will be charged to the student's College account. Other collection remedies as outlined elsewhere in this catalog may also be used.



ORGANIZATION

OF THE COLLEGE 1986-87

BOARD OF TRUSTEES

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 Alumna/Atlanta, Georgia
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 Alumna
 Professor of Greek and Latin
 Wellesley College/Wellesley, Massachusetts
 L. Gellerstedt, Jr.
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 Atlanta, Georgia
 Nancy Thomas Hill
 Alumna/Richmond, Virginia
 J. Conley Ingram
 Attorney, Alston and Bird
 Atlanta, Georgia
 Anne Register Jones
 Alumna/Atlanta, Georgia
 Donald R. Keough
 President and Chief Operating Officer
 The Coca-Cola Company/Atlanta,
 Georgia

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 Alumna/Atlanta, Georgia
 Harriet M. King
 Alumna
 Associate Professor of Law
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 J. Erskine Love, Jr.
 President, Printpack, Inc./Atlanta,
 Georgia
 Suzella Burns Newsome
 Alumna/Atlanta, Georgia
 Betty Scott Noble
 Alumna/Decatur, Georgia
 M. Lamar Oglesby
 Vice President, Kidder, Peabody and
 Company
 Atlanta, Georgia
 Susan M. Phillips
 Alumna
 Chair, Commodity Futures Trading
 Commission
 Washington, D.C.
 Jean Salter Reeves
 Alumna/Atlanta, Georgia
 Margaretta Lumpkin Shaw
 Alumna/Cartersville, Georgia
 Horace H. Sibley
 Attorney, King and Spalding
 Atlanta, Georgia
 Nancy Holland Sibley
 Alumna/Greenville, South Carolina
 B. Franklin Skinner
 President and Chief Executive Officer
 Southern Bell/Atlanta, Georgia
 John E. Smith, II
 President, John Smith Company
 Smyrna, Georgia
 Samuel R. Spencer, Jr.
 President, Virginia Foundation for
 Independent Colleges
 Richmond, Virginia
 John H. Weitnauer, Jr.
 Chairman and Chief Executive Officer
 Richway (Retired)/Atlanta, Georgia
 Thomas R. Williams
 Chairman of the Board, Chief Executive
 Officer, and President, First Atlanta
 Corporation
 Atlanta, Georgia
 Ruth A. Schmidt
 President, Agnes Scott College
 Decatur, Georgia

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 Mary Warren Read Danville, Kentucky
 Hansford Sams, Jr. Decatur, Georgia
 Hal L. Smith Atlanta, Georgia
 Diana Dyer Wilson Winston-Salem,
 North Carolina
 George W. Woodruff Atlanta, Georgia

AGNES SCOTT COLLEGE FACULTY 1985-86; 1986-87

(Date after name indicates year of appointment)

Ada Aleman (1986)
 B.A., M.A. Georgia State University;
 Ph.D. candidate, Emory University
Instructor in Spanish (part-time)

Christopher Ames (1986)
 B.A. University of Texas at Austin; Ph.D.
 Stanford University
Assistant Professor of English

Margaret Perry Ammons (1969)
 B.S. University of Georgia; M.A. Emory
 University; Ph.D. University of Chicago
Professor of Education

Albert Y. Badre (1984)
 B.B.A. American University of Beirut;
 M.A. University of Iowa; Ph.D. University
 of Iowa
*Hal and Julia T. Smith Professor of Free
 Enterprise (part-time)*

Bona W. Ball (1967)
 B.A. University of Virginia; M.A. T. Duke
 University; Ph.D. University of Kentucky
Ellen Douglas Leyburn Professor of English

David P. Behan (1974)
 B.A. Yale University; Ph.D. Vanderbilt
 University
*Professor of Philosophy; Associate Dean of the
 College*

*Linda Bell (1985)
 B.A. Emory University; M.A.
 Northwestern University; Ph.D. Emory
 University
*Visiting Associate Professor of Philosophy
 (part-time)*

Gunther Bicknese (1966)
 Dr. Phil. Philipps University, Marburg,
 West Germany
Professor of German

- *Larry Black (1985)
B.M. Northern Illinois University; M.M. Northwestern University
Lecturer in Music
- *Diane S. Bonds (1982)
A. B. Goucher; M. A. University of Richmond; Ph.D. Bryn Mawr College
Assistant Professor of English
- Elizabeth Leigh Bottomley (1986)
B.S., Anthropology; B.S., Chemistry; Ph.D. Florida State University
Assistant Professor of Chemistry
- Sandra T. Bowden (1968)
B.S. Georgia Southern College; M.A., Ph.D. University of North Carolina at Chapel Hill
Professor of Biology
- Arthur L. Bowling, Jr. (1977)
B.S. College of William and Mary; M.S., Ph.D. University of Illinois
Associate Professor of Physics and Astronomy
- Christabel P. Braunrot (1976)
B.A. McGill University, Ph.D. Yale University
Associate Professor of French
- Gary Brinkworth (1986)
B.M.Ed. University of Evansville; M.M. Indiana University
Lecturer in Music (part-time)
- Michael J. Brown (1960-62; 1965)
B.A. LaGrange College; M.A., Ph.D. Emory University
Charles A. Dana Professor of History
- Revonja R. Bryant (1986)
B.A. Knoxville College; M.A. New York University
Lecturer in Education (part-time, Spring)
- *Anthony J. Bucek (1981)
B.S. Mercer University; M.F.A. North Texas State University
Instructor in Art (part-time)
- Denise Burcham (1985)
B.A. Baylor University
Lecturer in Music
- Carol Lyn Butcher (1985)
B.M. Georgia State University
Lecturer in Music
- Ronald L. Byrnside (1975)
B.A. Cincinnati Conservatory of Music; M.A. Yale University; Ph.D. University of Illinois
Charles A. Dana Professor of Music
- Gail Cabisius (1974)
B.A. Smith College; M.P.A. Georgia State University; M.A., Ph.D. Bryn Mawr College
Associate Professor of Classical Languages and Literatures
- *Frances Clark Calder (1953-69; 1974)
B.A. Agnes Scott College; Certificat de prononciation française, l'Université de Paris; M.A., Ph.D. Yale University
Adeline Arnold Loridans Professor of French (on leave 1985-86)
- Penelope Campbell (1965)
B.A. Baylor University; M.A., Ph.D. Ohio State University
Charles A. Dana Professor of History (on leave 1985-86)
- *Beatriz H. Cardelino (1984)
B.S. National Council of Secondary Education, Uruguay; M.S. University of Massachusetts; Ph.D. Georgia Institute of Technology
Assistant Professor of Chemistry
- Ayşe Ilgaz Carden (1978)
B.A. Agnes Scott College; M.A., Ph.D. Emory University
Associate Professor of Psychology (on leave 1986-87)
- *Lyn Cates (1985)
B.A., M.Ed. Emory University
Instructor in Education (part-time)
- *Kwai Sing Chang (1956)
B.A. University of Hawaii; B.D., Th.M. Princeton Theological Seminary; Ph.D. University of Edinburgh
Fuller E. Callaway Professor of Bible and Religion
- Huguette D. Chatagnier (1969)
B.A. St. Mary's College; M.A. University of Notre Dame; Ph.D. Emory University
Associate Professor of French
- Augustus B. Cochran, III (1973)
B.A. Davidson College; M.A. Indiana University; Ph.D. University of North Carolina at Chapel Hill
Associate Professor of Political Science (on leave 1986-87)
- Cameron Coltharp (1986)
B.A. Campbell University; M.Div. Duke University; Ph.D. candidate, Emory University
Instructor in Sociology (part-time, Fall)
- Lee Biggerstaff Copple (1961)
B.A. University of North Carolina at Chapel Hill; M.A., Ph.D. University of Michigan; Ph.D. Vanderbilt University
Professor of Psychology
- Alice J. Cunningham (1966-67; 1968)
B.A. University of Arkansas; Ph.D. Emory University
William Rand Kenan, Jr. Professor of Chemistry (on leave 1985-86)
- Rosemary T. Cunningham (1985)
B.A., M.A., Ph.D. Fordham University
Assistant Professor of Economics
- Marilyn Barfield Darling (1971)
B.S., M.M. Florida State University
Associate Professor of Physical Education
- Sally A. Davenport (1986)
B.A. Stanford University; M.A. University of California at Los Angeles; Ph.D. The Johns Hopkins University
Assistant Professor of Political Science
- Caroline Matheny Dillman (1978)
B.A. Pennsylvania State University; M.A. San José State University; M.A., Ph.D. Stanford University
Assistant Professor of Sociology (part-time)
- *Edward Drohan (1985)
B.A., M.A. Georgia State University
Instructor in Psychology (part-time)
- Miriam Koontz Drucker (1955)
B.A. Dickinson College; M.A. Emory University; Ph.D. George Peabody College for Teachers
Charles A. Dana Professor of Psychology
- Rosemary Eberiel (1985)
B.A. University of Wisconsin; Faculté des Lettres, University of Aix-Marseille; Ph.D. Harvard University
Assistant Professor of French
- Gerard Elistrom, (1985)
B.A. Cornell College; M.A., Ph.D. Emory University
Assistant Professor of Philosophy (part-time)
- *Rebecca L. Fleischman (1985)
B.A. Agnes Scott College; M.Ed. Emory University; Ed.S. Georgia State University
Lecturer in Education (part-time)
- Steven Forbes-deSoule (1986)
M. Visual Arts Georgia State University
Instructor in Art (part-time)
- Jay Fuller (1954)
B.S. Johns Hopkins University, Peabody Conservatory of Music
Associate Professor of Music
- *Arlene M. Ganem (1983)
B.A. Princeton University; M.A., M.Ph. Ph.D. candidate, Yale University
Instructor in French
- John Lewis Gignilliat (1969)
B.A. University of North Carolina at Chapel Hill; M.A. Emory University; Ph.D. University of Wisconsin
Associate Professor of History
- *Deirdre J. Good (1983)
M. Theology, St. Andrews University, F. Scotland; S.T.M. Union Theological Seminary; Th.D. Harvard Divinity School
Assistant Professor of Bible and Religion

- teven R. Guthrie (1985)
B.A. Antioch College; Ph.D. Brown University
Assistant Professor of English
- Ilen Wood Hall (1984)
B.A. Agnes Scott College; M.A., Ph.D. Bryn Mawr College
Associate Professor of French; Dean of the College
- obin G. Hensley (1985)
B.M. Salem College; M.M. Converse College
Staff Accompanist, Music Department
- ary Eloise Herbert (1954)
B.A. Winthrop College; M.A. Duke University
Associate Professor of Spanish
- obert B. Hild (1986)
B.S. Indiana University; M.Ed. University of Pittsburgh; Doctorate of Arts, Carnegie Mellon University
Instructor in Education (part-time, Spring)
- omas W. Hogan (1965)
B.A. University of Florida; M.A., Ph.D. University of Arkansas
Associate Professor of Psychology; Coordinator of Academic Computer Services
- ward Lee Hover (1984)
B.A. Hiram College; M.S. Virginia Polytechnic Institute; Ph.D. University of Michigan
Assistant Professor of Biology
- nda L. Hubert (1968)
B.A. Agnes Scott College; M.A., Ph.D. Emory University
Associate Professor of English
- icé Pardue Hudson (1974)
B.A. Agnes Scott College; M.A.T. Emory University
Dean of Students; Lecturer in Education
- ary Kathryn Owen Jarboe (1974)
B.A. Agnes Scott College
Registrar
- ith Bourgeois Jensen (1977)
B.A. Chestnut Hill College; M.L.S. University of California at Berkeley
Librarian
- lvert Johnson (1986)
B.A. Kalamazoo College; M.M., D.M. Northwestern University
Associate Professor of Music
- ward C. Johnson (1965)
B.A. Kentucky Wesleyan College; M.A. University of Missouri; Ph.D. Georgia State University
Associate Professor of Economics
- Constance A. Jones (1973)
B.A., M.A.T. Vanderbilt University; Ph.D. Emory University
Associate Professor of Sociology (on leave 1986-87)
- Richard K. Jones (1986)
B.S. Ed. Georgia Southern College; M.S. Georgia State University
Lecturer in Education (part-time, Spring)
- Katharine D. Kennedy (1981)
B.A. Duke University; M.A., Ph.D. Stanford University
Assistant Professor of History
- *Denise A. Leary (1985)
B.A. Agnes Scott College; Ph.D. Candidate, Emory University
Instructor in Chemistry (part-time)
- Virginia Leonard (1984)
B.A. Agnes Scott College; M.A. Georgia State University
Instructor in Mathematics (joint appointee)
- William Leonard (1985)
B.S. University of Tampa; M.S., Ph.D. University of South Carolina
Visiting Professor of Mathematics (part-time, joint appointee)
- Robert A. Leslie (1970)
B.S. Davidson College; M.A., Ph.D. University of Georgia
Associate Professor of Mathematics
- Myrtle H. Lewin (1983)
B.Sc. Witwatersrand University, Johannesburg, South Africa; M.A., Ph.D. University of Wisconsin
Assistant Professor of Mathematics
- *Dorothy Lewis (1985)
M.M. University of Michigan
Lecturer in Music
- Paul Lifton (1985)
B.A. Pomona College; M.A. San Francisco State University; Ph.D. University of California at Berkeley
Assistant Professor of Theatre
- Sally Anne MacEwen (1982)
B.A. Mount Holyoke College; M.A., Ph.D. University of Pennsylvania
Assistant Professor of Classical Languages and Literatures
- Myra Beth Mackie (1986)
B.A. Agnes Scott College; M.A., Ph.D. Duke University
Assistant Professor of Bible and Religion
- Kathryn Malody (1985)
B.A. Macalester College; M.S. University of Minnesota
Instructor in Biology/Coordinator of the Laboratories
- Sara E. Mannle (1986)
B.A. State University of New York at Buffalo; M.A., Ph.D. Emory University
Assistant Professor of Psychology
- Kathryn A. Manuel (1958)
B.S. Purdue University; M.A. New York University; P.E.D. Indiana University
Professor of Physical Education
- *Raymond J. Martin (1950)
B.S. Julliard School of Music; M.S.M., S.M.D. Union Theological Seminary at New York
Professor of Music; College Organist
- Theodore K. Mathews (1967)
B.A. Brown University; M.A. T. Harvard University; Ph.D. University of Michigan
Associate Professor of Music
- Terry S. McGhee (1976)
B.A. Queens College; M.F.A. Washington University
Associate Professor of Art
- Kate McKemie (1956)
B.S. Georgia College at Milledgeville; M.A. New York University; Ed.D. University of Tennessee
Professor of Physical Education
- Mollie Merrick (1959)
B.A. Agnes Scott College; M.A. Teachers' College of Columbia University
Associate Dean of Students
- Tommie Sue Montgomery (1986)
A.B. Wesleyan College; M.A. Vanderbilt University; Ph.D. New York University
Associate Professor of Latin American Studies (Spring)
- Jack L. Nelson (1962)
B.A. University of Kentucky; M.A., Ph.D. Harvard University
Professor of English
- Lillian Newman (1948)
B.A. Lincoln Memorial University; B.S.L.S. George Peabody College for Teachers; M.Ln. Emory University
Associate Librarian; Readers' Services Librarian
- Lucy A. Newton (1986)
B.S., M.B.A. Georgia State University
Instructor in Economics (part-time)
- Kathryn E. Palumbo (1979)
B.A. College of Wooster; M.S.S.A. Case Western Reserve University
Instructor in Sociology and Anthropology (part-time)
- Ann McKee Parker (1986)
B.A. Marywood College; M.Ed. Georgia State University
Lecturer in Education (part-time, Spring)

- Richard D. Parry (1967)
B.A. Georgetown University; M.A. Yale University; Ph.D. University of North Carolina at Chapel Hill
Fuller E. Callaway Professor of Philosophy
- Malcolm L. Peel (1986)
B.A. Indiana University; M.Div. Louisville Presbyterian Theological Seminary; M.A., Ph.D. Yale University
Wallace M. Alston Professor of Bible and Religion
- *Luis Pena (1983)
B.A. Universidad de Monterrey, Mexico; M.A., Ph.D. Arizona State University
Assistant Professor of Spanish (joint appointee with Oglethorpe University)
- *Marie H. Pepe (1951)
B.F.A., M.A., Ph.D. The State University of Iowa
Charles A. Dana Professor of Art
- Cynthia L. Peterson (1983)
B.S. James Madison University; M.Ed. Auburn University
Instructor in Physical Education
- John F. Pilger (1979)
B.S., Ph.D. University of Southern California
Associate Professor of Biology
- Patricia G. Pinka (1969)
B.A. University of Pittsburgh; M.A. San Francisco State College; Ph.D. University of Pittsburgh
Professor of English
- Janette B. Pratt (1986)
L.L.B. University of London; L.L.M. New York University Law School
Assistant Professor of Political Science (part-time)
- Becky B. Prophet (1982)
B.A. Alfred University; M.A., Ph.D. University of Michigan
Assistant Professor of Theatre
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B.A. Colby College; M.A. University of Wisconsin; Ph.D. Duke University
Assistant Professor of Classical Languages and Literatures (part-time)
- Rowena Renn (1984)
B.A. Mary Washington College of the University of Virginia; M.A. Georgia State University
Lecturer in Music
- Régine P. Reynolds-Cornell (1986)
B.A., M.A., Ph.D. University of Texas at Austin
Adeline Arnold Loridans Professor of French

- Sara L. Ripy (1958)
B.A. Randolph-Macon Woman's College; M.A., Ph.D. University of Kentucky
Professor of Mathematics
- Donna Sadler-Davis (1986)
B.A. Boston University; M.A., Ph.D. Indiana University
Assistant Professor of Art
- Alberto C. Sadun (1984)
S.B., Ph.D. Massachusetts Institute of Technology
Assistant Professor of Astronomy
- Dudley W. Sanders (1979)
B.A. Kenyon College; M.F.A. Northwestern University
Assistant Professor of Theatre
- Ruth A. Schmidt (1982)
B.A. Augsburg College; M.A. University of Missouri; Ph.D. University of Illinois
President of the College
- Catherine V. Scott (1984)
B.A. University of Florida; M.A., Ph.D. Emory University
Assistant Professor of Political Science
- Constance Shaw (1966)
B.A. Smith College; Ph.D. Columbia University
Professor of Spanish
- *Albert D. Sheffer, Jr. (1976)
B.A. Birmingham-Southern College; M.A., Ph.D. Rice University
Assistant Professor of Mathematics (on leave 1985-86)
- Brian Sherman (1986)
B.A. Cornell University; M.A., Ph.D. Harvard University
Assistant Professor of Sociology (part-time, Spring)
- Leland Staven (1969)
B.F.A. University of Wisconsin at Milwaukee; M.F.A. California College of Arts and Crafts
Associate Professor of Art
- John D. Studstill (1985)
B.A. Emory University; Diplome (École Pratique des Hautes Études, Paris, France); Ph.D. Indiana University
Director of the Program for Global Awareness; Associate Professor of Anthropology (part-time)
- Peggy Thompson (1985)
B.A., M.A. Arizona State University; M.A. Emory University; M.A., Ph.D. Indiana University
Assistant Professor of English
- John A. Tumblin, Jr. (1961)
B.A. Wake Forest College; M.A., Ph.D. Duke University
Professor of Sociology and Anthropology

- *Thomas G. Underwood (1984)
B.M. Georgia State University; M.M. Manhattan School of Music
Lecturer in Music
- Ruth Vedvik (1984)
B.A. Augsburg College; M.S. North Dakota State University
Director of Admissions
- T. Leon Venable (1983)
B.S. Davidson College; Ph.D. University of Virginia
Assistant Professor of Chemistry
- *William H. Weber, III (1971)
B.A. Lafayette College; Ph.D. Columbia University
Associate Professor of Economics
- Ingrid E. Wieshofer (1970)
Teacher's Diploma, Ph.D. University of Vienna
Associate Professor of German
- Harry Wistrand (1974)
B.A. Austin College; M.A. North Texas State University; Ph.D. Arizona State University
Associate Professor of Biology
- Nai-Chuang Yang (1981)
B.S. National Taiwan Normal University; M.S., Ph.D. University of Idaho
Assistant Professor of Chemistry
- Holly U. York (1986)
B.A. Denison University; M.A. San Francisco State University; Ph.D. Emory University
Assistant Professor of French (part-time, Fall)
- * 1985-86

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President
- Mary Alverta Bond, B.A.
Administrative Assistant to the President
- Secretary of the Board of Trustees*

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Dean of the College
- David Paul Behan, B.A., Ph.D.
Associate Dean of the College
- Marilynn Heyda Mallory, B.A., M.Ed.
Director of the Return to College Program
- John D. Studstill, B.A., Ph.D.
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Mary K. Owen Jarboe, B.A.
Registrar

The Library

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Librarian
Jillian Newman, B.A., B.S.L.S., M.Ln.
Associate Librarian

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Dean of Students
Jollie Merrick, B.A., M.A.
Associate Dean of Students and Director of
Campus Events and Conferences
Karen Grantham, B.A.
Director of Student Activities and Housing
Miriam Dunson, B.S., M.A., D.Min.
Chaplain

Financial Aid

Susan D. Little, B.A.
Director of Financial Aid

Career Planning And Placement

Amy Schmidt, B.A., M.S.
Director of Career Planning and Placement

The Health Center

Pat Murray, B.S.N., M.N., C.R.N.P.
Director of Student Health Services

**Office Of The Vice President For
Business And Finance**

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Vice President for Business and Finance
Cate B. Goodson
Comptroller
Dea Ann G. Hudson, B.A.
Assistant Comptroller

**Office Of The Vice President For
Development And Public Affairs**

Richard B. Scott, B.A., M.A., Ph.D.
Vice President for Development and Public
Affairs

Office Of Admissions

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Director of Admissions
Catherine Akin Brewer, B.A.
Associate Director of Admissions
Dorothy A. Sharp, B.A.
Assistant Director of Admissions
Len Reed Carver, B.A.
Admissions Counselor
Harmon K. Core, B.A.
Admissions Counselor
Dorothy D. Cooper, B.A.
Admissions Counselor



**IMPORTANT DATES
1986-87**

Fall Semester

AUGUST

- 26 Tuesday Residence halls open for fall semester (for new students, 9 a.m.; for returning students, 1 p.m.)
Registration of returning students
- 27 Wednesday Registration of new students and returning students
- 28 Thursday Fall semester classes begin

SEPTEMBER

- 3 Wednesday Last day to take spring re-exams
- 5 Friday Last day to add fall semester courses; deadline for incomplete work from the spring

OCTOBER

- 17 Friday October break begins
- 19 Sunday October break ends
- 29 Wednesday Last day to drop fall semester courses without receiving WP or WF; last day to elect fall semester courses on a pass-fail basis

NOVEMBER

- 25 Tuesday Deadline for submitting applications for spring semester Special Study (410) and Credit Internship (450) to the Curriculum Committee
- 26 Wednesday Thanksgiving break begins; residence halls close, 10 a.m.
- 30 Sunday Thanksgiving break ends; residence halls open, 1 p.m.

DECEMBER

- 2 Tuesday Exam envelopes to be given to instructors
- 3 Wednesday Exam envelopes to be given to instructors
- 11 Thursday Last day of classes; last day to drop fall semester courses with WP or WF
- 12 Friday Reading Day
- 13 Saturday Reading Day
- 15 Monday Fall semester exams begin
- 19 Friday Fall semester exams end
- 20 Saturday Residence halls close, 10 a.m.

Spring Semester

JANUARY

- 18 Sunday Residence halls open for spring semester, 1 p.m.
- 19 Monday Registration
- 20 Tuesday Spring semester classes begin
- 27 Tuesday Last day to take fall semester re-exams
- 29 Thursday Last day to add spring semester courses

MARCH

- 14 Saturday Spring break begins; residence halls close, 10 a.m.
- 22 Sunday Spring break ends; residence halls open, 1 p.m.
- 30 Monday Last day to drop spring semester courses without receiving WP or WF; last day to elect spring semester courses on a pass-fail basis

APRIL

- 6 Monday Meeting for Course Selection Week instruction
- 10 Friday Course selection materials for 1987-88 due from freshmen, juniors, and unclassified students; deadline for submitting applications for fall semester Special Study (410) and Credit Internships (450) to the Curriculum Committee
- 14 Tuesday Course selection materials for 1987-88 due from sophomores
- 17 Friday Easter break begins
- 19 Sunday Easter break ends
- 28 Tuesday Exam envelopes to be given to instructors

MAY

- 7 Thursday Last day of classes; last day to drop spring semester courses with WP or WF
- 8 Friday Reading Day
- 9 Saturday Spring semester exams begin
- 13 Wednesday Senior exams end
- 15 Friday Spring semester exams end; Baccalaureate
- 16 Saturday Commencement; residence halls close, 5 p.m.

**ACADEMIC CALENDAR
1986-87**

Fall Semester

- Classes begin Thursday, Aug. 28
- October break Friday, Oct. 17-Sunday, Oct. 19
- Thanksgiving break Wednesday, Nov. 26-Sunday, Nov. 30
- Last day of classes Thursday, Dec. 11
- Reading days Friday, Dec. 12-Saturday, Dec. 13
- Final Exams Monday, Dec. 15-Friday, Dec. 19

Spring Semester

- Classes begin Tuesday, Jan. 20
- Spring break Saturday, Mar. 14-Sunday, Mar. 22
- Easter break Friday, Apr. 17-Sunday, Apr. 19
- Last day of classes Thursday, May 7
- Reading days Friday, May 8-Saturday, May 9
- Final Exams Monday, May 11-Friday, May 15
- Baccalaureate Friday, May 15
- Commencement Saturday, May 16

**ACADEMIC CALENDAR
1987-88**

Fall Semester

- Classes begin Thursday, Aug. 27
- Labor Day Mon., Sept. 7
- October break (holiday observed)
- Thanksgiving break Friday, Oct. 16-Sunday, Oct. 18
- Last day of classes Wednesday, Nov. 25-Sunday, Nov. 29
- Reading days Thursday, Dec. 10
- Final Exams Friday, Dec. 11-Saturday, Dec. 12
- Monday, Dec. 14-Friday, Dec. 18

Spring Semester

- Classes begin Tuesday, Jan. 19
- Spring break Saturday, Mar. 5-Sunday, Mar. 13
- Easter break Friday, Apr. 1-Sunday, Apr. 3
- Last day of classes Thursday, May 5
- Reading day Friday, May 6
- Final Exams Saturday, May 7-Friday, May 13
- Senior Exams Saturday, May 7-Wednesday, May 13
- Baccalaureate Friday, May 13
- Commencement Saturday, May 14





LEGEND

- 1. McCain Entrance
- 2. Agnes Scott Hall (residence hall, upper floors; Dean of Students, Financial Aid, Career Planning, President, first floor)
- 3. Rebekah Scott Hall (residence hall, upper floors; Admissions Office, first floor)
- 4. The Charlotte Bartlett Meditation Chapel
- 5. Hopkins Hall (residence hall)

- 6. Inman Hall (residence hall)
- 7. Anna Young Alumnae House
- 8. Letitia Pate Evans Dining Hall
- 9. Walters Hall (residence hall)
- 10. Winship Hall (residence hall)
- 11. The President's Home
- 12. Frances Winship Walters Infirmary*
- 13. Bucher Scott Gymnasium*
- 14. Amphitheatre
- 15. McCain Library
- 16. Buttrick Hall (classroom, faculty and

- administrative offices)
- 17. Presser Hall (music)
- 18. Campbell Science Building
- 19. Dana Fine Arts Building
- 20. Track and field
- 21. Bradley Observatory
- 22. future site of physical activity center to be completed fall 1987

*Renovated to be Wallace M. Alston Camp Center Complex in fall 1987



Physical activity center to be completed fall 1987

DIRECTIONS TO THE AGNES SCOTT COLLEGE CAMPUS

From the NORTH on I-75:

Take I-75 south, past I-285 to I-85 north; take I-85 north to Clairmont Road exit; turn right (signs will point to Decatur); after several miles, Clairmont will end at the square in Decatur; turn right onto Ponce de Leon; at first light (Commerce), turn left; at second light (Trinity), turn left; at first light, turn right onto McDonough; cross train tracks and turn immediately to your left onto East College Avenue; Agnes Scott will be on your right; enter first driveway on your right.

immediately to your left onto East College Avenue; Agnes Scott will be on your right; enter first driveway on your right.

From EAST/WEST on I-20:

Take I-20 to I-285 north; take I-285 north to Memorial Drive (exit 32); turn left; turn right at third light (Hwy. 10, Mountain Drive); stay on Highway 10 for approximately three miles (the street name will change several times, finally becoming East College Avenue); Agnes Scott will be on your left; enter second driveway past Candler Street.

From the NORTH on I-85:

Take I-85 south, past I-285, to Clairmont Road exit; turn left (signs will point to Decatur); after several miles, Clairmont will end at the square in Decatur; turn right onto Ponce de Leon; at first light (Commerce), turn left; at second light (Trinity), turn left; at first light, turn right onto McDonough; cross train tracks and turn

From SOUTH on I-75/I-85:

Take I-75 or I-85 north to I-285 east; take I-285 east to Memorial Drive (exit 32); turn right at second light (Hwy. 10, Mountain Drive); stay on Highway 10 for approximately three miles (the street name will change several times, finally becoming East College Avenue); Agnes Scott will be on your left; enter second driveway past Candler Street.



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AGNES SCOTT

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