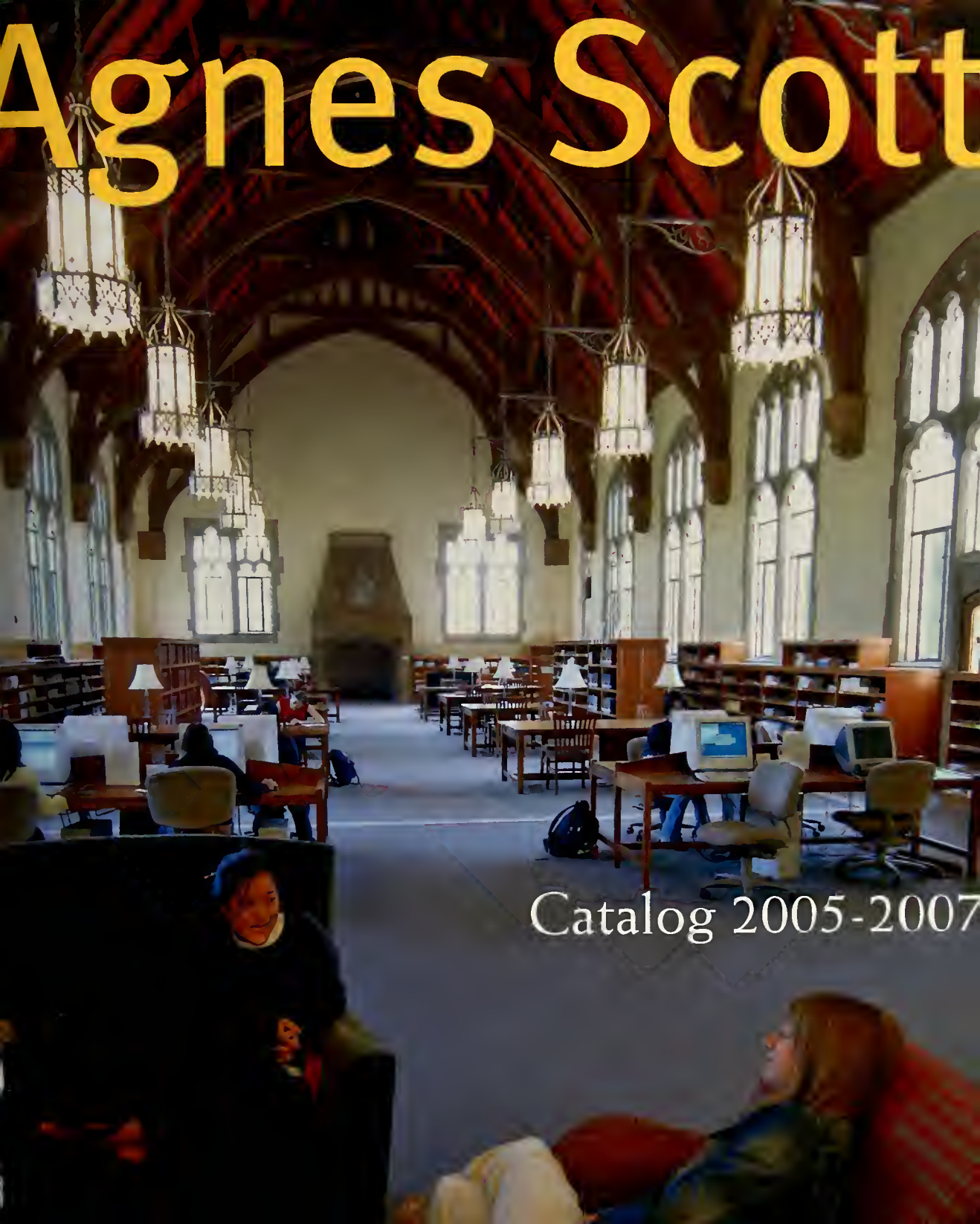
Digitized by the Internet Archive
in 2010 with funding from
Lyrasis Members and Sloan Foundation

http://www.archive.org/details/agnesscott20052007agne

Agnes Scott



Catalog 2005-2007

Agnes Scott College Catalog

2005-2007

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

Agnes Scott Colleges does not discriminate on the basis of race, color, national origin, religion, sexual orientation, age or disability in the recruitment and admission of students. This nondiscriminatory policy applies to all the rights, privileges, programs and activities generally accorded or made available to students at the college and to the administration of educational 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 the college, and every effort is made to ensure the accuracy of its presentation in this catalog. However, the college reserves the right in its discretion to make, at any time, changes affecting the policies, fees, curricula or other matters required to carry out the objectives and purposes of the college.

Agnes Scott College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; telephone number 404 679-4501) to award the bachelor of arts degree and the master of arts in teaching secondary English degree.

Contents

Agnes Scott College at a Glance 4
Mission of Agnes Scott College 5
About Agnes Scott College 7
The Campus 8
Life on Campus 11
Admission 16
Irene K. Woodruff Scholars 21
Tuition and Fees 23
Financial Aid 26
Academic Program 30
Academic Policies 43
Academic Support Services 48
Academic Honors 50
International Education 53
Special Curricular Opportunities 59
Off-Campus Opportunities 63
Preparation for Professional and Graduate Schools 65
Post-Baccalaureate Programs 67
Courses of Study
- Africana Studies 76
- Art 77
- Atlanta Semester 79
- Biochemistry and Molecular Biology 80
- Biology 81
- Business Preparatory Program 84

Chemistry 84
Classical Languages & Literatures 86
Economics 88
Education 90
English 92
Environmental Studies 95
First-Year Seminars 96
Global Awareness 96
History 96
International Relations 99
Mathematics 100
Mathematics-Economics 102
Mathematics-Physics 102
Modern Foreign Languages & Literatures 102
Music 107
Philosophy 111
Physics & Astronomy 112
Political Science 114
Psychology 117
Religious Studies 118
Sociology & Anthropology 121
Theatre & Dance 123
Women's Studies 126

Physical Education and Athletics 129

Faculty 131

Administration 137

Board of Trustees 138

2005-2007 Academic Calendars 139

The Agnes Scott College Catalog 2005-2007 is published by Agnes Scott College,
141 E. College Ave., Decatur, GA 30030
Phone: 404 471-6000 • Toll free: 1 800 868-8602 • Fax: 404 471-6414 • www.agnesscott.edu

© 2005 Agnes Scott College

Agnes Scott at a Glance

- Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta.
- Enrollment: 1,000 students
- Students: representing 30 countries and 40 states
- 100 percent of tenure-track faculty hold a Ph.D. or other terminal degree.
- Student-faculty ratio: 10.5 to 1
- Average class size: 15
- One-third of the student body from underrepresented groups
- 26 buildings on a 100-acre campus in a national historic district
- Cross registration at 18 other colleges and universities in metropolitan Atlanta
- Dual-degree program in engineering with Georgia Institute of Technology
- Dual-degree program in nursing with Emory University
- Dual-degree program in art and architecture with Washington University in St. Louis
- Exchange program with Mills College in Oakland, Calif.
- Army and Air Force ROTC at Georgia Tech
- Study-abroad programs include The Coca-Cola Global Awareness Program, Global Connections and International Student Exchange Program, which provides opportunities to study at more than 127 universities in 35 countries.

Mission of Agnes Scott College

AGNES SCOTT COLLEGE educates women to think deeply, live honorably and engage the intellectual and social challenges of their times.

- Agnes Scott College provides a dynamic liberal arts and sciences curriculum of the highest standards so that students and faculty can realize their full creative and intellectual potential.
- Agnes Scott College fosters an environment in which women can develop high expectations for themselves as individuals, scholars, professionals and citizens of the world.
- Agnes Scott College strives to be a just and inclusive community that expects honorable behavior, encourages spiritual inquiry and promotes respectful dialogue across differences.

Adopted by the board of trustees, August 2002

FOUNDATIONS

Agnes Scott College honors in its name the integrity and intellectual curiosity of Agnes Irvine Scott, a Scots-Irish immigrant to the United States. Her son, Col. George Washington Scott, was the college's primary benefactor, and the Rev. Frank Henry Gaines, minister of Decatur Presbyterian Church, was the founding president. While their leadership extended into the South the Presbyterian educational movement that began with Princeton University, Agnes Scott was established with a distinctive mission: to educate women for the betterment of their families and the elevation of their region. Initially named the Decatur Female Seminary in 1889 and renamed the Agnes Scott Institute in 1890, the college was chartered as Agnes Scott College in 1906.

The first institution of higher education in Georgia to receive regional accreditation, Agnes Scott College dedicated itself from the beginning to the highest level of "moral and intellectual training and education."[1] Its emphasis on academic excellence and a rigorous liberal arts curriculum "fully abreast of the best institutions of this country"[2] has always encouraged independent thinking in an atmosphere for learning. The college's residential campus, now prized for both its aesthetic distinction and state-of-the-art facilities, has given all student generations a sense of place, purpose and responsibility. Student self-government under an honor code has been a hallmark since 1906. A founding member of many national and regional educational associations, Agnes Scott has been a member of Phi Beta Kappa since 1926. This tradition of educational leadership continues in the 21st century as the college models new forms of undergraduate education for women, including innovative science and international programs; language, technology and speaking throughout the curriculum; and linkages to Atlanta's university, business and cultural communities.

The Reformed tradition in which the college was created helped shape the intellectual, spiritual and ethical values affirmed to this day: individual inquiry, commitment to the common good, the importance of character formation and engagement with the world. These are reflected in its motto from II Peter 1:5, "Now add to your faith virtue; and to virtue knowledge." The college's charter commitment to provide "auspices distinctly favorable to the maintenance of the faith and practice of the Christian religion" has broadened into a commitment to ensure that students, faculty and staff of many faiths and secular persuasions are full participants in the life of the college. While Agnes Scott continues to be related to the Presbyterian Church (U.S.A.), its board of trustees is an independent, self-perpetuating governing body.

Widening the vision of its founders while remaining grounded in its original mission, Agnes Scott College continues to provide women with an edge for achievement. Alumnae distinguish themselves in medicine, science, education, ministry, the arts, law, politics, business and community service. Since the early 1920s, the college has ranked in the top 10 percent of American colleges whose graduates complete Ph.D. degrees. The Agnes Scott student body has expanded to include women who represent the diversity that is the United States and the world, women who are returning to college to complete their degrees, and women and men who seek the master of arts in teaching. The engage-

ment of the Agnes Scott community in the intellectual, cultural and social issues of its times represents both the proud history and the bright future of the college.

1 Charter, Decatur Female Seminary, Aug. 27, 1889
2 Agnes Scott Ideal, Frank H. Gaines, 1889

Adopted by the board of trustees, August 2002

AGNES SCOTT COLLEGE VALUES

A Commitment to Women

- To a holistic approach to education for women, acknowledging the primacy of intellectual development, with opportunities for physical, social, cultural and spiritual development.
- To perspectives within the liberal arts tradition that are particularly significant for women.

David Witbeck

A Commitment to Teaching and Learning

- To academic excellence, rigor and creativity that engender the joy of learning.
- To personal interaction between students and faculty with an emphasis on independent study and mentoring.
- To the utilization of wide-ranging pedagogical techniques and technologies.
- To an emphasis on collaborative learning.

A Commitment to the Liberal Arts

- To the experience of a broad range of liberal studies disciplines, including the humanities, fine arts, natural and social sciences with significant depth in a disciplinary or interdisciplinary major.
- To the liberal arts as the indispensable foundation for professional life.

A Commitment to an Appreciation of Diverse Cultures

- To curricula reflecting a wide range of original sources and scholarly critiques.
- To a student body and a faculty who bring to Agnes Scott the diverse perspectives of their circumstances, cultures and backgrounds.
- To respectful engagement with divergent ideas, philosophies and perspectives from all members of the college community.
- To applied learning opportunities in local and international communities.

A Commitment to a Community that Values Justice, Courage and Integrity

- To encourage the development of a spiritual commitment and a set of values that can serve as sources of vitality, meaning and guidance in the lives of students.
- To support the development of leadership skills and community service experience needed to become effective contributors to one's family, profession and to society and world citizenship.

Endorsed by the faculty, April 1995
Affirmed by the board of trustees, August 2002

About Agnes Scott College

AGNES SCOTT COLLEGE is committed to educating women who achieve in their professions, contribute to their communities, engage the social, technological and global issues of their times and live personally and spiritually purposeful lives. Students thrive in an atmosphere of academic and intellectual challenge that includes independent studies and student-designed majors.

The liberal arts curriculum emphasizes academic excellence, interdisciplinary learning initiatives and experiential learning through local internships, collaborative research and study abroad. The campus is located in metropolitan Atlanta in the city of Decatur. Nationally known as a center for research and higher education, Atlanta provides resources and learning opportunities central to the Agnes Scott experience.

David Witbeck

As a student immerses herself in the world, its cultures, history and ideas, she obtains the tools needed to explore her world passionately and ethically. She gains the confidence to handle difficult questions and offer responsible, rational and creative answers. As a women's college, Agnes Scott provides diverse role models who offer rich and multilayered examples of what leadership can be. Students become leaders in social, athletic, academic and political arenas. The young woman who runs for office, competes for a scholarship or speaks up in class knows her gender is not an issue. As a result, she forms a clear view of her strengths and weaknesses, finds her voice and is encouraged to speak out about the issues of the day.

Agnes Scott's alumnae and student body include Rhodes, Fulbright, Truman, Gates Millennium and Goldwater scholars, the chief justice of the South Carolina Supreme Court, a Tony Award- and Pulitzer Prize-winning playwright, internationally acclaimed scientists and women who work in the CIA, CDC, EPA, CNN and Peace Corps. Agnes Scott students have also received prestigious awards including the Benjamin A. Gilman International Scholarship, Rotary Ambassadorial Scholarship and Thomas R. Pickering Foreign Affairs Fellowship. Distinguished high school graduates come to Agnes Scott with a strong academic record and a desire to achieve higher goals. They leave with the knowledge and insight to achieve those goals and make a lasting contribution to their community, generation and world.

The Campus

JUST SIX MILES from Atlanta's city center, Agnes Scott is located on a beautiful 100-acre campus in a national historic district and residential neighborhood of Decatur, Ga. Emory University, Georgia Institute of Technology and Georgia State University are a short drive away, and The University of Georgia is nearby in Athens. The college has 26 buildings, including three theme houses and an apartment complex. With its Collegiate Gothic and Victorian architecture, brick walks and century-old trees, the campus is a pleasant place to stroll, meet friends, meditate or study.

AGNES SCOTT "MAIN" HALL

The first building constructed on campus, Agnes Scott Hall was built in 1891 and originally housed the entire school. The money to construct Agnes Scott Hall was donated by Col. George Washington Scott, one of the college's founders, who envisioned a structure with the modern conveniences necessary to serve the college for many years.

More than 100 years later, Agnes Scott Hall continues to serve the campus as a residence hall and office/meeting space. The upper floors provide residence hall space, while the lower floors house the offices of the president, dean of students and financial aid.

The building's bell tower provides a focal point for the campus. In addition to ringing the bell for special occasions, seniors accepted to graduate school or hired for their first jobs are invited to ring the bell on Fridays during spring semester. The "tower room," made famous in the opening scenes of the movie *Scream* 2, is also in Main.

RESIDENTIAL OPTIONS

In addition to Agnes Scott Hall, students may live in Hopkins, Inman, Rebekah, Walters and Winship residence halls, three theme houses and Avery Glen Apartments. Each residence-hall room contains an information outlet per bed, providing network, telephone and cable-TV services. Cable-modem network services are provided at Avery Glen Apartments.

MCCAIN LIBRARY

Agnes Scott's library combines strong collections, individual attention, excellent study spaces and advanced technology to support students in research and course assignments. Built in 1936, the architecturally distinguished McCain Library reopened in 2001 after a total renovation and major expansion. Features include group-study and media rooms, comfortable study nooks, an outdoor reading terrace and wireless network connectivity throughout the facility.

The library collection, selected to support the undergraduate curriculum, includes more than 220,000 volumes, almost 38,000 digital books, 1,034 periodical subscriptions and 18,500 sound and video recordings as well as microforms, archives and other materials. Many resources are electronic and available 24 hours a day from other campus facilities, residence halls and off-campus locations. One hundred eighty-four databases offer full-text articles from several thousand journals, periodical indexes in most major academic areas and reference tools serving all disciplines. These electronic resources include, but also go beyond, the holdings of GALILEO, the Georgia statewide virtual library.

Through Agnes Scott's membership in the Atlanta Regional Consortium for Higher Education, students enjoy access to library holdings (10 million volumes) of 18 other local colleges and universities. Interlibrary loan provides additional access to specialized research materials that might be needed by students or faculty members.

COMPUTER FACILITIES

The college provides technology resources that enhance the teaching and learning environment. All campus facilities and classrooms are wired for the college computer network. Through the campus network, students have access to the Internet, e-mail, network file and print services and online Web-based services (McCain Library, Blackboard, AscAgnes and campus intranet).

Alston Campus Center provides a number of computing facilities including Butler Business Center, Cyber Café and the eCommons Lab. Buttrick Hall houses the Educational Curriculum Library, Hayes M.A.T. computer lab and media-enriched classrooms. Macintosh computers are available in the Dana Fine Arts Building graphics lab. McCain Library houses the Educational Technology Center, a 24-hour accessible area containing the Center for Writing and Speaking, a technology production studio, multimedia laptop classroom, bibliographic-instruction classroom and the computerized language lab/classroom. Public computers are available for use in the library and wireless laptops are available for check out. A small computer lab is available in each residence hall for student computing use and printing.

Computer technology can be found throughout the Science Center in teaching and research labs, computer labs, computerized classrooms and student-project labs. Special-purpose computer labs include Presser Hall's music lab, Bradley Observatory's research lab and the Science Center's Linux lab.

Through the office of information technology services, students can check out a laptop for course-related special projects. A wide selection of software is available on all campus-computer systems, and a variety of special-use computer hardware can be found in computer labs.

SCIENCE CENTER

Opened in January 2003, the 115,000-square-foot Science Center houses media-rich classrooms, laboratories, faculty offices and equipment for the four disciplines that use investigative laboratories—biology, physics, chemistry and psychology. The center features multimillion-dollar instrumentation and dedicated faculty-student research laboratories. The new center links the college's southern side to its northern section and forms a quadrangle with McCain Library and Alston Campus Center.

BRADLEY OBSERVATORY AND DELAFIELD PLANETARIUM

The 70-seat Delafield Planetarium boasts a 10-meter AstroTek dome and a computer-controlled projector built by Zeiss Instruments, maker of the world's finest planetarium projectors. Only 10 other sites in the country and 23 other sites in the world house such projectors. Bradley Observatory is equipped with a lecture hall, a library, offices, a darkroom, extensive computer facilities, a wide variety of telescopes in addition to the Beck Telescope and an observation terrace plaza at the west entrance.

The newly renovated and expanded observatory holds frequent open houses and public events, including the William A. Calder Equinox Concert Series, which features musicians performing on the autumnal and vernal equinoxes. The observatory provides students with the means to make telescopes, duplicate historical experiments and observe and process data from astronomical phenomena. One of only two astronomical teaching and research facilities in Atlanta, Bradley Observatory was named in 1950 in honor of William C. and Sarah Hall Bradley.

BUTTRICK HALL

Built in 1930, Buttrick Hall is the hub of academic activity on campus, housing the office of the dean of the college and many academic departments and programs. The building was named for Wallace Buttrick, former president of the General Education Board of New York and a friend of the college.

DANA FINE ARTS BUILDING

Dana Fine Arts Building is the artistic center of campus. The building features modern design interwoven with Gothic architectural elements, creating a structure that is both functional and in keeping with the rest of the campus. Opened in 1965, the building houses an art gallery, classrooms, art studios and a theatre for the dramatic arts. Dalton Gallery was named in honor of Harry L. Dalton and his wife, Mary Keesler Dalton '25, of North Carolina. Winter Theatre, which seats more than 300 people and features a modified-thrust

stage, was named in honor of Professor Roberta Powers Winter '27, who taught speech and dramatic arts at the college from 1939 to 1974.

PRESSER HALL

Envisioned to house both a modern music center and chapel, Presser Hall opened in 1940. The building was named in honor of Theodore Presser, who established the Presser Foundation, which donated funds for the building. Dedicated in 1941, Gaines Chapel, named in honor of President Frank Henry Gaines (1889-1923), features seating for 800 and houses a 3,000-pipe, four-manual Austin organ. Presser Hall is also home to the Maclean Auditorium, a smaller 300-seat auditorium named for Professor Joseph Maclean, who headed the department of music from 1893 to 1918.

ALSTON CAMPUS CENTER

Alston Campus Center, opened in spring 2001, is the central point connecting the residential and academic areas of campus. The center contains meeting rooms for student functions and office space for administrative staff. High-tech features such as the Cyber Café and computer labs add to services offered. The facility also is home to the college bookstore, post office, copy center and snack bar along with the offices of career planning, student activities, residence life and the chaplain.

EVANS HALL

Letitia Pate Evans Hall, opened in 1950, was named in honor of Letitia Pate Evans of Hot Springs, Va., an Agnes Scott trustee from 1949 until her death in 1953. Renovated in 1999, the building features seated dining space for 400 and conference facilities on the terrace level. It also features a marché servery and a courtyard for outdoor dining.

ATHLETIC FACILITIES

Robert W. Woodruff Physical Activities Building provides facilities for recreational and NCAA Division III intercollegiate athletic pursuits. Facilities include a basketball court; volleyball courts; an eight-lane, 25-meter competition swimming pool; cardio-training and select rise-weight equipment and a sports-medicine training room. The offices for the department of physical education and athletics are housed here. Located just beyond Woodruff are the Gellerstedt Track and Field and Byers Tennis Courts.

CAMPUS SAFETY

Agnes Scott has an excellent safety record. The campus and surrounding neighborhoods are considered comfortable places to live. Agnes Scott enjoys the protection of a fully staffed, highly trained campus police department. However, all campus community members are encouraged to be cognizant of the often-threatening world in which we live. Everyone should be alert and aware at all times and join a campus-wide effort to maintain safety.

Students are offered a number of opportunities to learn more about personal safety and safety issues through lectures and self-defense classes. Because safety is a high priority, all residential spaces are secured and accessible only to those who have been assigned keys. Campus policy requires guests to be escorted by building residents. Call boxes for emergency assistance are located throughout the campus.

Life on Campus

ORIENTATION

At Agnes Scott, the entire community works together to help incoming students successfully begin their college careers. Orientation begins during the summer before a new student arrives with contact from Orientation Council, upper class students who plan and coordinate orientation activities and events. An integral part of orientation at Agnes Scott is the For Your Information program. All incoming students are assigned to an FYI group. Each FYI group includes approximately 15 new students, a staff coordinator and two returning students. FYI groups meet weekly until Thanksgiving and provide valuable information on a variety of topics, from the practical to the more philosophical or theoretical. Transcripts will reflect completion of FYI.

Orientation includes meeting with a faculty adviser, help with course selection and placement tests and formal introductions to campus organizations. Students also get to know Agnes Scott through less formal programs. Social involvement is encouraged through activities such as weekend events in the Atlanta area, on-campus parties with students from other colleges and events on other campuses.

International students, members of underrepresented populations, transfer students and Woodruff Scholars (nontraditional students) are assigned to FYI groups, and are offered additional programs tailored to their needs.

HONOR SYSTEM

Ethics and values are central to the purpose, curriculum and social life of Agnes Scott. The Honor System, one of the oldest in the country, is governed by students. Each student is expected to uphold the system's high standards and take personal responsibility for her integrity and behavior. In choosing Agnes Scott, a student accepts the Honor System as her way of life and formally adopts it by the following pledge:

> As a member of the Student Body of Agnes Scott College, I consider myself bound by honor to develop and uphold high standards of honesty and behavior; to strive for full intellectual and moral stature; to realize my social and academic responsibility in the community. To attain these ideals, I do therefore accept this Honor System as my way of life.

STUDENT GOVERNMENT

Agnes Scott is a community that values open communication among faculty, students and administrators. The Student Government Association acts as a formal liaison between students and the administration. Through this association, students are, to a large extent, self-governing as they assume responsibility for many policies and regulations. More information about student government can be found in the *Student Handbook*.

RESIDENCE LIFE

Agnes Scott's residence halls are comfortable and inviting. Agnes Scott, Rebekah Scott and Inman halls have been restored to their Victorian elegance while meeting today's needs for efficiency and comfort. Their former grace is recaptured with period design and furnishings (some donated by alumnae) and chandeliers in the lobbies and parlors. All three are listed in the National Register of Historic Places. Three other comfortable residence halls are Hopkins, Walters and Winship. All residence-hall rooms have Internet, telephone and cable-TV connections.

Residence halls are almost entirely self-governed within the policies of the college and the office of residence life. Student staff in each hall includes a resident director and resident assistants, supervised by the director of residence life. The *Student Handbook* explains all campus regulations.

Apartment living is available at the college's Avery Glen Apartments located on the east side of campus. An option for juniors and seniors, Avery Glen affords a greater sense of independent living.

Upperclasswomen have another housing option in the Residential Village, three restored Queen Anne-style homes on the west side of the campus. These

houses operate with a goal of creating a living/learning community based on a learning theme. Students apply to live in these houses according to their interest in and commitment to assigned themes.

The main purpose of the theme houses is to facilitate learning. By choosing to reside in the house, residents commit to the plan for using the living arrangement to advance learning. Collaboration between faculty and students is an important focus of this arrangement, and each house has a faculty or staff adviser. Academic departments and programs submit theme proposals each year.

All students, except Woodruff Scholars, are required to live in campus housing. Any exception must be approved by the dean of students. Students in the Atlanta area who live with their parent(s) may apply for approval from the dean of students to commute.

If a student's conduct indicates she is not in sympathy with the ideals and standards of the college's residence life policies or is not mature enough to reside on campus, the dean of students may terminate her resident status.

STUDENT ACTIVITIES

Outside the classroom, student activities add to life at Agnes Scott. Formals, band parties, concerts and films, as well as lectures on classical and contemporary issues, are presented through the office of student activities.

David Witbeck

Alston Campus Center, which opened in Spring 2001, houses many of these activities as well as a snack bar, bookstore and post office.

SCOTTIES OFF THE LEASH

Scotties Off the Leash is a student-led program offering weekend activities on Thursday, Friday and Saturday nights. Student groups petition the dean of students office for program funding when planning campuswide events. Past events include a foam party, ASC Apprentice, a campus block party and concerts. The goal of Scotties Off the Leash is to create an active social scene on campus and provide leadership opportunities for students.

INTERCOLLEGIATE ATHLETICS AND OTHER SPORTS

Students enjoy sports on campus, including weight training, tennis and swimming. They can participate in intercollegiate basketball, softball, soccer, cross country, tennis, volleyball and swimming through Agnes Scott's Division III membership in the National Collegiate Athletic Association. The college is a member of the Great South Athletic Conference.

HEALTH SERVICES

Resident students are eligible for health services provided at the Warren Health Center. The center's director is a nationally certified nurse-practitioner who works with physician consultants in internal medicine, gynecology and psychiatry. Services include evaluation and treatment of health problems, counseling, special health education and screening programs.

The residence fee entitles boarding students to evaluation and treatment by the nurse practitioner or referral to the appropriate medical resource. Faculty, staff and nonresident students may receive first aid for minor injuries, limited health screening, health information and referral upon request but are not eligible for other services.

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. Students with specific health problems, serious illnesses or injuries will be referred to the appropriate specialist or medical facility. Off-campus psychiatric counseling services are available upon request.

The center's health-education program stresses prevention of illness, promotes self-care and encourages positive health practices. Reference materials on health issues are available.

PERSONAL COUNSELING

Confidential counseling services are offered for all enrolled Agnes Scott undergraduate students by personal counseling staff members, who are licensed psychologists, or by doctoral-level graduate students under staff supervision. Services include individual, couples and group counseling; consultation and referral services; and outreach programming.

Students seek counseling for a variety of concerns including managing relationships, handling family problems, coping with stress, homesickness, decreasing depressive feelings, dealing with fears, handling a crisis, eating and/or body image concerns, improving communication, learning to be assertive, study skills, time management, increasing self-esteem, understanding one's sexuality, decision-making and dealing with alcohol and/or drug concerns.

Individual counseling involves one-on-one meetings with a counselor for about 45 to 50 minutes, usually on a weekly basis for up to 15 sessions per calendar year. Couples counseling is available for dealing with relationship or roommate concerns. Group counseling involves three or more students meeting with one or more counselors to deal with shared concerns.

Consultation is available for staff, faculty, students or family members with a concern about a student or a specific mental health-related issue. Referrals are available for off-campus mental health services (e.g., longer-term psychotherapy, testing for learning disabilities, psychiatric care, intensive-treatment programs). In addition, workshops and presentations can be arranged for groups or classes interested in counseling-related topics.

SPIRITUAL LIFE

The Julia Thompson Smith Chaplain serves as pastor to all members of the Agnes Scott community and co-

ordinates religious activities, offering opportunities for worship, reflection, service and community building. As a liaison between the college and the broader religious community, the chaplain encourages students to become actively involved with a local church, mosque, synagogue or other house of faith. On-campus worship includes weekly devotionals, special observances and events in celebration of special campus occasions. The chaplain also maintains information about student-led religious organizations.

Contexts for reflection on the relationship between faith and learning, as well as on personal and societal issues, are provided through speakers, group discussions, support groups and spiritual counseling. Through the annual James Ross McCain Faith and Learning Lecture, students have a chance to hear from and interact with internationally recognized scholars and theologians.

The chaplain's office coordinates opportunities for faithful volunteer service in the larger community focusing on such issues as homelessness and housing, literacy, the environment, health, poverty and battered women.

Students may choose to participate in volunteer opportunities of varying duration—from a few hours, to a weeklong spring break service trip, to a commitment that may last a semester or longer.

During the 2004-2005 academic year, spring-break service trips included a Habitat for Humanity build in Valdosta, Ga., and a Faith Works experience at Koinonia Partners, one of the earliest intentional Christian communities in America.

In these ways and as the Religious Life Council adviser, the chaplain facilitates the building of positive community life grounded in traditions of faith.

CAREER PLANNING

The office of career planning supports students in entering and sustaining a satisfying career. The office maintains relationships with hiring firms, graduate and professional schools, friends of the college and alumnae. Through the office, students acquire career search skills and the proficiency to use them throughout their careers. Students may take advantage of experiential learning, assessment and instruction opportunities as well as numerous resources in the career planning library, career fairs, programs and activities related to career planning.

To assist in career exploration, an assessment tool is available. A student may then focus on her interests and abilities and their implications for career decision-making. Programs to enhance the exploration process include Career Observation Days, externships, workshops and seminars. Students are encouraged to participate in a summer or semester internship to gain experience in a specific career discipline. Internships may be paid or unpaid, and those secured through career planning are usually not for credit.

Graduate or professional school is the next step for about 25 percent of seniors. Career-planning library resources and workshops include directories of all graduate/professional school programs, text preparation for relevant entrance exams, assistance with decision-making, application procedures and mock interviews. For seniors seeking jobs after graduation, a wide range of career strategies programming is available, and employers are actively encouraged to recruit students. Accepted students join successful job seekers in the spring tradition of ringing the bell in Agnes Scott Hall on Fridays.

Agnes Scott is a member of a consortium of small colleges and universities that holds an annual career fair as well as a participant in the Georgia statewide career fair. The college also assists with Emory University Career and Graduate School fairs that are open to Agnes Scott students.

LEADERSHIP

Multiple opportunities for leadership development are available on campus through regular student-leadership retreats, workshops and programs. Each spring, a select group of first-year students participates in the Emerging Leaders program, which includes a retreat and four meetings focused on self-exploration, the development of communication skills and exploration of the qualities and values associated with successful leaders. The annual Fall Leadership Retreat is a time for newly elected student leaders to plan and prepare for the upcoming year.

Agnes Scott Student Organizations, Intramural and NCAA Sports

Honors Organizations

- Beta Beta Beta
- Dana Scholars
- Mortar Board
- National Society of Collegiate Scholars
- Phi Alpha Theta
- Phi Beta Kappa
- Phi Sigma Tau
- Pi Delta Phi
- Psi Chi
- Sigma Alpha Iota
- Theta Alpha Kappa
- Omicron Delta Epsilon

Religious Organizations

- Baptist Student Union
- Canterbury Club
- Fellowship of Christian Students
- Jewish Student Association
- Muslim Students Association
- New Life Campus Crusade for Christ
- New Westminster Fellowship
- Newman Club
- Religious Life Council
- Wesley Fellowship

Multicultural and Language Student Organizations

- ADORE (African Daughters of Ruth Ellis)
- AWISA (African and West Indian Student Association)
- Asian Women
- Faust Club
- French Club
- Hispanic Awareness Society
- International Students Association
- National Coalition Building Institute
- The Collective (LBTQA)
- Witkaze: The Black Student Organization of Agnes Scott College

Musical Groups/Organizations

- ASC Flute Choir
- ASC String Quartet
- ASC Community Orchestra
- Collegiate Chorale
- Jazz Ensembles
- Joyful Noise
- Sotto Voce

Student Governance Organizations

- Honor Court
- Judicial Board
- Student Government Association
- Student Senate

Student Publications

- Aurora (literary magazine)
- Silhouette (yearbook)
- The Profile (student newspaper)

Political/Activist Organizations

- Amnesty International
- College Democrats
- College Republicans
- Common Ground
- Conservative Forum
- Feminist Majority Leadership Alliance
- Model United Nations
- Rock the Vote

NCAA Athletics

- Basketball
- Cross country
- Soccer
- Softball
- Swimming
- Tennis
- Volleyball

Recreation, Intramural and Club Sports

- Dance team
- Basketball Three v. Three
- Black Cat field hockey
- Century Club
- Flag football
- Hiking trip
- Indoor soccer
- Kickboxing
- Kickball tournament
- Rock climbing
- Softball
- Swimming
- Scottie 5K and 1-mile walk
- Scottie Fitness Leaders
- Tennis
- Ultimate Frisbee tournament
- Water aerobics
- Whitewater rafting

Other Student Organizations, Activities and Committees

- American Chemical Society
- ASC Cheerleaders
- ASC-TV
- Astronomy Club
- Best Buddies
- Blackfriars
- Campus Girl Scouts
- Career Advisory Board
- Circle K
- Colonnade Club
- Daughters of Gaia
- Emerging Leaders
- F.A.D. Group (Fashion, Ambition, Design)
- Georgia Educators Association
- Green Earth Organization
- Handiwork Club
- Habitat for Humanity
- Meditation Group
- Orientation Council
- Poetry Etc.
- Public Leadership Education Network
- Pre-Med Association
- Psychology Club
- Publius
- SAFE Women (Student Advocates for Educating Women)
- Scottie Social Dance
- ShowTime Programs Board
- SIMBA (Supporting Intellectual Mothers with Babies and Allies)
- Sleeping Eights: Math Club
- Social Council
- Studio Dance Theatre
- Tower Council
- Volunteer Board
- Women in Business
- Woodruff Scholar Organization

For more information about these activities, view the Student Handbook at http://www.agnesscott.edu/studentlife/p_organizations.asp or contact student life at 404 471-6438.

Admission

AGNES SCOTT COLLEGE seeks to enroll students of diverse backgrounds, interests and talents whose academic and personal qualities promise success. Qualified women of any race, age, creed, national or ethnic origin are encouraged to apply. The college admits qualified students with disabilities and makes every effort to meet their needs.

The office of admission, under policies and standards established by the faculty, considers each application and examines evidence of sound academic preparation, ability, motivation, maturity and integrity. Every completed application is thoroughly reviewed.

Most students are admitted on the basis of their academic and personal records without regard to financial need. The college does consider an applicant's financial situation in the review of applications from international students and may consider it for students on the margin of admissibility.

GENERAL INFORMATION

The Application

Undergraduate admission applications are distributed by the office of admission and are available on the Agnes Scott Web site: www.agnesscott.edu.

An application must be accompanied by a nonrefundable $35 application fee, which can be charged to a major credit card or submitted by a check or money order to Agnes Scott College. The application fee is waived for applications submitted online.

The application can be submitted electronically at www.agnesscott.edu or mailed to:

Office of Admission
Agnes Scott College
141 E. College Ave.
Decatur, GA 30030

The office of admission considers application-fee waiver requests on an individual basis. The college does accept the College Board's application-fee waiver form, which should be signed by the secondary school counselor.

Entrance Requirements

A student's record of achievement in secondary school is the most reliable indicator of success in college. Successful candidates most often graduate in the top 20 percent of their high school class and present a minimum of four academic units each year. The recommended high school academic program is four years of English, two years of a foreign language, three years of mathematics (algebra I, II and geometry), two years of laboratory science (biology, chemistry and physics) and two years of social science. Students may be accepted without the recommended number of courses in a particular field.

Entrance Examinations

Applicants must present results of either the SAT I or the ACT. These examinations should be taken in the spring of the junior year or by December of the senior year in high school. The highest scores presented by an applicant are considered.

For information on SAT I, write, call or visit online:
The College Board SAT Program
P.O. Box 6200
Princeton, NJ 08541-6200
Phone: 609 771-7600
www.collegeboard.com
Agnes Scott's CEEB number is 5002.

For information on ACT, write, call or visit online:
ACT
500 ACT Drive
P.O. Box 168
Iowa City, IA 52243-0168
Phone: 319 337-1270
www.act.org
Agnes Scott's ACT code number is 0780.

Further information about SAT I and ACT also may be obtained in high school guidance offices.

Interviews and Overnight Visits

An on-campus interview is strongly recommended but not required for candidates.

Students become better acquainted with the college, and a visit is useful in making the final college decision. An interview is also helpful to the office of admission in evaluating an application, because it allows admission officers to better understand an applicant's academic and extracurricular interests. Student-led tours, class visits and overnight stays in residence halls may be scheduled. Please note, overnight stays are available to high school seniors only. To schedule an interview, call or e-mail the office of admission at least one week in advance.

Alumnae are available in many areas of the country to talk to prospective students about Agnes Scott by telephone or through an informal interview. Candidates should contact the office of admission for the name and contact information of a local alumna admission representative.

For information, call or e-mail:
Office of Admission
Agnes Scott College
141 E. College Ave.
Decatur, GA 30030
Phone: 404 471-6285
Toll-free: 800 868-8602
Fax: 404 471-6414
E-mail: admission@agnesscott.edu

Health Record

All students who are enrolling must submit a complete medical history, including a certificate of examination by their physician, as well as results of immunizations and chest X-rays. Entrance health-record forms are mailed to enrolling students and are due to the director of student health services by Aug. 1.

Students with Disabilities

Agnes Scott College welcomes students with disabilities and accommodates special needs, which are determined on an individual basis.

Academic accommodations may include adjusting examination times and allowing the use of taped textbooks for study and word processing for examinations. Faculty and staff are informed of accommodations only for educational purposes. Under certain circumstances, a student may request an exemption to a specific or distributional requirement by consulting with the assistant dean of the college. Approval by the office of dean of the college is required.

Residence hall accommodations may include a room assignment that meets special requirements or an alarm system for a hearing problem. To initiate a request for appropriate accommodations, a student meets with the director of residential life. Students may also receive assistance in planning traffic routes on campus.

Agnes Scott complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

SECONDARY SCHOOL STUDENTS

Applying as a Senior

Seniors should apply for admission before the March 1 regular decision priority deadline. They should submit a completed application, a high school transcript, essay, SAT I or ACT scores, a guidance counselor's recommendation and a teacher's recommendation. Agnes Scott admits students according to these application plans:

Early Decision/First Choice (The applicant agrees to withdraw all other college applications after receiving notice of admission and financial aid from Agnes Scott.)

- APPLICATION DEADLINE: Nov. 15
- NOTIFICATION DATE: Dec. 15

Scholarship Decision

- APPLICATION DEADLINE: Jan. 15
- NOTIFICATION DATE: Beginning late January

Regular Decision

- APPLICATION PRIORITY DEADLINE: March 1
- NOTIFICATION DATE: Within three weeks of completion of file

Joint Enrollment

Some high school seniors are ready to take college courses before graduation. Under the joint-enrollment program, seniors (male or female) may take courses at Agnes Scott. These students must be approved for

admission by the dean of admission. A candidate must submit a high school transcript, SAT I or ACT scores and a letter from the high school counselor providing a general recommendation and specific course approval.

Early Admission

A student judged to be ready for college after her junior year of high school may be admitted to Agnes Scott under early admission. The student must be mature, academically prepared and strongly recommended by her school. Most high schools grant a diploma after a student completes first-year courses at Agnes Scott. A student considering this should consult her high school guidance office. Successful applicants are classified as first-year students and use the normal application procedures and dates. An admission interview is required.

Homeschooled Students

The college welcomes admission applications from candidates who have been schooled at home. The office of admission advises such students to contact the college to facilitate the application process. Homeschooled students are encouraged to provide as much information about their curriculum as possible. Interviews and three SAT II subject tests in areas such as English and math are required. Students are evaluated individually, though greater emphasis is often placed on standardized test scores and writing samples.

International Students

International students are encouraged to apply online or to send their completed forms early to avoid postal delays.

Foreign nationals whose first language is not English and whose language of instruction in secondary school was not English should also submit the Test of English as a Foreign Language results. Information may be obtained by writing to:

TOEFL Program
Educational Testing Services
P.O. Box 6151
Princeton, N.J. 08541-6151
U.S.A.

Any student unable to take the TOEFL because of cost or access should submit a statement of the circumstances that prohibit it and, as an alternative, submit:

- Results of the SAT I with writing
- Either a recommendation from a teacher of English or an additional writing sample in English

All application materials (including academic transcripts, grade reports or examination results) must be submitted in English and mailed by a school official.

Advanced Placement Credit

Credit toward an Agnes Scott degree may be given for scores of four or five on these Advanced Placement Examinations of the College Entrance Examination Board taken in secondary school:

- **Art:** history and studio
- **Biology**
- **Chemistry:** student may submit application for lab credit
- **Computer science**
- **Economics:** macro and micro
- **English:** language and composition and literature and composition
- **Environmental science**
- **French:** language and literature
- **German:** language
- **History:** American, European and world
- **Human geography**
- **Political science:** government and politics, comparative and United States
- **Classics:** Vergil, Latin lyric and Latin literature
- **Mathematics:** calculus AB or BC; credit granted for a score of three on calculus BC; credit granted for a score of three on calculus AB if student completes Mathematics 119 with a C or better; the AB subscore is used to award credit for students who receive a score of two or below on calculus BC.
- **Music theory**
- **Physics:** B, C mechanics, electricity and magnetism
- **Psychology**
- **Spanish:** language and literature
- **Statistics**

International Baccalaureate Credit

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. Credit is not awarded for examinations taken at the subsidiary/standard level.

Cambridge Examinations

Contact the office of academic advising for information about evaluations of A-Level examinations administered by the Cambridge International Examinations Board.

Restrictions on Credit

Students may receive either Advanced Placement credit or International Baccalaureate credit for the same course, but not both. For students entering fall 2003 or later, a maximum of 32 credits may be earned through a combination of Advanced Placement exams, International Baccalaureate exams and joint-enrollment credit. All inquiries and materials for Advanced Placement, International Baccalaureate and joint enrollment should be directed to the office of the registrar.

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 a completed application, each applicant must submit standardized test score results (SAT I or ACT), an essay, an official transcript of all high school and college work, one letter of recommendation from a college professor who taught the applicant, and a letter of good standing from the college or university. Students who are on probation or have been dismissed will not be admitted.

Transfer students are urged to visit Agnes Scott for an interview in the office of admission. Transfer students must complete the junior and senior years at Agnes Scott and earn a minimum of 64 semester hours in academic subjects at the college.

Transfer applications are accepted for the fall and spring semesters. Admission decisions are made and announced as applications are completed and openings remain available. Priority application deadlines are:

- SPRING ADMISSION, Nov. 1
- FALL ADMISSION, March 1

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. For the college to complete a credit evaluation, course descriptions from the previous college or university's catalog are needed. The catalog must represent the same academic year(s) in which the coursework was completed. To find out how to obtain a catalog from the previous institutions attended, contact the college or university registrar's office. Students wishing to apply a substantial body of work earned elsewhere toward their major should check with the office of the registrar.

International Transfer Students

Students wishing to transfer from another college or university outside of the United States should supply a certified translation from their home country of their record of courses taken and an evaluation of these courses by a foreign credential evaluation service. Any national exam results, such as the British GCE O or A-Levels, must be submitted. Photocopies of these certificates should be certified by the student's high school and bear the student's secondary school's official seal or stamp.

Transient Students

Students in good standing at other colleges may apply as transient students at Agnes Scott for one or more semesters and take one or more courses. An admission request for a transient student should be filed with the assistant dean of the college and supported by these items sent at the student's initiative: a transcript of record, including a statement of good standing and

a letter of approval from the student's college dean indicating approval of the plan and specific courses to be taken for transfer credit.

Summer School

Summer School is open to male and female college students in good standing with their home institutions; Agnes Scott students; high school students who have completed their junior year and those with a bachelor's degree who want to take a course. Summer School consists of two five-week sessions running from late May through early August. Classes meet Monday through Thursday for 125-minute periods unless otherwise specified. Additional information, including application materials, is available on the Web site at http://www.agnesscott.edu/academics/p_summerschool.asp.

Readmission

A student who has withdrawn from the college and wishes to return should complete an application for readmission. In addition to the completed application and a nonrefundable application fee, applicants must submit transcripts from any college/university attended since the original application was filed, one letter of recommendation from a college professor who taught the applicant and a letter stating what the applicant has been doing since her withdrawal and why she wishes to return to Agnes Scott. Please note the applicant may be asked to provide additional information depending on the individual circumstances.

EMPLOYEES

The office of admission welcomes applications from college employees. In addition to the employee-admission application, the applicant must submit transcripts from any college/university attended and a personal statement including the applicant's educational goals. A personal interview with an admission officer (for degree-seeking applicants only) is also required. There is no application fee for employees. Please note the applicant may be asked to provide additional information depending on individual circumstances. See the Agnes Scott College Employee Handbook for additional information on tuition-remission policies.

Irene K. Woodruff Scholars

AGNES SCOTT COLLEGE welcomes women beyond traditional college age who wish to pursue educational objectives in a program suited to their individual needs. Students in the Irene K. Woodruff Scholars program enroll in regular courses and meet the same degree requirements as other undergraduates.

Most women who enroll through Woodruff Scholars plan to earn a bachelor's 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 and individually planned and reviewed.

Woodruff Scholars vary in age, background, marital circumstances, socio-economic status and degree of participation in campus life. However, all enter 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 and for summer school. Applicants should submit:

- The Woodruff Scholar application, including a personal essay and the $35 application fee
- Two letters of recommendation
- Official transcripts of previous high school and college work, sent directly from institutions attended.

As soon as all application materials are received, applicants should contact the office of admission to arrange an on-campus interview. Neither the SAT I nor ACT is required. However, students who have taken this test within the last five years are encouraged to submit their scores.

Since students in the program typically have been out of school for 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. Students who are on probation or have been dismissed from another college or university will not be considered.

Applications should be filed with the office of admission 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 FOR WOODRUFF SCHOLARS

Assistance is available for full- or part-time study to women who demonstrate financial need and have no bachelor's degree. Applicants must demonstrate financial need or eligibility for the Middle Income Assistance Grant, scholarships for Georgia Perimeter College graduates or the Agnes Scott College Phi Theta Kappa Scholarship. For most forms of financial aid, students must enroll each semester for a minimum of six semester hours of credit. For more details, see the Financial Aid section.

HEALTH RECORD

The college and Georgia state law require a completed entrance health record to be on file with Student Health Services before a student attends classes. Health-record forms are sent to students upon enrollment.

EVALUATION OF TRANSFER CREDIT

Evaluation of transfer credit requires course descriptions from catalogs from all colleges previously attended be submitted to the office of academic advising upon acceptance and/or enrollment. Contact the registrar of a previous college or colleges for assistance in obtaining catalog-course descriptions.

Academic credit earned at other regionally accredited institutions and meeting the college's standards is applied toward the Agnes Scott degree upon clas-

sification. No more than 66 semester hours of transfer credit will be counted toward the 128 semester hours required for the Agnes Scott degree. A student must earn a minimum of 64 hours in Agnes Scott academic courses.

COURSE LOADS

At the time of enrollment, Woodruff Scholars may elect to study full or part time. The normal load for full-time standing is eight full-credit courses per year, four per semester. The minimum load for full-time standing is three full-credit courses in a semester and seven in a year. If a Woodruff Scholar chooses to change her standing after enrollment, she must do so in writing to the registrar prior to the start of classes for the semester in which she is requesting a change.

TIME LIMITS FOR COMPLETING A DEGREE

Woodruff Scholars must complete their degrees:

- Within eight years of enrollment if initially classified as a first-year student
- Within six years of enrollment if classified as a sophomore
- Within four years of enrollment if classified as a junior or a senior.

WOODRUFF PROGRAM APPLICANTS SEEKING AUDIT STATUS

Applicants seeking to audit a course are required to complete the Irene K. Woodruff Scholars application for admission with a final college transcript indicating graduation date or a final high school transcript indicating graduation date. These transcripts must be sent directly from the institutions attended. An interview is required also.

NONDEGREE CANDIDATES

Students enrolled in the Woodruff Scholars program but who do not intend to obtain a degree may earn a maximum of 24 semester hours of credit. Nondegree candidates will not be classified.

The dean of the college may make exceptions to any of the above.

INTERVIEWS AND VISITS

Women considering the Woodruff Scholars program are encouraged to visit the campus. Arrangements to attend classes may be made through the office of admission. An interview is required of all applicants.

Admission officers welcome the opportunity to meet with prospective students to answer questions about the program or to discuss transcripts of previous college work.

Tuition and Fees

STUDENT TUITION AND FEES at Agnes Scott meet less than half of the college's annual operating costs. The difference between student payments and college operating expenses comes from general endowment income and gifts and grants. Fees for full-time students for the 2005-2006 academic year are:

Tuition	$23,260
Room and board	$ 8,500
Student activity fee	$ 160
Technology fee	$ 150
Health-insurance fee	$ 240
Total	$32,310

A student's financial aid package will be considered when determining amounts due each semester. Due dates for tuition and fees are Aug. 15 for fall semester and Jan. 10 for spring semester. Payments made after the stated due dates will be assessed a $250 late payment fee. The late registration fee is $10.

All new students pay a nonrefundable $35 application fee and a $150 enrollment fee on or before May 1. The enrollment fee is nonrefundable after May 1.

Returning full-time students pay a nonrefundable $150 deposit by March 15. This deposit entitles students to reregister and to select a residence-hall room for the next year. A nonrefundable $150 continuation fee is also required of students who are on approved leaves of absence.

Students who take less than a full academic load (12 semester hours) pay tuition on a semester basis at a rate of $970 for each hour up to five hours; $6,790 for six to eight hours; and $9,700 for nine to 11 hours. Physical education classes count as one credit for billing purposes. Any additional monies due to the college as a result of course changes during the 10-day drop/add period are due at the time of the change. No billing adjustment will be made after the 10-day drop/add period. The $160 student activity fee is not included in these charges. The student activity fee is due at the beginning of the first semester of an academic session in which the student is enrolled for six or more semester hours.

Summer-school tuition is set each year; 2005 tuition was $395 per hour. All courses are four credit hours. For lab courses, the laboratory fee is $25. There is a $75 facilities fee for non-Agnes Scott students, which includes parking, ID, Internet access, and use of the library, swimming pool and track. Summer housing is available for Agnes Scott students only, and is provided in the theme houses and Avery Glen Apartments. Details about housing are available in the office of residence life, 404 471-6408.

TECHNOLOGY FEE

The technology fee of $150 supports expansion and enhancements of technology-related expenditures that directly benefit students. The fee is due at the beginning of the first semester of the academic session in which a student is enrolled for six or more semester hours.

GRADUATION FEE

A nonrefundable graduation fee of $150 to cover rental of cap, gown, hood and purchase of the diploma is required of all students who expect to graduate. This payment is due when tuition, fees and room and board charges for the fall semester are paid.

PAYMENT POLICY

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, a transcript of record or official grades.

REFUND POLICY

A refund refers to college charges that are refunded to the student and/or to the financial aid sources that covered those charges. Refunds are made within 30 days

of the student's withdrawal. Students who withdraw from Agnes Scott on or before the first class day of a semester will receive a full refund of any payment made toward tuition, room and board and student fees. No refund will be made of the $150 enrollment/reregistration deposit.

The mandatory health fee is nonrefundable for students who withdraw after the first day of class during a semester.

Agnes Scott's institutional refund policy for tuition, room and board is:

- 90 percent refund when withdrawal is after the first day of class and before the end of the first 10 percent of the semester;
- 50 percent refund when withdrawal is after the first 10 percent and before the end of the first 25 percent of the semester; and
- 25 percent refund when withdrawal is after the first 25 percent and before the end of the first 50 percent of the semester.

The date of withdrawal is the date the official withdrawal form is received by a dean for signature or the date of withdrawal specified by the student, whichever is later. The semester begins with the first day of class. The first week of the semester is the seven-day period beginning on the first day of class. The point of withdrawal is measured in weeks, and the student is considered to have withdrawn within a given week, as defined above, if the withdrawal date is prior to the end of that week.

For federal financial aid, if a student withdraws on or before the 60 percent point in the semester, the refund amount is calculated using the statutory pro rata refund policy set by the U.S. Department of Education. The pro rata refund is calculated based on number of days attended divided by the number of days in the semester.

Federal refunds are applied in this order, as prescribed by federal law and regulations:

- Unsubsidized federal Stafford Loans
- Subsidized federal Stafford Loans
- Federal Parent Loans for Undergraduate Students
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants

Any additional refund of charges, after federal funds have been returned, will be returned in the following order:

- State aid
- Institutional aid
- Third-party scholarships
- Student

MONTHLY STATEMENTS OF ACCOUNT

Each student will receive a monthly account statement from the college if a balance is due. Statements include, but are not limited to, tuition, room and board charges, health-center charges, parking fines and library fines. Statements are due and payable upon receipt, unless otherwise stated for tuition and room and board fees.

DELINQUENT ACCOUNTS

It is the college's stated policy to turn over past-due accounts to an outside collection agency and to use the full extent of the law to collect delinquent accounts.

HEALTH INSURANCE

The college requires all students to be covered by health insurance. The fee is charged and payable when tuition, room and board and fee charges are due. The health-insurance program may be waived upon

evidence the student is covered by adequate alternative health-insurance arrangements. Program details are sent by the insurance company in early July. Insurance waiver cards are due in the accounting office no later than the last day of the 10-day drop/add period.

International students are required to enroll in the International Students Health Insurance Plan provided by the college. The cost of this insurance for the 2005-2006 academic year is $620.

There is no charge to resident students for routine treatment in the Warren Health Center.

TELEPHONE SERVICE

The college provides each room with a telephone connection. Local phone service is provided at no cost to each student. Each student is responsible for providing her telephone and making arrangements for long-distance service.

VEHICLE REGISTRATION

Vehicle registration is $100 for the academic year or $60 for one semester.

Financial Aid

THE PURPOSE OF FINANCIAL AID at Agnes Scott is to provide access to a high-quality educational experience for students who could not otherwise afford to pay the full cost of attending the college. Because Agnes Scott is a highly selective institution, all of our students bring special talents and abilities that enhance the quality of our community, and it is for these reasons they are admitted. Agnes Scott is committed to determining a student's eligibility for financial aid based on a detailed assessment of the income, assets and special circumstances presented by her family. Although the college offers a generous merit-based scholarship program rewarding academic and leadership accomplishments, it is our desire to open the doors of the college to highly qualified students from all economic backgrounds.

NEED-BASED ASSISTANCE

Financial need is evaluated by the financial aid office after a student has been admitted. Based on this evaluation, a student may be offered a financial aid package consisting of one or more grants, a federal Stafford Student Loan and the offer of campus employment.

The primary factors used to determine eligibility for financial aid are:

- Parent and student income
- Parent and student current assets
- Federal, state and FICA taxes paid
- Number of people dependent on the family income
- Number of family members in college
- Age of parent(s) or guardian(s)
- Extraordinary expenses, such as high medical bills

Once a student's eligibility for financial assistance is determined, assistance from all sources, including merit-based scholarships, is applied toward the eligibility.

AWARDS BASED ON OTHER FACTORS

Agnes Scott students also receive financial assistance based on factors that include:

- Academic achievement
- Community service
- Leadership
- Extracurricular involvement
- State residence

Scholarships are available for students with varying backgrounds and levels of achievement. Scholarships are based on a variety of criteria and are renewable for a maximum of three additional years. Contact the office of admission for information on merit-based scholarships for entering first-year and transfer students.

PRESBYTERIAN SCHOLARSHIPS

National Presbyterian College scholarships of up to $1,400 are awarded to entering first-year students who are members of the Presbyterian Church (U.S.A.). Selection is based on scholastic ability and family financial circumstances. Prospective students may get applications by writing:

National Presbyterian College Scholarship
100 Witherspoon St.
Louisville, KY 40202-1396.

TRANSFER AND WOODRUFF SCHOLAR SCHOLARSHIP PROGRAMS

Scholarships are available to graduates of Georgia Perimeter College. Applicants must have graduated from Georgia Perimeter College within 12 months prior to beginning at Agnes Scott. Two scholarships are awarded annually.

Phi Theta Kappa scholarships are available to members of this two-year honor organization. Two scholarships are awarded annually.

Transfer scholarships are available to students who apply by the March 1 transfer priority deadline.

Contact the office of admission for additional information.

GOVERNMENT SOURCES OF FINANCIAL ASSISTANCE

State of Georgia Grants

Qualified Georgia residents are eligible for the Georgia Tuition Equalization Grant (in the amount of $900 for 2005-2006). To qualify, a student must have been a

legal resident of Georgia for the 12 months immediately preceding enrollment at Agnes Scott and must be registered for at least 12 semester hours 14 days after the end of the drop/add period.

The Georgia Tuition Equalization Grant is not based on the financial situation of the student's family. It recognizes the important role independent colleges play in reducing the cost to taxpayers for the education of Georgia citizens. Applications can be obtained from the Agnes Scott financial aid office or online at www.gsfc.org.

HOPE scholars are eligible to receive a HOPE scholarship of $3,000 from the state of Georgia as well as a $3,000 HOPE-matching award from Agnes Scott (other scholarship funds awarded by the college may count toward the total).

Federal Programs

Two programs provide federal grant funds. The Pell Grant program makes need-based awards based on information provided on the Free Application for Federal Student Aid. The grants are for a maximum of $4,050 for 2005-2006. Federal Supplemental Educational Opportunity Grants range from $100 to $4,000. Completing a FAFSA is all that is necessary to apply for both programs.

Federal work-study program funds provide part of the wages paid to students who are awarded campus jobs in their financial aid package.

The federal Stafford Student Loan program enables students to borrow directly from banks, credit unions, savings and loan associations and other participating lenders. Students must complete the Free Application for Federal Student Aid to be eligible for a federal Stafford Loan. The low-interest loans are repayable beginning six months after ceasing at least half-time enrollment.

The Stafford Loan program limits the amount students may borrow annually to $2,625 for first-year students, $3,500 for sophomores, $5,500 for juniors and seniors and $8,500 for graduate students. If the results of the aid application indicate a student is eligible for an interest subsidy, the federal government will pay the interest while the student is attending an eligible institution on a half-time or greater basis. Students who are not eligible for the interest subsidy may borrow under the federal Stafford Loan program. However, the student is responsible for accrued interest, which may be paid on a periodic basis or added to the loan principal. Any student who has difficulty locating a Stafford Loan lender should contact the Agnes Scott financial aid office.

Application Procedures

Agnes Scott requires all U.S. citizens and permanent residents applying for need-based aid to complete the Free Application for Federal Student Aid. In addition, all new financial aid applicants who wish to be considered for Agnes Scott grants based on family financial circumstances are required to complete the CSS/Profile, which can be found on the College Board Web site, www.collegeboard.com.

Currently enrolled students seeking aid for the next session should complete the FAFSA online or obtain a paper application from the office of financial aid.

Determination of College Awards

The financial aid office uses information from financial aid applications to determine the amount of family resources that should be available to the student for college expenses. Among the factors used in the analysis are family and student income and assets, taxes, the number of people in the household, the age of the older parent and the number of children in college.

The FAFSA financial aid application must be processed and received in the financial aid office at Agnes Scott by May 1 to receive a priority package. Students should submit their application for processing two weeks prior to the Agnes Scott deadline.

Students must inform the financial aid office of any significant changes in the financial situation of their families that might result in an increase or decrease in aid.

Notification of Awards

Students are notified of their financial aid award for the coming session as soon as possible after the financial aid office receives processed financial aid applications.

Confidentiality of Awards

Since an award amount reflects a family's financial circumstances, the college considers the award a private matter between the student, her parents and the finan-

cial aid office. In accordance with The Family Educational Rights and Privacy Act of 1974, Agnes Scott will not release this information to others without the student's written consent.

Student Responsibilities

Students interested in financial assistance at Agnes Scott must apply for all federal and state grants that 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.

Students are responsible for knowing and complying with all instructions and regulations of various student assistance programs.

Financial aid awards are made for one year and are renewable on evidence of continued eligibility as indicated by the results of completed financial aid applications each year. All financial aid programs must be applied for annually. Students must make satisfactory progress toward completion of their degrees to continue receiving financial assistance.

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

DURATION OF AID ELIGIBILITY

Funded assistance normally is available only for the equivalent of eight semesters of full-time study. Students who attend part time or who transfer in credits from an institution in which they previously were matriculated or degree seeking will have their aid eligibility prorated accordingly.

Students are eligible to receive Title IV federal financial aid for no more than 12 full-time equivalent semesters of study. Eligibility will be prorated for transfer and part-time students. For example, a Woodruff Scholar who enrolls as a first-semester junior and attends half time each semester will be eligible to receive federal financial aid for no more than eight semesters.

Students who drop or add courses during the first 10 calendar days of the semester will have their financial aid awards revised to reflect any change in enrollment status (full time, three quarter time or half time). A student's enrollment status at the end of the 10-day period will be used in the computation of the student's duration of financial aid eligibility.

SATISFACTORY ACADEMIC PROGRESS

Students must maintain satisfactory academic progress to receive financial assistance through programs authorized by Title IV of the Higher Education Act as amended through state-administered programs and through college-funded programs.

The standards of progress and criteria for academic probation also determine financial aid probation. When a student is placed on academic probation, she also is placed on financial aid probation and is sent written notification. If a student continues on academic probation for a third consecutive semester, her financial aid is terminated.

All Agnes Scott scholarships based on merit require specific academic achievement for renewal. The requirements vary and are included in the scholarship notification.

APPEALS AND REINSTATEMENT OF AID

A student may appeal her financial aid award. A written appeal must be submitted to the director of financial aid within two weeks of receipt of her financial aid award. Students will receive written notification of the appeal decision.

A student also may appeal the termination of her financial aid. If circumstances warrant, the financial aid may be reinstated. A written appeal must be submitted to the director of financial aid by the date specified on the notification of termination of aid. The student will receive written notification of the decision to grant or not grant the appeal.

If the appeal for continuation of financial aid is denied, the student can regain eligibility for financial aid by attending at her own expense and accumulating the hours and/or raising her cumulative grade point average to the level required to regain good standing.

If a student is dismissed or withdraws from the college while ineligible for financial aid because of failure to make satisfactory academic progress, she can request reinstatement of aid eligibility upon readmission to the

college by sending a written request to the director of financial aid. If circumstances warrant, the financial aid eligibility may be reinstated. The student will receive written notification of this decision. Students who wish to appeal the termination of their merit-based scholarship must appeal in writing to the director of financial aid. Students will receive a written response regarding the appeal decision.

OTHER FINANCING OPTIONS

The college offers several other options for financing an Agnes Scott education. These programs are designed to help a student's family manage resources in ways that will enable them to make their expected contribution toward college costs. Detailed information on these programs is available in the office of financial aid.

- Federal Parent Loan for Undergraduate Students. This federal-loan program enables parents of enrolled students to obtain federally insured loans at a low interest rate through banks, credit unions and savings and loans. Parents may borrow a maximum of the cost of education less other financial assistance.
- Private Alternative Student Loans. Alternative loans enable students to borrow additional educational funds through various lenders. The loans do require credit approval. Students may borrow a maximum of the cost of education less other financial assistance.
- Agnes Scott College 10-Month Payment Plan. The payment plan divides college costs into 10 interest-free monthly payments. An application with fee must be filed annually.

INTERNATIONAL STUDENTS

International student applicants to ASC must complete the International Student Certificate of Finances and the College Board's International Student Financial Aid Application, available from the office of admission or from the college Web site at www.agnesscott.edu. A limited amount of financial assistance based on merit or need is available for international students.

International students must be able to provide for their own transportation, vacation and summer expenses and health insurance. Jan. 1 is the priority deadline for receipt of all admission and financial aid documents from international students interested in aid.

International students planning to stay in the United States during the summer vacation must bring with them an additional $2,400 for summer-living expenses because on-campus and off-campus employment during the summer cannot be guaranteed. Only those who meet special eligibility criteria and who can submit pertinent documentation may obtain authorization for off-campus employment during the academic year and summer.

International students are required to be continuously enrolled in a comprehensive health-insurance plan subscribed by Agnes Scott College. Fees for the plan are included in the statement of charges each year.

WOODRUFF SCHOLARS

Financial assistance is available for full- or part-time study to women pursuing their first bachelor's degree. Applicants must demonstrate financial need or eligibility for the Middle Income Assistance grant, the Agnes Scott College Scholarships for Georgia Perimeter College graduates or the Agnes Scott College Phi Theta Kappa Scholarships. For most financial aid programs, recipients must enroll each semester for a minimum of six semester hours of credit. Woodruff Scholar applicants who wish to apply for financial assistance should file their aid applications at least two months prior to the beginning of the semester for which they plan to enroll. (See Woodruff Scholars section on pages 21-22 for details.)

POST-BACCALAUREATE STUDENTS

Loan assistance is available to certificate-seeking post-baccalaureate students. Students must complete the Free Application for Federal Student Aid to qualify for federal loans.

GRADUATE STUDENTS

Loan assistance is available to students enrolled in the master of arts in teaching program. Students must complete the Free Application for Federal Student Aid to qualify for federal loans.

Academic Program

The academic program emphasizes intellectual independence, academic excellence and informed choice. Each student is responsible for her course of study within the parameters of academic excellence set by the college's specific, distributional and depth standards.

The normal course load for students is four four-credit courses per semester. Faculty members teach three courses one semester and two courses the other. This plan allows students more time to explore topics in greater depth and with more intensity. Faculty members have more time to engage in collaborative research/projects with students and research for their own scholarship.

OFFICIAL COLLEGE COMMUNICATION

Students are expected to check their mail boxes in the post office in Alston Campus Center and their Agnes Scott e-mail accounts regularly for "Official College Correspondence." These letters and e-mails will be important to the student and will be from the following offices: president, dean of the college, dean of students, academic advising and registrar. Generally these letters or e-mails will be from the president, respective dean or registrar. Correspondence from student judicial bodies also is considered "Official College Correspondence." "Official College Correspondence" will be marked accordingly. Students are held accountable for reading and responding to these letters and e-mails within a reasonable time or by the specified date in the e-mail or correspondence.

ACADEMIC ADVISING

A key resource for students is an academic adviser. Each incoming student is assigned a faculty adviser to introduce her to the academic program and general degree requirements.

First-year adviser assignments remain until a student selects a major during her sophomore year at which time a major adviser is assigned.

The adviser assists students in making informed academic choices regarding courses, majors and career or graduate-school options. The academic adviser provides consultation and approval of all decisions related to a student's academic progression, including registration and schedule changes. The adviser provides ongoing guidance on campus resources to assist the student's academic and personal growth.

Office of Academic Advising

The office of academic advising supports the process of advising by assigning all students to faculty advisers, creating individualized advising files, facilitating adviser-training workshops and serving as a resource for advisers regarding academic standards, policies and procedures. The work of the office extends well beyond this function. At Agnes Scott, the office of academic advising is a clearinghouse for almost all aspects of the academic program. Such areas include disability services, a program for students on academic probation, the Year Five program, the dual-degree programs with Emory University, Georgia Institute of Technology, Washington University and the domestic exchange program with Mills College.

The office is also responsible for the administration of all self-scheduled final examinations, approval of academic exceptions including incompletes, grade changes and extensions on various deadlines, coordination of departmental placement tests, two campuswide academic-advising fairs, the processing of several special curricular opportunities such as special studies and independent studies, processing of leave of absence requests, withdrawal from the college forms and accelerated program proposals.

Study Skills and Test-Taking Strategies

The office of academic advising contracts with Baldridge Reading and Study Skills to facilitate a comprehensive program to improve students' reading and learning skills. Offered each fall, the program is unique in that it allows students to use their textbooks and other reading material during instruction. By centering instruction on students' courses, students experi-

ence immediate results in their studies. The program includes techniques designed to:

- Increase reading speed
- Improve comprehension
- Deepen concentration
- Strengthen recall

The program also includes techniques for completing research papers and for developing critical analysis. Additionally, many students benefit from practical strategies for overcoming procrastination, taking better organized lecture notes, budgeting time more wisely and preparing more thoroughly for tests and examinations.

Throughout the year, academic advising offers supplemental workshops to enhance students' overall academic success at Agnes Scott.

DEGREE REQUIREMENTS

Agnes Scott confers the bachelor of arts. To qualify for a degree, each student must complete successfully 128 hours of credit, including no more than 10 semester hours of internship credit, with a cumulative grade point average of 2.0 (C average); complete two physical education courses; satisfy the specific, distributional, social and cultural analysis and depth standards; and satisfy the residency requirement. Students must have a cumulative GPA of 2.0 in the major to receive the degree. A student must also complete and submit an application by the first day of course selection in the semester prior to the one in which she intends to graduate (forms are available in the registrar's office).

The academic program encourages informed choice within the parameters of academic excellence. These include four standards: specific, distributional, social and cultural analysis and depth. A student satisfies these standards by completing designated courses in the respective areas or in some cases by exemption.

SPECIFIC STANDARDS

Specific standards ensure a student's competence in writing, foreign language and physical fitness. These courses (or their equivalents) satisfy specific standards. Exceptions are considered individually.

1. English composition and reading

English 110 provides reading and writing skills necessary for success in college coursework. Through literary study, students increase sophistication in the areas of research, analysis and communication.

- **Requirement:** One semester course taken while classified a first-year student.

2. First-Year Seminar

The goals of First-Year Seminars are multiple and varied. The seminars provide an intellectual orientation to college learning, including appreciation of liberal education and academic engagement; emphasize certain fundamental intellectual skills including writing, speaking and critical thought; and embody a structural experience often associated with the upper division, yet exclusively tailored for first-year students.

- **Requirement:** One semester course from a list of approved courses taken while classified a first-year student.

3. Foreign language

The knowledge of other languages encourages an understanding both of other cultures and of one's own. To this end, students are expected to attain intermediate proficiency in a given language by means of completion of a sequence of courses or through exemption based on academic preparation or examination.

- **Requirement:** Intermediate level of a foreign language: French 202; German 202; Greek or Latin, two semesters at the 200-level; Japanese 202; Spanish 202 or other approved languages taken elsewhere. Students whose native language is not English should see the office of academic advising.

4. Physical education

Physical education develops the mind-body relationship, exposes students to a variety of activities that are suitable for lifetime participation and develops in them an awareness of their personal health and an appreciation of physical fitness and wellness.

- Requirement: Two courses in physical education; any courses in the physical education program or any one-credit dance-technique courses will fulfill this requirement.

DISTRIBUTIONAL STANDARDS

Distributional standards introduce a student to the ways of thinking and subject matter of broad areas of human inquiry. These courses (or their equivalents) satisfy distributional standards. Exceptions are considered individually.

Cross-listed courses count in the distributional area of the department in which the faculty member teaching the course is appointed.

1. Humanities and Fine Arts

a. Literature

The study of literature allows a student to gain perspective on the human experience, to develop written and oral skills of analysis and argumentation and to develop an appreciation of verbal art and craft. Reading the text in its language of composition allows the student to appreciate fully the author's artistry and cultural context.

- Requirement: One semester course in the language of its composition.

  English: Any course under the literature heading of the department of English except 280 and 323

  French: 241, 242, 243 or any more advanced literature course

  German: 222 or any more advanced literature course

  Greek: any 200- or 300-level course

  Latin: 202 or any course above this level

  Spanish: 280, 281 or any more advanced literature course

b. Religious and Philosophical Thought

Courses in religious and philosophical thought emphasize the study of primary texts and expose students to their historical and cultural contexts. Both disciplines address fundamental and enduring questions about the human condition, the nature of ultimate reality and the challenges of living responsibly. These courses develop the skills of critical analysis appropriate to these questions.

- Requirement: One semester course

  Religious Studies: Any course

  Philosophy: Any course except 220

c. Historical Studies and Classical Civilization

The study of history and classical civilizations allows the student to appreciate the cultural foundations of the world in which she lives. Through the development of critical-thinking skills and engagement with the geographic and chronological range of human experience, the student will better recognize patterns of cultural inheritance and be prepared for informed, thoughtful global citizenship.

- Requirement: One semester course

  History: Any course

  Classical languages and literatures: Any course under the "Classical Courses in English" heading of the department

d. Fine Arts

Studying the fine arts—art, creative writing, dance, music and theatre—provides imaginative insight into the human condition and reveals how artists and communities express their shared humanity across cultures and throughout history. Students experience the value and power of the arts through a course that addresses historical and theoretical aspects of a discipline, development of personal abilities or general appreciation for a fine art.

- Requirement: One semester course

  Art: History and theory, any course; studio art, 160 or 170

  Creative writing: English 200, 201, 202, 203 (Theatre 203), 205, 300, 301, 302 and 303 (Theatre 303)

  Dance: Dance 308, 315 or 317

  Music: Any course except applied music and ensemble

  Theatre: Any course except 108 and 117

2. Natural Science and Mathematics

a. Mathematics

The study of mathematics develops quantitative and analytical skills. Mathematics enhances a student's approach to problem solving and critical thinking, increases her ability to handle the abstraction of concepts, teaches her to think logically and to analyze problems quantitatively. In addition, some literacy and proficiency in the language of mathematics is necessary to understand the scientific world and succeed in an increasingly technological society.

- Requirement: One semester course

  Mathematics: Any course except 150

  Philosophy: 220

b. Natural Science

The study of science promotes critical analysis and introduces students to powerful methods of inquiry about the natural and physical world. These skills and approaches prepare them to compete effectively in a world where scientific discovery profoundly affects their daily lives. The requirement allows students to experience a specific scientific discipline as well as to make connections between the sciences and the arts, humanities and social sciences.

- Requirement: One semester course that includes a laboratory science and one additional semester course—either a second science course or a course that relates science to another discipline or disciplines

  Astronomy: 120 or any course (with a laboratory section) for which the student qualifies

  Biology: 100, 108, 191, 193 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: 102, 110 or any course (with a laboratory section) for which the student qualifies

  Additional science: One semester course
  Any science course for which the student has completed prerequisites or any course from an approved list of science-related courses. Nonlab options available for fulfilling the second science requirement are:

  Astronomy: 121 (may be taken without lab) and 150

  Biology: 109, 111 or 112 (may be taken without labs)

  Chemistry: 100, 102 (may be taken without lab), 111 or 210

  History: 344

  Philosophy: 230

  Physics: 160 (may be taken without lab)

  Psychology: 220

  Religious studies: 210

3. Social Sciences

Social science courses make systems of knowledge available to students that allow them to explain, interpret and critically analyze human behavior and social structures. The courses provide students an introduction to the role the social sciences play in understanding the human condition.

- Requirement: One semester course

  Anthropology: 101 or any course for which the student qualifies

  Economics: 100 or any course for which the student qualifies except 201, 210, 211, 212, 213, 220 or 225

  Political science: any course

  Psychology: 100 or any course for which the student qualifies

  Sociology: 101 or any course for which the student qualifies

SOCIAL AND CULTURAL ANALYSIS STANDARD

The social and cultural analysis standard ensures that all students include in their academic program a course that reflects, in an appropriate academic context, the college's appreciation of diverse cultures and commitment to justice. A student satisfies this standard by completing a course chosen from those that have as their central focus the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures and groups in the United States and abroad.

- Requirement: One semester course

  Africana Studies: 170

  Anthropology: 101, 270 or 304

  Atlanta Semester: 301

  Classics: 341

  Economics: 330

  English: 216, 325, 340 or 352; other topics courses will include this information in their descriptions published in the Catalog Supplement

  French: 355 or 365

  History: 220, 261, 318, 330, 335 or 336

  Music: 204, 205, 219, 220 or 308

  Philosophy: 245

  Political science: 211, 308, 311, 313, 325, 355 or 360

  Psychology: 130 or 240

  Religious studies: 130, 131, 207, 224, 275 or 331

  Sociology: 217, 221, 230, 325 or 370

  Spanish: 354, 364, 370 or 480

  Women's Studies: 100, 235, 263, 310 or 340

DEPTH STANDARD (MAJOR)

The depth standard requires a student's command of a particular subject matter by her completion of a major. In addition to existing disciplinary and interdisciplinary majors, Agnes Scott allows interdisciplinary student-designed majors. A major is:

- A minimum of 32 semester hours within one discipline, exclusive of required courses outside the discipline and exclusive of internships. In interdisciplinary programs, the minimum hours are specified by the program. A course may be counted toward the minimum hours required for a major in only one major except as permitted by the affected department(s) or program(s).
- A maximum of 52 semester hours within one discipline, exclusive of required courses outside the discipline but inclusive of internships. This maximum does not include credits awarded for Advanced Placement or International Baccalaureate. In interdisciplinary programs, the maximum hours are specified by the program. Any hours exceeding the maximum must represent work beyond the 128 semester hours required for the degree. For example, a student who takes 56 semester hours in her major must complete at least 132 total semester hours to graduate.
- Students must have a cumulative GPA of 2.0 in the major to receive a degree.

Credit received in satisfying specific and distributional standards may apply to depth standards. A student should consult her major adviser. A student must select a major by the end of her sophomore year. Transfer students who enter as juniors must select a major upon enrollment. Information on majors is provided under the departmental and program listings. First-year and sophomore students should review the requirements of majors they are considering to determine if any courses must be taken during the first and second years.

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

Selecting a major requires a student to request a major adviser from the office of academic advising. The student then meets with the adviser to complete major cards.

MINORS

A student may elect a minor field of study in addition to her major. Minors are available as specifically described under certain departments and programs in this catalog. These policies apply to minors:

- Courses taken to complete a major may not be used to complete a minor and conversely except as permitted by the affected department(s) or program(s).
- Credit received in satisfying specific and distributional standards may apply to a minor. A student should consult the chair of her minor program for assignment to an adviser.
- Students must have a minimum cumulative GPA of 2.0 in the minor to achieve the minor.
- No internship credits may be used to satisfy the minimum hours/courses for the minor, unless a credit internship is specifically permitted within the minor.

RESTRICTIONS

Several restrictions apply to meeting graduation standards:

- The maximum number of majors and minors a student may complete for credit is three; at least one but no more than two must be a major.
- The term one semester course means a course of at least four semester hours.
- Credit received in satisfying specific standards cannot apply to distributional standards.
- Credit received in satisfying distributional standards cannot apply to specific standards.
- Credit received in satisfying distributional standards may be applied to the social and cultural analysis standard.
- Courses taken to satisfy any standard cannot be taken on a pass/fail basis.
- No more than one specific or distributional standard may be satisfied by transfer credit after a student has enrolled.
- No course may be used by a student to satisfy more than one distributional standard.
- No more than one distributional standard may be satisfied in one department (except for courses in creative writing, Philosophy 220, History 344, Philosophy 230 and Religious Studies 210).
- Cross-listed courses count in the distributional area of the department in which the faculty member teaching the course is appointed.
- Courses taken under the Atlanta Regional Consortium for Higher Education cross-registration program may be used to satisfy one specific or distributional standard or the social and cultural analysis standard. The student must have the approval of the Agnes Scott department concerned and the assistant 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. For example, a student may demonstrate she has achieved the intermediate level of a foreign language in addition to English. In that case, the student would be exempted from the foreign-language specific standard but would not receive any credit hours. In other cases, a student may receive credit hours and exemption of a specific or distributional standard from her scores on the Advanced Placement examination of the College Entrance Examination Board or the International Baccalaureate examinations. See Advanced Placement Credit and International Baccalaureate Credit in the Admission section on pages 18 and 19. Inquiries about exemption should be made to the office of academic advising.

RESIDENCY REQUIREMENT

The junior and senior years, or three of the four years including the senior year, are to be completed at Agnes Scott. All students must earn a minimum of 64 semester hours in Agnes Scott academic courses toward the 128 hours required for the degree. Credits from approved study abroad are treated as Agnes Scott resident credit.

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 assistant dean of the college by the beginning of the spring semester of the preceding session. Permission may then be granted by the dean of the college on the recommendation of the chair of the major program and of the associate dean of the college.

TRANSFER CREDIT

Courses taken at other regionally accredited colleges and universities in the United States will be accepted for transfer provided these courses are in subjects generally recognized as appropriate for liberal arts colleges and are either comparable to courses offered at Agnes Scott or are applicable to a degree program at Agnes Scott. Transfer credit is given for grades of C or better. No credit is given for academic courses without grades of A, B or C. Transfer credit must be approved by the office of academic advising. Courses taken outside of the United States in pre-approved study-abroad programs will be evaluated by the registrar's office and accepted for transfer credit.

After enrollment at Agnes Scott, any course taken at a regionally accredited college or university that has been approved by the dean or assistant dean of the college will be accepted for transfer credit if the student receives a C- or better.

Once enrolled, a student may satisfy only one specific or distributional standard at another institution. This applies to students on leave of absence, students who have withdrawn and been readmitted, cross-registration students and students attending summer school or doing transient work.

An enrolled student may transfer a maximum of 24 semester hours of credit to Agnes Scott from another institution, including work taken in summer school, as a transient student, while on leave of absence or after the student has withdrawn and before readmission to the college. Only 12 of these 24 hours may be taken while on leave of absence. These hourly restrictions do not apply to students in approved study abroad, Washington Semester, cross-registration or exchange programs. Grades for credit earned at another institution are not factored into a student's grade point average.

A student must earn a minimum of 64 hours in Agnes Scott academic courses toward the 128 academic hours required for the Agnes Scott degree. A minimum of 16 hours toward a major must be completed in Agnes Scott upper-level academic courses. A minimum of 12 hours toward a minor must be completed in Agnes Scott academic courses. The dean of the college may make exceptions to this policy.

EVALUATION OF TRANSFER CREDIT

The registrar's office may require course descriptions from catalogs and/or syllabi from all colleges previously attended. Contact the registrar of previous colleges or universities to obtain catalog course descriptions and/or syllabi.

When evaluating transfer credit for satisfying specific, distributional or depth standards, a course approved as an appropriate equivalent will satisfy the standard regardless of the credit value it carries at another institution. When evaluating transfer credit for purposes of progress toward degree completion, an approved course will carry the specific number of credits or hours assigned by its originating institution and will be applied toward the student's credit total.

SUMMER SCHOOL/TRANSIENT CREDIT

Credit for approved summer/transient courses at regionally accredited colleges and universities may be applied to Agnes Scott degree requirements. Students cannot earn transient credit at other colleges during the fall and spring semesters for courses that are being offered at Agnes Scott that same semester. After enrolling at Agnes Scott, no credit is given for a summer school/transient course if the grade is below a C-. Credit for summer school/transient courses is not

factored into a student's grade point average.

Students planning to take summer school/transient courses should consult the office of academic advising before enrolling in another institution. All courses require approval by academic advising in consultation with the appropriate academic program chair or director. A student's academic adviser must also approve these courses to ensure that they are compatible with the student's overall academic program. Only one specific or distributional standard may be satisfied by work in summer school/transient credit. Courses to satisfy depth standards must also be approved by the chair of the student's major program. Usually no more than two semester courses of summer school/transient work may apply to the requirements for a major.

Usually no more than one semester course of summer school/transient work may apply to minor requirements. Such courses must be approved by the chair of the minor program.

A maximum of 16 semester hours will be approved per summer and no more than 24 semester hours of summer school/transient work will be credited toward the 128 semester hours required for the Agnes Scott degree. The dean of the college may make exceptions. Hours in Agnes Scott summer programs are not included in these limits.

LEAVE OF ABSENCE

The purpose of a leave of absence is to allow a student a break in her studies without having to withdraw from the college and apply for readmission. A leave of absence form should be submitted to the office of academic advising for approval by the start of classes prior to the semester or semesters requested. Except under the most unusual circumstances, no requests for a leave of absence during a semester will be considered after classes have begun. A leave of absence may be for one or two semesters, with a maximum of two semesters during a student's college career.

A student may request the assistant dean of the college extend her leave of absence from one semester to two semesters.

A student whose leave of absence is approved must pay a nonrefundable $150 continuation fee. When she returns to the college, the fee will be applied toward her charges.

Students participating in approved study-abroad programs are considered to be making progress toward their Agnes Scott degree and are not considered on leave.

A student granted a leave of absence does not need to apply for readmission. Within a reasonable time, she should notify academic advising of her intent to return. A student who does not return within the time specified for her leave will be considered withdrawn and must apply for readmission.

A leave of absence may not be used to attend classes full time at another institution. If, for good reason, a student on leave wishes to take courses at another college or university, she should first consult with the assistant dean of the college, who will serve as her academic adviser during the leave. Except under special circumstances, strict limitations apply to the amount of academic credit that may be earned during a leave of absence: eight hours during a one-semester leave and 12 hours during a two-semester leave. If academic credit is attempted, a student must submit an official transcript to the college prior to returning. If a student is not in good standing at another institution, she must apply for readmission to Agnes Scott.

The dean of the college may make exceptions to the above policies.

WITHDRAWING FROM THE COLLEGE

A student who wishes to withdraw must obtain a withdrawal form from the assistant dean of the college, dean of students or associate dean of students. Withdrawal is not official until the form has been signed by one of the deans. Withdrawal forms will not be signed while academic or disciplinary actions involving the student are in process. A student may not withdraw after the last day of classes.

Grades for students who have signed withdrawal forms will be determined on the basis described in the Academic Program section under Grades on page 38 and Completion of Semester Courses on page 40.

For the financial aspects of withdrawal from the college, see the Tuition and Fees section on page 23.

COURSES

The college operates on a semester calendar. The unit of credit is the semester hour. Typically, each semester course receives four credits regardless of primary contact hours. There are some exceptions. Laboratories are usually three contact hours and carry one credit hour. Semester courses in physical education (and dance courses applied toward the physical education requirement) carry no credit.

All courses are semester courses; i.e., courses beginning and ending within a semester. Credit is given upon successful completion of each semester course.

COURSE NUMBERING

Courses are numbered as follows:

100s—introductory courses (introduction to an academic discipline)

200s—intermediate courses (often an introduction to a subcategory of an academic discipline)

300s—advanced courses (often of a thematic or chronological focus)

400s—advanced courses and special courses (independent study, capstone, etc.)

500s and 600s—graduate courses

Students should consult instructors or faculty advisers to determine the appropriate course levels.

COURSE LOADS

The normal load is eight full-credit courses per year, four per semester. The minimum load for full-time standing is three full-credit courses in a semester and seven in a year. Normally in each year, a student may take a maximum of nine full-credit courses or the equivalent. The associate dean of the college must approve exceptions to this maximum.

GRADES

Grades are officially recorded as A (Excellent), B (Good), C (Satisfactory), D (Poor), F (failure); I (incomplete); W (withdrawal); and MED (medical withdrawal). Grades for courses taken on a pass/fail basis are recorded as A, P, or F (see explanation under The Pass/Fail Option section).

Grades are assigned the following quality points:

A = 4 quality points per semester hour, A- = 3.67, B+ = 3.33, B = 3, B- = 2.67, C+ = 2.33, C = 2, C- = 1.67, D+ = 1.33, D = 1, D- = .67, and F = 0. Grades of I, P, W and MED are excluded from GPA calculation. An F in a pass/fail academic course is included in GPA calculation. Grades in P.E. courses are excluded from GPAs. Only grades for courses taken at Agnes Scott are factored into a student's GPA.

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

THE PASS/FAIL OPTION

This option is included in the academic program to encourage students to elect courses they otherwise might not. Juniors and seniors may choose a total of two courses on a pass/fail basis.

Request forms are available in the registrar's office. They must be completed no later than 10 calendar days after the mid-semester break.

Once a student has elected a course on a pass/fail basis, she may not change it to regular credit.

The pass/fail option is not available for courses taken to satisfy specific, distributional or social and cultural analysis standards; all courses taken in the department(s) of the major, including required courses outside the discipline; all courses taken for a minor; and certain courses in the teacher-education program.

If a student receives an A or F in a pass/fail course, the grade will be recorded on her transcript and averaged into her GPA. However, the credits will be counted toward the total allowed for pass/fail hours.

Internship grades are recorded on a pass/fail basis. These hours are in addition to the two courses allowed for pass/fail. Internships are an exception to the policy prohibiting courses taken to satisfy depth standards from being pass/fail.

All P.E. courses are graded on a pass/fail basis. For P.E. courses, the P or F is not calculated in GPAs.

REGISTERING FOR COURSES

All students must register in person for classes on 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. If a student is not properly registered for a course, she will not receive credit.

ADDING COURSES

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

WITHDRAWING FROM COURSES

The last day to drop a course without a W is five weeks after the first day of classes. In this case, the course will not be on the student's transcript. The last day to withdraw from a class with a W is 10 calendar days after the mid-semester break. No one may withdraw from a course after this date.

In cases of medical emergency, a student may withdraw from a course with the designation MED (medical withdrawal), which will appear on her transcript. Medical withdrawals are authorized by the assistant dean of the college or the dean of students only when a medical emergency is described and certified in writing by a licensed physician or psychologist at the time of the emergency. The student is responsible for ensuring written documentation is provided no later than the last day of classes. Students are allowed one opportunity for medical withdrawals.

Students in independent study (490 courses) are covered by the independent-study program withdrawal procedures, outlined in the guidelines on the independent study/490 course application.

Hours dropped after the 10th calendar day of the semester will be included in the computation of the student's duration of financial aid eligibility. See the Financial Aid section for detailed information.

AUDITING COURSES

A student may audit courses with written approval of the instructor and the student's adviser. Request forms are available in the registrar's office. Students are subject to any restrictions or requirements the instructor may wish to impose. Audited courses appear on a student's transcript with a grade of AU.

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 calendar day of the semester. A student may not take for credit a course she has audited.

REPEATING COURSES WITH A GRADE OF D

A student may not repeat Agnes Scott courses for which she received an A, B, C, D or P. Under unusual circumstances and the following conditions, a student may repeat a course for which she received a D:

- She must obtain the written approval of the program chair and the approval of the assistant dean of the college for permission to repeat the course. If a student withdraws from a repeated course, the original grade will stand in her GPA and on her transcript, and she cannot exercise this option again.
- The final grade for a course repeated with this special permission will be substituted in the calculation of the GPA, even if it is an F, but both grades will appear on the transcript. Repeated courses may not be taken pass/fail.

REPEATING COURSES WITH A GRADE OF F

Students may repeat Agnes Scott courses for which an F was received. Both the F and the grade for the repeated course will be used in the calculation of GPAs.

CLASS ATTENDANCE

The effectiveness of instruction at Agnes Scott is directly related to regular class attendance. Attendance is part of the student's overall responsibility and performance in a given course; excessive absenteeism may result in a lower final grade or failure. There is no formal college attendance policy, but each instructor must inform students in writing at the beginning of the semester of the class-attendance policy. Students are entirely responsible for work missed.

As soon as a student knows she will miss a class for a college-sponsored event or activity or the observance of a holy day within her faith, she must contact the faculty member in advance and make arrangements for how to handle assignments or other class responsibilities during the absence.

TESTS

Tests are announced at least a week in advance. Attendance is mandatory. No student is required to take more than two tests on one day provided she notifies the instructor when a third test is announced. If a student, because of unavoidable circumstances, cannot take a test at the appropriate time, permission to take the test at another time may be granted by the instructor.

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 second reading day of the semester. Instructors may require work other than final examinations to be completed earlier.

A student seeking an incomplete (I) must see the associate or assistant dean of the college or the dean of students, who may authorize an I in consultation with the instructor. An I will be given only if the student has received a passing grade for completed course work. Incomplete work must be completed for the course no later than 10 calendar days after the beginning of the subsequent semester. If work is not completed by the deadline, the I automatically becomes an F. Only the associate or assistant dean of the college or dean of students may grant incompletes.

FINAL EXAMINATIONS

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

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

POLICY FOR DISPUTED FINAL GRADES

When a student has substantial grounds to dispute a final grade and is prepared to present evidence, she must initiate the procedure by voicing her complaint to the instructor. If the matter is not resolved, the student may take the dispute to the department chair for mediation.

If the matter is still not resolved, she may refer the dispute to the dean of the college for further mediation. If the dean is unable to resolve the dispute, the student must refer the matter in writing to the committee on academic standards and admission no later than 30 days after the beginning of the next semester. The committee's decision is final.

The voting student member of the academic standards and admission committee shall participate fully in the final decision provided the student involved in the dispute waives her right to confidentiality. Should the involved student be the student member of the committee, the vice president of the Student Government Association shall serve in her place in this specific case.

Should a committee member be the faculty member involved in the dispute, the faculty member shall not be involved in the committee's deliberations and shall not vote. The chair of the faculty executive committee shall serve in his/her place.

CONFIDENTIALITY OF STUDENT RECORDS

The Family Educational Rights and Privacy Act of 1974 affords students certain rights with respect to educational records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day Agnes Scott receives a request for access.

Students should submit to the registrar, dean, head of the academic department or other appropriate official, written requests that identify the record(s) they wish to inspect. The Agnes Scott official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Agnes Scott official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

A student does not have the right to inspect and review these education records:

- Financial records, including any information those records contain, of his or her parents;
- Confidential letters and confidential statements of recommendation placed in the education records of the student before Jan 1, 1975, as long as the statements are used only for the purposes they were specifically intended;
- Confidential letters and confidential statements of recommendation placed in the student's education records after Jan. 1, 1975, if:

  - The student voluntarily signed a waiver of right to inspect and review those letters and statements

  - Those letters and statements are related to the student's:

  - Admission to an educational institution

  - Application for employment

  - Receipt of an honor or honorary recognition

2. The right to request amendment of the student's education records the student believes are inaccurate or misleading.

To amend a record they believe is inaccurate or misleading, the student should write the Agnes Scott official responsible for the record, clearly identify the part of the record she wants changed and specify why it is inaccurate or misleading. If Agnes Scott decides not to amend the record as requested, the college will notify the student of the decision and advise the student of her right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent.

One exception permitted without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Agnes Scott in an administrative, supervisory, academic or research, or support-staff position (including law-enforcement personnel and health staff); a person or company with whom Agnes Scott has contracted (such as an attorney, auditor or collection agent); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an educational record to fulfill his or her professional responsibility. Upon request, Agnes Scott discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Agnes Scott to comply with the requirements of FERPA.

The office that administers FERPA is:

Family Policy Compliance Office
Department of Education
600 Independence Ave. S.W.
Washington, D.C., 20202-4605

Certain information is considered public and is released by Agnes Scott at its discretion. In accordance with FERPA, Agnes Scott has designated the following as "directory information" that may be released without the student's consent:

- name
- local address
- home address
- local telephone number
- home telephone number
- cell-phone number
- campus e-mail address
- identification photograph
- date and place of birth
- major field of study
- enrollment status
- dates of attendance
- degrees and awards received (including honor rolls)
- participation in officially recognized activities and sports
- most recent previous educational agency or institution attended

Students may withhold disclosure of directory information. Written notification must be filed with the registrar within 10 days after the first day of classes for each semester. Request for nondisclosure will be honored by the college for only one academic year; therefore, authorization to withhold directory information must be filed annually.

Failure by a student to specifically request withholding of information indicates approval for disclosure.

STUDENT RIGHT-TO-KNOW ACT

In compliance with the Student Right-to-Know Act, graduation rates for Agnes Scott College are available on the Web at www.agnesscott.edu/~righttoknow.

A copy may be obtained upon written request to:
Office of the Registrar
Agnes Scott College
141 E. College Ave.
Decatur, GA 30030.

Academic Policies

AGNES SCOTT MAINTAINS HIGH STANDARDS of excellence with an established set of policies governing students' academic status, performance and personal conduct.

GRADUATION

Degrees are conferred once a year at the May commencement. A student must fulfill all graduation requirements to participate in commencement.

STANDARDS OF PROGRESS

To assist degree-seeking students in achieving timely completion of their degrees, the college has established the following standards of progress guidelines. These guidelines encourage students to explore a wide range of liberal arts subjects and approaches during their first two years before moving on to more in-depth work in their major(s) and minor(s).

Full-time, degree-seeking students are advised to complete 25 percent of the semester hours required in academic courses for a degree each academic year. The specific requirements for progress toward the degree are as follows:

For entrance to the sophomore class or the third semester:

- A minimum of seven full-credit courses or 28 semester hours are required (while eight full-credit courses or 32 semester hours are normal progress).
- Completion of the First-Year Seminar and English 110 is required.

Students who have lower than a 1.60 cumulative grade point average and have completed fewer than eight full-credit courses or 32 semester hours by the beginning of the first semester of the sophomore year will be placed on academic probation.

NOTE: The First-Year Seminar and English 110 are topic-based, writing-intensive seminars that provide an intellectual orientation to college learning. They emphasize writing, speaking, creativity, collaboration and critical thought and provide a solid foundation for subsequent coursework.

For entrance to the junior class or the fifth semester:

- A minimum of 15 full-credit courses or 60 semester hours are required (while 16 full-credit courses or 64 semester hours are normal progress).
- A student must declare a major.

Students who have lower than a 1.80 cumulative grade point average and have completed fewer than 16 full-credit courses or 64 semester hours by the beginning of the first semester of the junior year will be placed on academic probation.

NOTE: Generally students should complete at least six of the eight distributional standards and two semester courses in physical education by the end of their sophomore year or fourth semester, though individual academic plans will vary and should be made in consultation with an academic adviser. Completing most of the distributional standards during the first two years of study allows students to focus on in-depth work in their major(s) and minor(s) during their junior and senior years.

For entrance to the senior class or seventh semester:

- A minimum of 23 full-credit courses or 92 semester hours are required (while 24 full-credit courses or 96 semester hours are normal progress).

Students who have lower than a 1.95 cumulative grade point average and have completed fewer than 24 full-credit courses or 96 semester hours by the beginning of the first semester of the senior year will be placed on academic probation.

One hundred twenty-eight semester hours of credit are required for graduation.

NOTE: Generally students should complete all eight of the distributional standards and the foreign-language requirement by the end of their junior year or sixth semester, though individual academic plans will vary and should be made in consultation with an academic adviser.

Part-time, degree-seeking students must meet the same credit-hour minimum and grade-point requirements for entrance to these classes, although their time requirements for degree completion will vary.

Nondegree-seeking students, who may be transient students earning a degree at another institution or secondary school students in a joint-enrollment program, may earn a maximum of 24 semester hours credit at Agnes Scott. Exception requests should be directed to the assistant dean of the college.

ACADEMIC STATUS WARNING

Academic status warning, issued by the office of academic advising, notifies a student that she may be in jeopardy of being placed on academic probation if her cumulative grade point average or semester hour completion falls below the standards of progress described above. Academic status warning notices do not appear on a student's transcript.

ACADEMIC PROBATION

Academic probation notifies a student that unless her academic performance improves, she may be dismissed. During the time of academic probation, a student will not be considered in good standing. Any transcript issued during the period of a student's academic probation will carry the notation of academic probation.

National Collegiate Athletic Association regulations require a student be in good standing at the college to participate in intercollegiate athletics. As a result, a student on academic probation may not participate in NCAA-sanctioned competitions.

A full-time, degree-seeking student usually is placed on academic probation at the end of a semester if she has an F in two academic courses; or has achieved fewer than 12 semester-hours credit in academic courses; or has a semester GPA less than the minimum for her class standing: first-year student 1.60; sophomore 1.80; junior 1.95; and senior 2.0.

A full-time, degree-seeking student usually is placed on academic probation at the end of an academic year if she has a cumulative GPA less than the minimum for her class standing and if she has not achieved the following semester hours: sophomore 32; junior 64; and senior 96. (These numbers do not include credit for P.E. courses.)

A part-time, degree-seeking student usually is placed on academic probation at the end of a semester if she has an F in two academic courses, or passes less than two-thirds of the academic work for which she registered; or has a semester GPA less than the minimum for her class standing: first-year student 1.60; sophomore 1.80; junior 1.95; and senior 2.0.

A degree-seeking student on academic probation when she withdraws will remain on probation when she is readmitted until her academic performance at Agnes Scott returns her to good standing.

A nondegree-seeking student will not be permitted to continue taking courses at Agnes Scott if she receives an F in two academic courses.

ACADEMIC DISMISSAL

Full-time, degree-seeking students are subject to academic dismissal for any of these reasons:

- Failure to earn 24 semester hours of credit in academic courses in any academic year
- Failure to achieve appropriate class standing for two consecutive years
- Two consecutive semesters of academic probation

The judicial review committee imposes academic dismissal and may specify a length of time a student must wait before she may apply for readmission. A student may be dismissed at any time if the judicial review committee judges her academic performance to be unsatisfactory. A student readmitted after academic dismissal will be placed on academic probation for her first semester. Any transcript issued following the academic dismissal will carry the notation of academic dismissal.

The committee may waive the academic dismissal guidelines if a degree-seeking student has been forced to reduce her load because of extenuating circumstances.

A part-time, degree-seeking student may be dismissed if she is placed on academic probation for two consecutive semesters.

A nondegree-seeking student is not subject to the dismissal procedures described above, but if she receives an F in two academic courses or her academic performance is considered unsatisfactory in other ways, she may only continue her work at the college at the discretion of the assistant dean of the college.

DISCIPLINARY PROBATION, SUSPENSION AND DISMISSAL

For violation(s) of social regulations or policies, the Honor Court may recommend to the judicial review committee a student be placed on disciplinary probation, suspended or dismissed.

Suspension is made with a stipulated time of return when the student is automatically reinstated in good standing if she so desires. A dismissed student must apply for readmission. The judicial review committee may specify a length of time a student must wait before she may apply for readmission.

During the time a student is on probation, she is not considered a student in good standing. Any transcript issued during the period of the student's probation will carry the notation of a disciplinary probation.

EMERGENCY WITHDRAWAL

The college strives to promote the health and safety of all community members by providing student health care, counseling services, public safety and by enforcing student-conduct regulations and protection services.

To ensure the institution and its members are allowed to carry out their activities without the substantial threat of interference or danger of harm, the college has adopted a policy and the following procedures for the emergency withdrawal of a student when deemed necessary to promote the health and safety of either the student or college community.

Criteria and Procedures for Immediate Withdrawal

A student will be subject to immediate withdrawal from the college and/or college housing if the dean of students determines the student:

- Engages or threatens to engage in behavior posing a significant risk to the health or safety of self or others;
- Engages or threatens to engage in behavior that would cause significant property damage or directly and significantly impede the lawful activities of others;
- Significantly disrupts the living and learning community.

Once it is determined the student's conduct falls within these criteria, the student will be notified in writing and temporarily withdrawn from the college and asked to leave the campus immediately. The withdrawal will be continued until the judicial review committee reaches a final decision regarding the student's future status. During this withdrawal period and until judicial review makes a determination, the student may not return to campus nor participate in campus activities without the prior approval of the dean of students. The student shall be provided with a copy of this Emergency Withdrawal Policy. At any time, the student may terminate the process by voluntarily withdrawing from the college.

The dean of students will make the initial determination whether the matter will be sent directly to the judicial review committee (Section III, *Student Handbook*) or whether the student will be referred to a licensed psychiatrist or psychologist for evaluation (Section II, *Student Handbook*). The student will be notified of this decision in writing, delivered by either personal delivery or certified mail. If the matter is sent directly to the judicial review committee, the committee shall convene and consider the case (Section III, *Student Handbook*) within seven days of the notice to the student. If the student wishes to be evaluated by a psychiatrist or psychologist, the student may request within 48 hours of receipt of the notice from the dean of students that the matter be pursued according to the following procedures.

Referral for Evaluation

The student may be referred by the dean of students, at the college's expense, to a licensed psychiatrist or psychologist for evaluation. The psychiatrist or psychologist's participation is intended to assist the college in assessing the situation and to provide guidance to the judicial review committee regarding the student's future status. The student may select the psychiatrist or psychologist from a list of three provided by the college. If the student declines to select a psychiatrist or psychologist, the college will make the selection.

The dean of students shall also provide the psychiatrist or psychologist a written description of the student's behaviors that led to the referral, with a copy to the student, along with a copy of the Emergency Withdrawal Policy. The psychiatric or psychological evaluation must be completed within one week from the date of the referral letter, unless an extension is granted in writing by the dean of students. Within 48 hours after the evaluation is completed, the dean of students, psychiatrist or psychologist and student will meet to discuss their assessment of the situation.

The student may also choose to provide the dean of students and the judicial review committee with an evaluation by an independent licensed psychiatrist or psychologist of the student's own choosing and at the student's expense. This second evaluation must take place within one week of the first evaluation unless an extension is granted in writing by the dean of students.

Presentation to Judicial Review Committee

The final step in this process, whether the matter is referred directly or following evaluation, will be the presentation of the case to the judicial review committee. The student and dean of students will present all pertinent and relevant information at the judicial review committee meeting.

The usual procedures of the judicial review committee will be followed except the dean of students will not participate as a member and will not vote in the final decision.

As with other college procedures, neither the college nor the student shall have attorneys or legal representation at this proceeding.

The student who has been referred for psychiatric or psychological evaluation and participates in this judicial review committee proceeding acknowledges and agrees this process may involve a discussion of the student's relevant medical/psychiatric records and communications and will result in some loss of confidentiality and privacy.

The judicial review committee decision will be final. This decision may include reinstatement in good standing, probation or withdrawal, suspension or dismissal of the student. The committee's written decision will be delivered to the student and dean of students within 48 hours of the conclusion of the committee's formal proceedings and shall contain a statement of the reasons for any decision of withdrawal, suspension or dismissal. In addition, the student may be encouraged to seek professional care.

Readmission from Withdrawal

A student may be considered for readmission after the expiration of a minimum of one full semester. To be considered for readmission, the student must submit a description of her progress and activities during the interim period and, in cases in which professional care has been recommended, a report from her psychiatrist or psychologist to the dean of students.

The student must arrange for an interview in person with the dean of students. If the student lives out of the region, a phone interview is acceptable. These steps must be completed by Nov. 15 for consideration to be readmitted in January and by June 15 for consideration to be readmitted in August.

The dean of students will determine whether the student is eligible for readmission. When a student is deemed eligible, the admission office will be informed that she may reapply by the usual procedures, and the student's application for readmission will be reviewed by the dean of the college and by the dean of students.

Deviations from Established Procedures

Reasonable deviations from these procedures will not invalidate a decision or proceeding unless significant prejudice to a student may result.

JUDICIAL REVIEW COMMITTEE

The college's judicial review committee is given these responsibilities:

- Reviewing and acting on recommendations of the Student Senate that affect the powers and philosophy of student government or pertain to major regulations concerning student welfare.
- Acting on the recommendation of the dean of the college that a student who has not met the academic standards of the college be dismissed.
- Acting on the recommendation of the Honor Court that a student be placed on disciplinary probation for violation of academic regulations.

- Acting on the recommendation of the Honor Court that a student receive disciplinary suspension or dismissal for violation of social or academic regulations.
- Acting as the court of final appeal for Honor Court decisions and/or penalties; or, when a student appeals an Honor Court decision and/or penalty to the student body, as is her right, acting as the court of final review in the case, its appeal and the student body's judgment.
- Requiring the withdrawal of any student whose presence is thought to be injurious to the interest of the college community; or imposing the penalty of administrative probation, suspension or dismissal in situations involving a student's failure to meet the standards or expectations of the college community.
- Assuming original jurisdiction in a disciplinary action upon the recommendation of the dean of students.
- Assuming original jurisdiction in a disciplinary action at a time when no quorum of Honor Court nor the president of SGA nor the president of Honor Court is readily available.
- Acting upon a formal written student complaint appealed to the committee by an individual directly involved in the original complaint or referred to the committee by a vice president as provided for in the Student Complaint Policy.

Judicial Review Committee Members

- President of the college, chair
- Dean of the college
- Dean of students
- Registrar
- Four faculty members
- Student Government Association president
- Student Senate president
- Honor Court president
- Judicial Board president
- Ex officio members (as provided in the Student Complaint Policy)
- Chair of FEC and director of human resources when a faculty or staff member is the subject of a formal written student complaint referred to Judicial Review Committee in accordance with the Student Complaint Policy

Academic Support Services

ACADEMIC ACCOMMODATIONS FOR DISABLED STUDENTS

Accommodations are provided for students with specific needs, which will be identified individually based on disability documentation and academic history. Students seeking academic accommodations should contact the office of academic advising to initiate a request. Accommodations are tailored to the individual to provide support and reduce the impact the disability has on academic performance.

Agnes Scott complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

MCCAIN LIBRARY SERVICES

Librarians provide reference assistance, individual-research consultations, group workshops and other opportunities for learning about the library and its resources. In partnership with the faculty, they also provide course-related instructional sessions that build information-competency skills needed for academic success, career development and independent learning. Though direct-borrowing agreements and interlibrary-loan services, the library also expedites student access to resources not contained in the local collection.

THE CENTER FOR WRITING AND SPEAKING

The Center for Writing and Speaking is a peer-tutoring organization providing assistance to students for writing or speaking (oral presentation) projects. It has two specialized centers, the Writing Center and the Speaking Center, both located on the ground floor of McCain Library.

Students may visit the Writing Center or Speaking Center at any stage of their projects. Tutors can help them get started on an assignment, develop the draft or speech or polish the final version. Tutoring is free to Agnes Scott students and is available Sunday through Friday during posted hours.

In writing tutorial sessions, students are encouraged to develop ideas and to evaluate how well their writing communicates those ideas. In speaking tutorial sessions, students are encouraged to clarify and develop ideas for effective oral communication or to work on presentation style and method.

Computers, audio and video equipment and other resources are available in the Center for Writing and Speaking for students to use in tutoring sessions or on their own. Students interested in being tutors should contact the director.

INFORMATION TECHNOLOGY SERVICES

Information Technology Services provides the campus with technology services to support academic activities. A combination of wireless and wired-network technologies are employed throughout campus including

- 544 networked computers and a variety of network laser printers in various public labs, research labs and classrooms
- access to online services and resources are available through the course management system, Blackboard; the academic information system, AscAgnes; electronic library resources; the campus intranet and local-area network
- the Internet

EDUCATIONAL TECHNOLOGY CENTER

The Educational Technology Center provides students, faculty and staff with support, training and consultation on the latest multimedia, computer, video and audio resources. The ETC assists with Web-page development, DVD and CD burning, digital image and text scanning, video editing and Blackboard support. The center offers a technology-friendly learning environment, so students and faculty can acquire the skills needed to enhance their multimedia projects.

THE MATHEMATICS LEARNING SUPPORT CENTER

The Mathematics Learning Support Center offers a supportive environment for students seeking assistance. Located in Buttrick Hall, it is open Monday through Thursday in the late afternoon and evening and on Sunday evenings. Learning assistants (advanced students in mathematics), the center coordinator and/or faculty members are available during posted times. Students are encouraged to drop in, to work among themselves or to work with a learning assistant. Individual appointments may be made.

The center endeavors to facilitate a student's understanding of mathematics by focusing on the process rather than merely getting an answer. Its approach is collaborative, and its objective is for the student to be able to learn mathematics by herself. Workshops on algebra review, using the graphing calculator, math for the GRE and other topics are offered. Computers with various math programs (Maple, SPSS, Winplot, etc.) are available. The services are available free to all Agnes Scott students.

THE CENTER FOR TEACHING AND LEARNING

The Center for Teaching and Learning offers programming, services and resources that promote dialogue and disseminate information about teaching and learning. Faculty, student and staff perspectives are all valued in the development of conversations that will help the college community better appreciate a full range of teaching and learning issues and styles. Located in Buttrick Hall, the center is open Monday through Friday during the academic year. The center houses a collection of materials related to postsecondary teaching and learning which may be used in the center, photocopied or checked out. All campus community members are welcome to drop by and browse.

The center views teaching and learning as joint enterprises of faculty, students and staff. It respects differences among faculty, staff and students and among disciplines, and it values a wide range of teaching and learning styles. The center encourages faculty, staff and students to be especially reflective about the teaching and learning of women and of diverse populations. Ongoing services of the center include assistance with orientation of new faculty; the arrangement of microteaching sessions with follow-up discussions; and the facilitation of online discussions of teaching and learning. For more information, go to the center's Web site at http://ctl.agnesscott.edu/.

TUTORING SERVICES

Several academic departments, in particular biology, chemistry and mathematics, have standing programs offering student-to-student tutoring. Students may contact the department chair for scheduling.

PERSONAL COUNSELING

The office of personal counseling is committed to providing professional, ethical and quality short-term counseling, consultation and outreach services to help students obtain the maximum benefit from their college experience. These services help students cope more effectively with personal, emotional and situational barriers to learning; adjust to stress; experience personal growth and development and integrate into the college's academic and social environments. Students seek personal counseling for a variety of issues including academic-support services, such as time management, stress management, assertiveness training, test anxiety and study skills.

Academic Honors

GRADUATION HONORS

Requirements for graduation honors are:

Cum Laude

1. Attains a cumulative grade point average of at least 3.5 for all work completed at Agnes Scott.
2. Attains a cumulative GPA of at least 3.5 for the semesters that include her last 64 academic hours completed in residence at Agnes Scott. GPAs are based on all academic work of a semester.
3. Has not received a final grade below a C in an academic course during the period defined in (2) as her last 64 hours (including courses taken through cross registration and study abroad).
4. Receives the recommendation of her major program. When the student has more than one major, she shall receive the recommendation of either one of her major programs, unless she has done independent study, in which case she must receive the recommendation of the program in which she has done the independent study. In the case of an interdisciplinary major, this shall be interpreted to mean the recommendation of all programs concerned in the major. In the case of a student-designed major, the assistant dean of the college will determine the programs concerned in the major from which the student must receive recommendations.

Magna Cum Laude

1. Attains a cumulative GPA of at least 3.7 for all work completed at Agnes Scott.
2. Attains a cumulative GPA of at least 3.7 for the semesters that include her last 64 academic hours completed in residence at Agnes Scott (including courses taken through cross-registration and study abroad). GPAs are based on all academic work of a semester.
3. Has not received a final grade below a C in an academic course during the period defined in (2) as her last 64 hours (including courses taken through cross registration and study abroad).
4. Receives the recommendation of her major program. When the student has more than one major, she shall receive the recommendation of either one of her major programs, unless she has done independent study, in which case she must receive the recommendation of the program in which she has done the independent study. In the case of an interdisciplinary major, this shall be interpreted to mean the recommendation of all programs concerned in the major. In the case of a student-designed major, the assistant dean of the college will determine the programs concerned in the major from which the student must receive recommendations.

Summa Cum Laude

1. Attains a cumulative GPA of at least 3.9 for all work completed at Agnes Scott.
2. Attains a cumulative GPA of at least 3.9 for the semesters that include her last 64 academic hours (including courses taken through cross-registration and study abroad) completed in residence at Agnes Scott. GPAs are based on all academic work of a semester.
3. Has not received a final grade below a C in an academic course during the period defined in (2) as her last 64 hours (including courses taken through cross registration and study abroad).
4. Receives the recommendation of her major program. When the student has more than one major, she shall receive the recommendation of either one of her major programs, except if she has done independent study, in which case she must receive the recommendation of the program in which she has done the independent study. In the case of an interdisciplinary major, this shall be interpreted to mean the recommendation of all programs concerned in the major. In the case of a student-designed major, the assistant dean of the college will determine the programs concerned in the major from which the student must receive recommendations.

HONORS LIST AND DEAN'S HONOR LIST

Students are eligible for the Honor List at the end of a semester if they have completed 16 semester hours in academic courses with a semester GPA of at least 3.3 and no grade below a C in an academic course, including courses taken under cross registration. Cross-registration courses are not calculated in the GPA.

Students are eligible for the Dean's Honor List at the end of a semester if they have completed 16 semester hours in academic courses with a semester GPA of at least 3.7 and no grade below a C in an academic course, including courses taken under cross registration. Cross-registration courses are not calculated in the GPA.

OTHER ACADEMIC HONORS

The college recognizes superior academic work in several ways:

- Stukes Scholars are three students who rank first academically in the sophomore, junior and senior classes. Announced at Opening Convocation and Honors Day, Stukes Scholars are selected on the basis of their work the previous session and their overall academic achievement.
- The Dana Scholarship program began in 1970 with a grant from the Charles A. Dana Foundation. Academic promise and leadership are criteria for this honor.
- 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.
- Mortar Board is a National Senior Honor Society. Its purposes are "to provide for cooperation among (Mortar Board) societies, to support the ideals of the university, to advance the spirit of scholarship, to recognize and encourage leadership and to provide the opportunity for a meaningful exchange of ideas as individuals and as a group." Members are elected from the junior class on the basis of three ideals: service, scholarship and leadership.
- The National Society of Collegiate Scholars was established on the principle that with scholarship comes a responsibility to develop leadership and a duty to perform service. To this end, the society recognizes and celebrates high achievement among first- and second-year students, encourages high standards throughout the college experience, provides opportunities for personal growth and leadership development and encourages learning through community service. Membership is based on grade point average. Eligible first- and second-year students receive invitations during the spring semester.
- *Beta Beta Beta* (TriBeta), the National Biological Honor Society, seeks to promote scholarly activity in biology among students, particularly undergraduates. Its three-fold purpose is to stimulate scholarship, disseminate scientific knowledge and promote biological research. The organization has two levels of undergraduate membership. Associate membership is open to anyone interested. Regular membership is open to students majoring in biology; who have completed at least one term of their second year; have taken at least three biology courses, of which one is above the introductory level; have an average grade of B in their biology courses; and are in good academic standing. The *Sigma Upsilon* chapter was established at Agnes Scott in 1997.
- The National German Honorary Society, *Delta Phi Alpha, Kappa Kappa* chapter, seeks to recognize excellence in the study of German and to provide an incentive for higher scholarship. The society aims to promote the study of the German language, literature and civilization and endeavors to emphasize those aspects of German life and culture that are of universal value and contribute to man's eternal search for peace and truth. Qualifications: minimum of two years and registration in an advanced course, minimum average standing of B+ in all German courses taken, minimum of B- in all other courses, indication of continued interest in the study of German language and literature.

- *Omicron Delta Epsilon* is the International Economics Honor Society. The *Mu* chapter was established at Agnes Scott in 1994. *Omicron Delta Epsilon* encourages excellence in economics and devotion on the part of its members as economists to the advancement of their science and to the scholarly effort to make freedom from want and deprivation a reality for all. All students in their junior or senior years who have taken at least 12 hours in economics with an average of B or better are eligible.
- The *Kappa Kappa* chapter of *Pi Delta Phi*, the National French Honor Society, was established at Agnes Scott in 1990. The purpose is to recognize outstanding scholarship in the French language and literature. Membership is open to students who have taken at least five courses in French and have been nominated for academic achievement.
- *Phi Alpha Theta*, the National Honor Society in History, was founded in 1921 to foster the research, publication and teaching of history. The Agnes Scott chapter was formed in 1998. Students who have completed at least 12 semester hours in history with a 3.1 average or better and rank in the top 35 percent of their class are eligible.
- The Agnes Scott chapter of *Phi Sigma Tau* 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.
- *Psi Chi* is the National Honor Society in Psychology and was founded for the purpose of "encouraging, stimulating and maintaining excellence in scholarship and advancing the science of psychology." An Agnes Scott chapter was established in 1990. Membership is open to students who have a B average in psychology and rank in the top 35 percent of their class.
- *Sigma Alpha Iota* International music service fraternity is an organization that promotes interaction between students who share a commitment to music. The Agnes Scott chapter, *Gamma Eta*, sponsors informal and formal recitals featuring chapter members and other Agnes Scott students in the music department as well as serving where they are needed as stage managers, ushers and door monitors. In addition to personal encouragement and support, members may receive scholarships and awards in many areas and at all levels of music-related study. *Sigma Alpha Iota* has long been recognized as a leader in the field of music and provides a lifetime of fraternity contact. To be a member, students must be enrolled in or have taken at least one music class and have a cumulative grade point average of 2.5.
- *Sigma Delta Pi*, the National Spanish Honorary Society, recognizes scholarship in and commitment to the language, literatures and cultures of the Hispanic world. Students must have completed three years of college-level Spanish, including at least three semester hours of a course in Hispanic literature or culture. A candidate must have a minimum GPA of 3.0 on a 4.0 scale in all Spanish courses taken, rank in the upper 35 percent of her class and have completed three semesters of college work. The *Sigma Chi* chapter was established at Agnes Scott in 1992.

International Education

THE ACQUISITION of international perspectives and intercultural-communications skills is a fundamental component of a liberal arts education. Agnes Scott offers students a variety of opportunities on and off campus to develop global competence. Through the curriculum, study abroad and contact with international students and scholars on campus, Agnes Scott students gain fluency in languages other than English, cross-cultural sensitivity and knowledge about world cultures and societies.

The office of international education coordinates linkages with educational institutions and organizations worldwide; provides and administers opportunities abroad; supports the college in its efforts to integrate global perspectives into the curriculum; and assists international students, faculty and visitors on academic, cross-cultural communication and immigration regulatory matters.

Two broadly defined groups are served by the international education office those outbound students, staff, faculty and alumnae who will be studying, interning, volunteering, researching or traveling abroad; and those inbound individuals who will be coming to the campus from abroad.

Agnes Scott is committed to providing a wide variety of opportunities for study abroad and has dedicated substantial resources—both financial and human—toward assisting students in fulfilling their objectives for study abroad. Agnes Scott's goal is for each student who desires an international experience to be able to participate in one.

Agnes Scott offers study abroad through Agnes Scott faculty-led programs (The Coca-Cola Global Awareness, Global Connections and other departmentally based seminars), exchange programs and independent-study programs. Programs vary in length, content, format and cost. Some require an appropriate degree of fluency in the language of the host country while others use English as the language of instruction.

Students planning to join faculty-led international programs, exchange or study-abroad programs must meet the following basic requirements for participation:

- Be in good standing
- Have completed one year or 24 credit hours at Agnes Scott prior to the experience abroad
- Have a minimum 2.0 cumulative grade point average at the end of the semester prior to submitting an application for faculty-led programs
- Have the minimum grade point average required by the exchange partner or the study-abroad program provider at the time of application

Other program-specific requirements must be met before a student is eligible for participation.

Year Five, nondegree (special, exchange) and graduate students may participate in study-abroad programs if they pay the full cost of the program and if space is available. These students are not eligible for subsidies, grants or financial aid.

CURRICULAR INITIATIVES

At the heart of international education at Agnes Scott is the curriculum, which includes many courses with international content and special programs. Faculty from across the disciplines draw from their international experiences and perspectives in these courses.

The department of modern foreign languages and literatures offers majors and minors in French, German studies and Spanish. In addition, the college also offers a major in classical languages and literatures.

The nationally recognized Language Across the Curriculum program connects language study in French, German and Spanish to other disciplines such as art history, anthropology, political science, history and music. Africana studies is a minor that combines African and African-American courses offered in the departments of history, political science and sociology and anthropology.

FACULTY-LED INTERNATIONAL EXPERIENCES

The two most common faculty-led short-term programs abroad, which are connected to and follow an on-campus course or courses, are The Coca-Cola Global Awareness and Global Connections. The college will contribute a partial subsidy for each degree-seeking student toward the cost of the international-travel part of one faculty-led short-term program.

ASC Summer in Spain

ASC Summer in Spain is a five-week pilot program, offered in 2005, that focuses on language learning and culture. Participating students live with host families in Oviedo, Spain, and receive academic credit. For more information, contact Michael Schlig, associate professor of Spanish, or the office of international education.

The Coca-Cola Global Awareness Program

Through The Coca-Cola Global Awareness Program, students develop a better understanding of their cultural values as well as an appreciation for the physical and cultural diversity of the world. This introductory-level international program offers students the opportunity to study and experience a culture different from their own. Students have an extended academic study and travel experience under the guidance of Agnes Scott faculty. Recent Global Awareness seminars include faculty-led study in China, Ghana, India, Japan and Turkey.

Students must apply, be selected and then pre-register for the two courses: GA 200 and GA 201.

GA 200 is taught on campus in the semester preceding the international experience and includes the study of the history, culture, arts, geography, economics and politics of the target country. All students will choose a research project and develop survival language skills when possible. The semester-long course is followed by a two- to three-week study seminar in the country, in which students conduct research on their selected topics, keep journals and stay with local families whenever possible. Upon return to campus, the course continues in debriefing sessions, where the students make cultural comparisons, reflect on the international experience, complete research projects and share the experience with the campus and local community.

Global Awareness is open to all enrolled students who meet the basic participation requirements. They must have satisfactorily completed the GA 200 course that serves as the basis for the international experience, and attendance at predeparture and post-seminar sessions is mandatory. Completion of assignments associated with the program is also required.

Global Connections

Global Connections allows students to enrich their on-campus learning by connecting what they learn in a specific course to a faculty-led international study and travel experience. Faculty members across the disciplines may propose a Global Connections component to an existing, on-campus course. The study-travel component consists of two to three weeks of international travel connected to the course. Examples of on-campus courses followed by two to three weeks of faculty-led Global Connections include: Transnational and Global Contexts of Gender, Economy and Society in Post-Colonial Africa: The Case of Gambia; The Copernican Revolution: Astronomy Meets Art History in the Czech Republic, Poland and Italy; Religion and Morality and Their Expression in Roman Art and Architecture in Central Italy; Creative Writing and Irish Drama in Ireland; and Classics and History of Dance in Greece.

A Global Connections component may include research, journal writing, creative projects and group sessions. Students are required to attend predeparture orientation sessions held during the semester before the experience abroad. Grades of incomplete will be assigned until requirements of the Global Connections component have been completed. Global Connections is open to all enrolled students who meet the basic requirements for participation. They must be concurrently enrolled in the base course or have satisfactorily completed the base course or other designated courses previously.

Eligibility for Faculty-Led Programs

To be eligible, students must apply and be admitted to the program and meet all basic requirements, be full-

time, degree-seeking students at Agnes Scott and have a minimum cumulative grade point average of 2.0 at the end of the semester before submitting the application. Eligible students can receive a partial subsidy for the cost of travel for one faculty-led program, either The Coca-Cola Global Awareness or the Global Connections.

STUDY-ABROAD APPROVAL

A student wishing to participate and receive credit for a study-abroad or international-internship program should contact the office of international education as early as possible in her college career. The application deadline is March 1 for any credit-bearing international experience, whether exchange, study abroad or internship that is to take place during the following academic year, whether for fall, spring or the entire year.

All students planning to receive credit for studies abroad must seek pre-approval of the college. The application process must start early so all Agnes Scott deadlines and the deadlines of the selected study-abroad program are met. While March 1 is the internal deadline for study-abroad approval during the following academic year, the deadlines of the study-abroad providers vary and may occur before or after the Agnes Scott March 1 deadline, therefore, it is important that students begin the process of selecting a study-abroad program a year or more in advance.

Credit for Study Abroad

Without ASC pre-approval for study abroad, students will not receive credit. Pre-approval of the study-abroad proposal is to ensure in advance that the study-abroad program proposed and the courses desired are eligible for ASC credit. With pre-approval, academic credit can be granted for courses taken abroad. Transcripts, actual course descriptions and other documentation must be submitted to the office of academic advising upon completion of the program for final evaluation of credit.

While abroad, students must report any changes in their course schedule to the director of international education, the assistant director of academic advising and their faculty advisers. Grading systems around the world vary widely; therefore credit for study abroad will be granted with a passing grade for courses completed. A grade of C or better is considered passing. Grades for courses taken abroad are not factored into the Agnes Scott grade point average. Credits from abroad are considered Agnes Scott credit and may count toward the student's major, minor, standards or electives.

Predeparture Study-Abroad Orientation

Students participating in study abroad are required to attend a mandatory predeparture orientation session offered each semester. Prior to departure, they are also required to complete and sign an agreement and general release, a health-disclosure form and a signed medical-approval form for independent study abroad and for faculty-led programs. All forms are available in the office of international education.

Upon their return, students are required to complete an evaluation and are encouraged to participate in a reentry session especially designed for reflection on their study-abroad experience.

INDEPENDENT STUDY ABROAD

Students may choose to participate for credit in summer, semester or yearlong study-abroad and exchange programs at more than 127 colleges in 35 countries.

Study Abroad through Exchange Programs

Through institutional exchanges and the International Student Exchange Program, ASC students matriculate at universities around the world, benefiting from and contributing to the campus life in the country where they have chosen to study, while the Agnes Scott campus is enriched with an influx of short-term (semester and yearlong) students from abroad. In most instances, exchange students pay their tuition to the home institution, i.e. the one granting them their degree. Agnes Scott students going on exchanges pay ASC tuition. Their international-student counterpart comes to Agnes Scott for a semester or year and she too pays her tuition to her home institution. Payment of room and board varies by exchange contract.

Through the International Student Exchange Program, Agnes Scott students may choose from more

than 127 partner universities in 35 countries including: Argentina, Australia, Austria, Brazil, Bulgaria, Canada, Chile, China, Colombia, Costa Rica, Denmark, Estonia, Fiji, Finland, France, Germany, Ghana, Hungary, Iceland, Ireland, Italy, Japan, Kenya, Republic of Korea, Latvia, Malta, Mexico, Netherlands, Nicaragua, the Philippines, Spain, Sweden, Switzerland, Thailand, United Kingdom (England, Scotland, Wales) and Uruguay.

Additionally, there are several institutional exchanges, such as the college's exchange with Kinjo Gakuin in Nagoya, Japan, and Hong Kong Baptist University in Hong Kong, People's Republic of China. Also, the Association of Presbyterian Colleges and Universities sponsors reciprocal exchanges between Agnes Scott and several institutions in Northern Ireland, including Queen's University of Belfast and the University of Ulster.

Other Study-Abroad Opportunities

The second broad category of independent study-abroad experience is accomplished through study-abroad program providers. Study-abroad providers vary widely in quality, services, length of program and opportunities provided. They offer traditional university study abroad, independent research, international-service learning, field-based study abroad, language learning, internships and combinations of these. Information about independent study-abroad programs and providers is available in the office of international education.

Students planning to participate in independent study-abroad programs must seek approval for their selected study-abroad program and the specific course work they propose taking while abroad. They must submit the following forms to the office of international education:

I. Agnes Scott application (internal) is due March 1 each year for programs taking place during the following academic year.

i. Study-Abroad Approval Application, which is for petitioning to pre-approve the selected program and courses for credit transfer

ii. A description of the program abroad

iii. A statement that includes the student's reasons for selecting the study-abroad program

II. Application to the study-abroad sponsor (external). The student completes the study-abroad program provider's application forms and submits a copy of the completed application to the international education office.

Eligibility for Exchange and Study-Abroad Programs

To be eligible, students must meet all basic requirements, be full-time, degree-seeking students at Agnes Scott and in most instances have a minimum cumulative grade point average of 2.0 at the end of the semester before submitting the application. The minimum GPA required for eligibility to engage in independent study abroad varies greatly across the exchange partners and study-abroad program providers and is most often higher than a 2.0. International students studying at Agnes Scott are not eligible to participate in study-abroad programs except in special circumstances, since they are studying abroad in the United States.

FUNDING ASSISTANCE FOR STUDY ABROAD

Agnes Scott students eligible to receive Agnes Scott College institutional aid, federal financial aid (grants and loans), state grants and/or privately funded scholarships may or may not continue to receive those funds while participating in exchange and pre-approved study-abroad programs during the academic year. Agnes Scott work study is not applicable to study-abroad experiences. The director of financial aid determines student eligibility.

STUDY ABROAD FEES

Students studying abroad must pay a $150 non-refundable continuation deposit, which will be credited toward their charges for the next semester that they are enrolled on campus. Depending on the program, some students will pay a non-refundable study abroad administrative fee of $250.

PRESTIGIOUS INTERNATIONAL SCHOLARSHIPS AND FELLOWSHIPS

Among the prestigious scholarships and fellowships available to Agnes Scott students are five that are international in scope: Fulbright grants, British Marshall scholarships, Rhodes scholarships, Rotary fellowships and NSEP Scholarships. Agnes Scott students have been recipients of the Thomas R. Pickering Foreign Affairs Fellowship, the Freeman-ASIA Scholarship, the Fulbright, the Rhodes and the Rotary Ambassadorial Scholarship. For more information, visit the office of international education in Buttrick Hall or its Web site at www. agnesscott.edu/academics/p_internationaleducation.asp.

Freeman-ASIA

The primary goal of the Freeman-ASIA Program is to increase the number of U.S. undergraduates who study in East and Southeast Asia by providing students with the information and financial assistance they will need. Awardees share their experiences with their home campus to encourage study abroad by others and to spread understanding of Asia in their home communities.

Fulbright Grants

Congress created the Fulbright program in 1946 to foster mutual understanding among nations through educational and cultural exchanges. Each year, the Fulbright program enables U.S. students, artists and other professionals to study or conduct research in more than 100 nations. The program offers Fulbright full grants, Fulbright travel grants, foreign and private grants and teaching opportunities. Brochures, application forms and information are available from the office of international education or the Fulbright campus adviser. The campus-application deadline is Oct. 1.

British Marshall Scholarships

Established by an act of Parliament in 1953 to commemorate the ideals of the European Recovery Programme (the Marshall Plan), British Marshall scholarships are intended to enable "intellectually distinguished young Americans to study in the United Kingdom and thereby to gain an understanding and appreciation of the British way of life."

Applications must be submitted on prescribed forms available by mid-May from the office of international education or the Marshall campus adviser. The campus-application deadline is Oct. 1.

Thomas R. Pickering Foreign Affairs Fellowship

Outstanding students who are interested in pursuing a Foreign Service career with the U.S. Department of State may apply for a Pickering Fellowship during their sophomore year. The fellowship award includes tuition, room, board and mandatory fees during the junior and senior years of college and during the first year of graduate study with reimbursement for books and one round-trip travel.

The fellow must commit to pursuing a graduate degree in international studies at one of the graduate schools identified by the Woodrow Wilson National Fellowship Foundation. Fellows meet annually in Washington, D.C., for a program orientation. Only U.S. citizens will be considered for Pickering Fellowships. Women, members of minority groups historically underrepresented in the Foreign Service and students with financial need are encouraged to apply.

Rhodes Scholarship

The Rhodes Scholarship provides for study at the University of Oxford and is one of the most competitive awards available. Applicants must demonstrate outstanding intellectual and academic achievement, but they must also be able to show integrity of character, interest in and respect for their fellow beings, the ability to lead and the energy to use their talents to the fullest.

Forms and information are available from the office of international education or the Rhodes campus adviser. The campus-application deadline is Oct. 1.

Rotary Ambassadorial Scholarships

The primary purpose of this program is to further international understanding and friendly relations among people of different countries. Scholarship applications need to be made more than a year in advance of the planned study-abroad program experience. Rotary awards provide for all expenses of most semester and yearlong study-abroad programs.

NSEP Scholarships

Established by the National Security Education Act of 1991, NSEP Scholarships provide U.S. undergraduate students with the resources and encouragement they need to acquire expertise in languages, cultures and countries less commonly taught in the United States. NSEP scholarships can be applied for study in all countries except Western Europe, Canada, Australia and New Zealand.

Applications can be obtained from the office of international education or the NSEP campus adviser. The campus-application deadline is Dec. 1.

The Benjamin A. Gilman International Scholarship Program

The Benjamin A. Gilman International Scholarship Program reduces barriers to study abroad by providing assistance to those undergraduate students who have demonstrated financial need. This program offers a competition for awards for study abroad, for U.S. citizens who are receiving federal Pell Grant funding. Pell recipients planning to study abroad should also apply for a Gilman Scholarship.

This congressionally funded program is offered through the Bureau of Educational and Cultural Affairs of the U.S. Department of State and is administered by the Institute of International Education. Selected by competition, recipients are awarded up to $5,000 to defray costs associated with studying abroad.

Information on other study-abroad scholarships may be obtained in the office of international education.

INTERNATIONAL STUDENTS

International Student Orientation

Working with the Orientation Council international-student liaison, the office of international education coordinates a three-day orientation, which precedes the new student orientation and is meant to give new international students the opportunity to learn about cross-cultural adjustment issues, housing, banking, safety, transportation, Social Security, immigration regulations, writing and speaking support, insurance, health services and other information specific to them. International students gain the opportunity to meet one another in a small-group setting and to become familiar with the campus before joining all other new students for the general orientation.

International Student Support

Working with admission, the office of international education provides immigration advice and strategies for obtaining a student visa before the international student leaves her home country. From predeparture orientation materials to arrival at the Atlanta airport, the office with campus-wide assistance coordinates special services for international students and exchange students. Support services include ongoing assistance in cross-cultural adjustment, immigration regulations, nonresident-tax compliance, predeparture orientation, emergency response and other services needed specifically by international students.

Special Curricular Opportunities

AGNES SCOTT OFFERS a rich assortment of learning opportunities on and off campus to accelerate students' progress and extend their learning experiences beyond the classroom.

ATLANTA SEMESTER

This distinctive program combines experiential learning through internships with courses designed to bring the college and community together to study and promote social change.

The emphasis on women and leadership in academic and public settings distinguishes the Atlanta Semester from other programs. Students are challenged to examine contributions to social change made by women leaders, and they experience personally the challenges and rewards of leadership in internships with Atlanta-based organizations.

An interdisciplinary seminar and a speakers' forum constitute the common academic core of the program. Each student selects an internship suited to her needs and interests and carries out an independent research project bridging the experiential and academic components of the program.

Each student is assigned an adviser and has many opportunities to discuss her individual program and goals.

Students enrolled in the Atlanta Semester program may count the 12 semester-credit hours they earn as fulfillment of electives or, with the approval of their major or minor department, apply to receive credit for their major or minor.

Women's studies majors and religious studies majors concentrating in religion and social justice may count credit hours earned for their major. Students are eligible to enroll in the Atlanta Semester as early as their sophomore year.

ACADEMIC ACCELERATION

A student may complete the degree requirements 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 an increased course load
- Attending summer sessions at Agnes Scott or other institutions

A student planning to accelerate should consult her adviser and must complete the graduation application by the first day of course selection in the semester prior to the semester in which she intends to graduate (forms are available in the registrar's office).

CROSS REGISTRATION

Cross registration at Atlanta Regional Consortium for Higher Education member institutions allows students to take courses not available at Agnes Scott. Students from other member institutions may enroll in courses at Agnes Scott. Students may cross register for a maximum of two courses per term and a total of 18 semester hours.

Grades for courses taken through cross registration are not factored into a student's GPA, but grades of A, B, C or D are accepted for credit hours. Only one specific or distributional or social and cultural analysis standard may be fulfilled by courses taken under cross-registration. (See the Transfer Credit section, page 36.)

Courses taken to satisfy the depth standard must be approved by the student's adviser. Cross-registration courses may satisfy requirements for a minor if approved by the chair of the minor program.

Students enrolled in cross-registration courses are subject to the regulations of the institution where the course is taken, including deadlines for application, registration and withdrawing from a course. Students should apply for approval to the registrar's office before the end of course selection for the semester in which they plan to enroll in cross registration.

ARCHE member institutions are:

- Agnes Scott College
- Atlanta College of Art
- Brenau University

- Clark Atlanta University
- Clayton College and State University
- Columbia Theological Seminary
- Emory University
- Georgia Institute of Technology
- Georgia State University
- Interdenominational Theological Center
- Kennesaw State University
- Mercer University Atlanta
- Morehouse College
- Morehouse School of Medicine
- Oglethorpe University
- Southern Polytechnic State University
- State University of West Georgia
- Spelman College
- The University of Georgia

INDEPENDENT STUDY (490)

Independent study gives superior students the opportunity to explore a particular field of intellectual or artistic interest and to produce a related piece of work.

Every student with junior standing and a cumulative 3.0 GPA (B) or better is eligible to apply. The independent study is to be taken in the student's major. If there is substantial preparation in another department or program, exceptions to this policy may be approved by the assistant dean of the college. Applications must be approved by the appropriate department chair or program director. The project may begin as early as the spring semester of the student's junior year.

Interested students should obtain the guidelines (available in the registrar's office) and apply in writing to the appropriate program chair. The completed application for an independent study must be submitted to the assistant dean of the college for approval.

Students wishing to begin independent study during the fall semester of their senior year must apply two weeks before course selection week in the spring semester of their junior year.

Those wishing to begin their study in the spring semester of their junior year, or who wish to undertake a one semester study in the spring semester of their senior year, must apply no later than two weeks before the fall semester deadline for course changes.

INTERNSHIP (450)

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

Internships worthy of academic credit bear a close relationship to the student's principal academic interests. Internships for which academic credit is inappropriate are those with 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 office of career planning facilitates participation in both kinds of internships.

A student interested in an internship for credit should obtain guidelines and an application from the office of experiential learning. She should then consult her adviser. The completed application should be submitted for approval to the director of experiential learning. The deadline is registration day of the semester during which the internship is to be taken. Internships are offered on a pass/fail basis.

An approved internship is entered on a student's course schedule, and tuition is charged based on the student's course load for that semester. A student may complete the practical component of an internship while the college is not in session and complete the academic component of the internship and receive credit for the internship during the next semester. The internship must be approved before work is begun.

HUBERT SCHOLARS PROGRAM

The Hubert Scholars Program is a model program, one that combines experiential learning and exploration of vocation with service to humanity. The college selects Hubert Scholars each year with the hope that many of them, whether as career professionals or willing volunteers, will help meet the world's need for food, medical attention and faith.

Agnes Scott students compete for awards from the Hubert Scholars Program. Applicants must have a 3.0 overall grade point average and be a rising sophomore, junior or senior. An essay, budget and faculty recom-

mendation are required. Hubert Scholars receive a $3,000 stipend to pursue their academic internship. For more information, contact the office of experiential learning.

THE KEMPER SCHOLAR PROGRAM

The Kemper Scholar Program encourages students to major in the liberal arts, while providing experiences, contacts and training that may lead to careers in administration or business. The foundation commits financial support through scholarships and summer stipends, in addition to personal assistance to each Kemper Scholar, including placement in a nonprofit organization in Chicago during the sophomore summer. Scholars commit themselves to regular contact with the foundation, service in their community and the sophomore summer in Chicago.

Successful candidates will be interested in the liberal arts and will maintain at least a 3.0 grade point average. The Kemper Foundation hopes to foster future leaders who pursue a vigorous, broad undergraduate education while participating in community service, engaging in campus activities and exploring their career aspirations outside the classroom. First-year students with a minimum 3.0 grade point average are eligible to apply at the end of the fall semester. For more information, contact the office of experiential learning.

SPECIAL STUDY (410)

Special-study courses are offered by all academic programs and are open to senior majors (and qualified juniors) to pursue work outside a program'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 to the assistant dean of the college for approval. A 410 course carries two to four 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, 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, as well as the chair of the department or director of the program 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 program, her application also must describe her preparation in the program offering the 410.

STUDENT-DESIGNED MAJORS

Students may design interdisciplinary majors if such a major is not offered. A student-designed major must be comparable in academic rigor and integrity to a conventional major and must offer sufficient depth in a subject area. It must also be cohesive and integrated.

Students need to identify two faculty members in important areas of the planned major who approve the program and are willing to serve as the student's academic advisers.

The office of academic advising has information available on recent interdisciplinary majors, such as art history-religious studies, biology-psychology, history-English literature, East-Asian studies and Latin-American studies. Students may study the examples in preparing their proposals but are not limited to those interdisciplinary majors.

Proposals for student-designed majors must be submitted to the associate dean of the college no later than the second semester of a student's sophomore year. The curriculum committee must approve all proposals.

LANGUAGE ACROSS THE CURRICULUM

The Language Across the Curriculum program is designed to enrich the study of the various disciplines. It provides students and faculty the opportunity to study materials in an original language, establish linkages between foreign languages and various disciplines and continue their language skills beyond the classroom.

Appropriate academic courses are coupled with a one-hour Language Across the Curriculum component where materials related to the course are read and discussed in the original language. Pairs of faculty, one a discipline instructor and one a language instructor, co-teach the component.

More information about Language Across the Curriculum courses may be found in these departments or

programs: art, classical languages and literatures, English, history, modern foreign languages and literatures, music, sociology and anthropology, political science, religious studies and women's studies.

Students wishing to enroll in the Language Across the Curriculum component of offered courses must have completed four semesters of a foreign language (or equivalent).

RESEARCH SCHOLARS PROGRAM

The Research Scholars Program provides a collaborative research experience between students and faculty. Students are directly involved in research, and their work is geared to produce publishable results. In this program, students receive invaluable experience while faculty members receive research assistance in their research areas. Students are expected to make a research presentation to other students and faculty. Program guidelines are available from the office of the dean of the college.

JULIA T. GARY SUMMER RESEARCH SCHOLARS IN SCIENCE

The Julia T. Gary Summer Research Scholars in Science program supports collaborative summer research projects for students and faculty in astronomy, biology, chemistry, mathematics and physics. Students considering applying should contact a professor in an area of interest. Faculty members and students submit a joint application to the office of the dean of the college by March 15.

GOLDWATER SCHOLARS

The prestigious Barry M. Goldwater Scholarships for sophomores and juniors are based on academic merit in science, math and engineering and cover the cost of tuition, fees, books and room and board up to a maximum of $7,500 per year for their junior and senior years. The Goldwater Foundation is a federally endowed agency. The scholarship program honoring U.S. Sen. Barry M. Goldwater was designed to foster and encourage students to pursue careers in the fields of mathematics, the natural sciences and engineering. Students interested in applying can obtain the name of the faculty adviser from the office of the dean of the college.

In 2002-2003, Agnes Scott College students were named a Goldwater Scholar in math and a Goldwater Scholar in science, making it the only institution of higher education in metro Atlanta to have two Goldwater Scholars that year.

TRUMAN SCHOLARS

The Truman Scholarship, from the Harry S Truman Foundation, is a prestigious, merit-based grant to undergraduate students who wish financial support to attend graduate or professional school in preparation for careers in government. Students interested in applying can obtain the name of the current faculty adviser from the office of the dean of the college. Final submission date for Agnes Scott is mid-December. Interested students are encouraged to visit the Truman Web site for additional information: www.truman.gov.

TEACHING CERTIFICATION

Agnes Scott has state-approved programs for teaching certification in early childhood (P-5), secondary (6-12; history and mathematics) and offers a master of arts in teaching secondary English. A student who completes any of these programs satisfactorily is eligible for initial Georgia certification and certification in states with which Georgia has reciprocal agreements.

Agnes Scott students interested in teaching complete the teacher-education program in addition to fulfilling their major requirements. The professional program includes classroom study of theoretical and practical approaches to teaching and field experiences in school settings.

Interested students should consult the director of teacher education programs during their first year or as early as possible in their college careers.

Off-Campus Opportunities

DUAL-DEGREE PROGRAM WITH GEORGIA INSTITUTE OF TECHNOLOGY

A student may combine three years of liberal arts studies at Agnes Scott with two years of engineering course work at Georgia Institute of Technology. Upon completing the program, the student will receive a bachelor of arts from Agnes Scott and a bachelor of science from Georgia Tech.

For information about specific programs, students should consult the dual-degree faculty coordinator as early as possible, preferably during their first year. The student must select a major and plan a program that satisfies all specific and distributional standards for the Agnes Scott degree by the end of the junior year, in addition to the mathematics and science courses required for engineering programs at Georgia Tech.

Admission to the Georgia Tech program is based on completion of the requirements listed above, a minimum GPA of 3.0 and the recommendation of the dual-degree faculty coordinator.

DUAL-DEGREE PROGRAM IN ART AND ARCHITECTURE WITH WASHINGTON UNIVERSITY

A student may combine three years of liberal arts studies at Agnes Scott with four years of specialized work in architecture at Washington University in St. Louis for a combined undergraduate/graduate program. Upon completing the three years at Agnes Scott and the first year of architecture, the student receives a bachelor of arts from Agnes Scott. She then continues in the graduate program in architecture at Washington University for three years to receive a master's degree in architecture.

By taking advantage of this cooperative program, a student may complete both degrees in seven years. Interested students should consult the faculty coordinator as early as possible, preferably in the first year. Admission to the program at Washington University is based on completion of certain requirements and on the recommendation of the program faculty coordinator.

DUAL-DEGREE PROGRAM IN NURSING WITH EMORY UNIVERSITY

Students enrolled at Agnes Scott who wish to prepare for a career in nursing may pursue a three-year liberal arts curriculum at Agnes Scott and, upon transfer to Emory University's Nell Hodgson Woodruff School of Nursing, may in two years complete requirements for a bachelor of science in nursing.

The three-year prenursing program developed by the Agnes Scott faculty, with the Nell Hodgson Woodruff School of Nursing, consists of a minimum of 92 semester hours (including AP and IB credits) of coursework accepted at Agnes Scott, and will include the general-education courses required for the nursing curriculum at Emory and for the bachelor of arts at Agnes Scott.

Upon successful completion of the dual-degree requirements at Agnes Scott and of requirements for a bachelor of science in nursing at Emory, the student will be awarded a bachelor of arts from Agnes Scott and a bachelor of science in nursing from Emory.

EXCHANGE PROGRAM WITH MILLS COLLEGE

Agnes Scott and Mills College, in the San Francisco Bay area in Oakland, Calif., have an exchange agreement enabling enrolled students to spend a semester or year at the other college. Participants remain enrolled in and pay all fees to their home college. A participating student may not transfer to the other college upon completion of the exchange. The dean of the college grants permission to participate in this program.

Students interested in attending Mills for a semester or a year should consult the assistant dean of the college and the director of financial aid.

PUBLIC LEADERSHIP EDUCATION NETWORK

Agnes Scott is a member of Public Leadership Education Network, a consortium of women's colleges that prepares women for public-leadership roles. Students have opportunities to study the process of public policy with women leaders in Washington, D.C., and abroad. Programs range from two-day mentor sessions and longer seminars to the PLEN Public Policy Semester. Students interested in a PLEN program should contact the director of experiential learning at 404 471-5187.

ROTC

Agnes Scott students may participate in the Air Force or Army Reserve Officers Training Corps through the ARCHE cross-registration program. Both programs involve an elective curriculum taken alongside required college classes. Students earn a college degree and an officer's commission in the U.S. Air Force, U.S. Army, U.S. Army Reserve, or U.S. Army National Guard at the same time. A student who completes one of these programs qualifies as a commissioned officer and will be ordered to active duty in the U.S. Air Force or the Army.

Air Force Reserve Officers' Training Corps

Agnes Scott students participating in the Air Force Reserve Officers Training Corps will attend ROTC classes and training taught weekly at Georgia Institute of Technology on Tuesdays and Thursdays. Air Force ROTC offers competitive three-year college scholarships to qualified college students. Scholarships, worth as much as $15,000 a year, are awarded on merit and pay tuition and required fees. Scholarship winners receive a stipend of up to $400 for each academic month plus an allowance for books and other educational items. Nonscholarship students also receive the stipend and book allowance as contracted cadets in the program.

Army Reserve Officers' Training Corps

Agnes Scott students participating in the Army Reserve Officers' Training Corps may participate with the Georgia Institute of Technology ROTC classes and training offered at Georgia Institute of Technology, Emory University or Kennesaw State University campuses.

Army ROTC offers two-, three-, or four-year college scholarships to qualified high school seniors or college students. Scholarships, worth as much as $80,000 or more, are awarded on merit, and pay tuition and required fees. Scholarship winners receive a stipend of up to $400 for each academic month plus an allowance for books and other educational items. Nonscholarship students also receive the stipend and book allowance as contracted cadets in the program.

Students interested in any of the above programs should contact the office of academic advising for more information.

WASHINGTON SEMESTER

In the Washington Semester, students spend either the fall or spring semester at American University in Washington, D.C. The program has 13 offerings, including American politics, foreign policy, economic policy, justice, international business and trade and journalism. Each program consists of a seminar, an internship and either a research project or a course taken at American University. Students may attend during either their junior or senior year.

Enrollment deadlines are early March for the fall semester and early October for the spring semester. A student participating in the Washington Semester program at American University pays Agnes Scott tuition to Agnes Scott during her semester in the program. She is responsible for her room and board while in Washington.

Agnes Scott does not provide institutional aid. Limited scholarship money is available from American University. Students are urged to apply early for consideration. Students must submit an application that entails a one-page essay, transcript and two letters of recommendation from faculty members.

Interested students should contact the office of experiential learning for more information.

Preparation for Graduate and Professional Schools

THE OFFICE OF CAREER PLANNING houses directories of all graduate programs in the United States for reference. Study guides for entrance exams and registration materials and instructions are available also. Test preparation sessions and application procedure workshops are offered four to five Saturdays each semester. Books to assist with personal statements and other graduate/professional school essays and timeline information are available.

PREPARATION FOR ARTS AND SCIENCES

A student interested in graduate study in arts or sciences should consult first with her faculty adviser. Information on the Graduate Record Examination may be obtained from the office of career planning. Graduate catalogs are available on microfiche in McCain Library.

PREPARATION FOR MEDICINE

The college encourages students interested in a career in medicine, dentistry, veterinary medicine or allied-health professions to pursue the major of their choice. Medical schools are interested in liberal arts graduates. Agnes Scott students have gone to medical school having majored in classics, art, French and other subjects.

The health professions advising committee, advisory to the assistant dean of the college, counsels students on academic programs, preparation for professional school and ways to enhance acceptability into health programs. The committee writes letters of evaluation to each school to which a student applies. Students have the opportunity to meet with medical college representatives as well as medical students, some Agnes Scott alumnae.

The most critical step toward admission, other than grades (GPA and grades in required science courses), is the Medical College Admission Test or its equivalent (DCAT for dentistry, VCAT for veterinary medicine). This test should be taken during the spring of the junior year (except the VCAT) and may be repeated during the late summer before the 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 calculus. These courses should be in progress or completed by the spring of the junior year to do well on the MCAT.

A student can make many course choices. If she is not majoring in chemistry or physics, she will most likely defer physics until her junior year. A student who majors in chemistry or biology should take introductory courses in that discipline during the first year. These programs apply to any major.

A sample program:

- First year: Biology 191 and 192 (196 recommended)
- Sophomore year: Chemistry 101 and 101L, 102 and 102L
- Junior year: Chemistry 201 and 202; Physics 110 and 111

Another sample program:

- First-year: Chemistry 101 and 101L, 102 and 102L
- Sophomore year: Chemistry 201, 202; Biology 191 and 192 (196 recommended in some cases)
- Junior year: Physics 110 and 111

Students are responsible for knowing admission requirements of the professional schools to which they wish to apply. This information is in Medical School Admission Requirements, on reserve in the office

of career planning. 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 out-of-state students. States with no dental or veterinary colleges have agreements with other states with such facilities.

PREPARATION FOR LAW

American law schools require no specific courses or major, but interested students must develop strong analytical and communication skills. Students should take maximum advantage of the richness and variety of a liberal arts curriculum.

Courses that might be of particular interest to students include Philosophy 103, Introduction to Logic, which is useful preparation for the analytic reasoning tested on the Law School Admissions Test, used in law school and the practice of law. Political Science 203, Constitutional Law; Political Science 360, Rights at Work; Women's Studies 235, Women and the Law, give students a taste of law school because of the subjects studied and approaches.

The pre-law club, Publius, is active in sponsoring campus events and programs helpful to students in applying to law school. Those interested in law school should consult with pre-law advisers. Current advisers' names are available through the office of academic advising.

PREPARATION FOR BUSINESS

Business graduate schools require no specific courses or major. However, the combination of the liberal arts education and the strong business foundation that the business preparatory program provides makes Agnes Scott graduates highly successful in M.B.A. programs. The business curriculum exposes potential candidates to many courses offered in M.B.A. programs. Interested students should consult with the business preparatory adviser in the department of economics about when to take and how to prepare for the Graduate Management Admissions Test. Additional resources are in the office of career planning.

Post-Baccalaureate Programs

Agnes Scott offers three coeducational post-baccalaureate programs: The master of arts in teaching secondary English, the Post-Baccalaureate Pre-Medical Program and the Post-Baccalaureate Early Childhood Preparation Program. Each program has its own admission standards, admission process, degree requirements, curriculum and timeline for completion of degree or certificate. Students apply to each program by a separate application process, not through the undergraduate admission process.

MASTER OF ARTS IN TEACHING SECONDARY ENGLISH

Program Overview

The master of arts in teaching secondary English is a coeducational program of professional study comprising 54 semester hours of coursework. It is designed for students who have completed a bachelor's degree in English or a related field and are interested in pursuing graduate study and credentials to teach English in secondary schools. This degree program is particularly appropriate for the college graduate who is seeking a career in teaching, but who did not include the courses for certification in her or his undergraduate work. Graduates receive certification in grades seven through 12 from the Georgia Professional Standards Commission, reciprocal with many other states.

The M.A.T. program reflects the liberal arts tradition of Agnes Scott in its recognition of the importance of a broad and sound academic background in the preparation of a teacher. It is further guided by the conceptual framework that informs all the educational programs of the college. Each candidate is expected to develop and demonstrate strong reading and writing skills, solid knowledge of literatures in English and a growing competence in educational theory and practice.

The typical program for the prospective secondary-school teacher will include:

- Academic courses in English (the candidate's teaching field). A limited number of undergraduate courses that have been enhanced for graduate students are included and will be selected in consultation with the director of the program or another adviser from the English department.
- Professional-education courses, including special internships and supervised student-teaching.

Some candidates may have certain prerequisites to complete beyond the minimum program.

Admission Requirements and Procedures

Given the focused curriculum and sequenced internships of the M.A.T. program, candidates ideally launch their studies with the summer session that begins after Memorial Day. Students who would like to proceed part time—or who have transferable credits in education—may begin any semester. Those students who require prerequisite work in English are advised to undertake this work during the fall and/or spring terms preceding their first summer session. Qualified students may in some instances postpone the earning of supplemental hours in English until the fall semester following their completion of the core program.

Admission decisions are made by the M.A.T. admission committee, composed of the director of teacher education programs, one faculty member each from the departments of English and education and the director of the M.A.T. program.

Minimum standards include:

1. **A bachelor's degree in English or closely related field from an accredited college or university.** Official transcripts from all colleges and universities attended must be sent to the M.A.T. program office. Transcripts issued to the student and/or submitted by the student will not be accepted unless received in a sealed envelope with an official college signature or insignia across the seal. One transcript must show the awarding of the bachelor's degree. Applicants who are admitted prior to completing the bachelor's degree will be required to submit a final transcript that shows the degree prior to enrolling.

2. **An undergraduate grade point average of 3.0.** Applicants who have GPAs slightly less than 3.0—but who have compelling credentials otherwise—may seek admission on a conditional basis.

3. **Acceptable scores on one of the following:** PRAXIS I: Academic Skills Assessments, Graduate Record Exam, SAT or ACT.

   To be admitted to the program, applicants are required to submit a passing score (as defined by the Georgia Professional Standards Commission) on a test of minimum competency in reading, writing and mathematics. Passing this test is also a requirement of the Professional Standards Commission of all candidates applying for initial teaching certification beginning March 1, 1999. This requirement is satisfied by submitting an official record of an acceptable score on the PRAXIS 1: Pre-Professional Skills Test. These tests are administered by Educational Testing Service several times a year.

TEST CODE: 5710	C-PPST READING	176
TEST CODE: 5720	C-PPST WRITING	174
TEST CODE: 5730	C-PPST MATH	176

   A minimum score on each of the individual tests is not required provided that the composite score has been met. The Georgia Professional Standards Commission exempts applicants from this requirement if they present qualifying scores from any of the following tests:

   SAT total score 1000; GRE total score 1030; ACT composite score of 22

   Note: these minimal scores may be insufficient to earn admission to the Agnes Scott M.A.T. program.

Application Procedures

The application for admission to the master of arts in teaching secondary English program is available on the college's Web site (http://www.agnesscott.edu/academics/p_master_art_teaching.asp). An application packet may also be requested from the program assistant by calling 404 471-5394 or sending an e-mail message to graduatestudies@agnesscott.edu.

All application materials, fees, and supporting documents should be sent to:

Master of Arts in Teaching Secondary English
Agnes Scott College
141 E. College Ave.
Decatur, GA 30030-3797

A complete application includes:

1. **$35 application fee**

2. **A statement of purpose for graduate study:** A two-three page (about 750 words) essay explaining the applicant's background in the study of literature and interest in teaching English at the secondary level. Submit on a separate paper attached to the application for admission.

3. **A portfolio of applicant's writing samples.** This portfolio (minimum of two works) may contain academic, professional and creative work—or other pieces that provide a sample of the applicant's writing style and ability. Preferably this should include at least one paper from a prior upper-level English literature course.

4. **Three letters of recommendation** from former teachers, advisers and/or employers attesting to qualifications for graduate study. These should be sent directly to the director of the M.A.T. program in care of the Agnes Scott department of education.

5. **Signatures attesting professional responsibility and commitment to the ASC Honor System.** Applicants sign in advance a document attesting their willingness to commit to the Honor System and to their eligibility to pursue a Georgia teaching certificate.

Tuition and Fees

Tuition rates for the following academic year (including summer) are set during spring semester. Tuition for 2005-2006 is as follows (per academic semester):

1-11 credit hours	$435/hour
12 hours or more	$5,220/semester

The student activity fee for 2005-2006 is $160 for the fall and spring semesters, due at the beginning of

the first semester (fall or spring) in which the student is enrolled for at least six semester hours. A technology fee of $150 is due at the beginning of the first semester (fall or spring) in which a student is enrolled for six or more semester hours.

The college requires all students be covered by health insurance and provides a health insurance program ($240 for 2005-2006). The health insurance program may be waived upon evidence that the student is covered by adequate alternative health insurance arrangements.

Program of Study

An adviser from the department of English, usually the director of the program, will be assigned to each candidate to approve the program of study and advise the student during progress toward the degree. The faculty adviser must sign a student's course schedule requests and any forms to add or drop courses. This action signifies that the student has consulted her or his adviser; however, the student is responsible for her or his own choices and academic program.

So that students will be educated in areas where they would most benefit, the undergraduate experience in English will affect the choice of courses taken in English at Agnes Scott. Credit earned in English as an undergraduate will not count toward completion of the M.A.T.

It is usual for full-time students to proceed consecutively through the course offerings of the program, completing all course work described.

For more information about the master of arts in teaching secondary English, go to http://www.agnescott.edu/academics/p_master_art_teaching.asp.

Curriculum for the M.A.T. in Teaching Secondary English

The curriculum of the program will be as follows, with "Summer I" representing the first summer of a student's enrollment and "Summer II" the second. The proposed rotation of courses and the anticipated elimination of that rotation are factors that will affect the order in which a student takes English 600 and 608. To graduate, the student must satisfactorily complete all course work with a grade point average not less than 3.0, must receive no grade below "C" and must submit to the master of arts in teaching secondary English program office during the semester prior to graduation evidence of having passed the Praxis II: Subject Assessment in Secondary English (Content Knowledge and Essays) or the Georgia Teachers Certification Test in Communication administered July 1997 or before.

Summer I

EDU 610 TEACHING AND LEARNING PROCESSES 4
Theories of cognitive development (Piaget, Vygotsky, information processing); learning theory (research in cognition and memory, behaviorism, constructivism, schema theory, conceptual change); motivation theory (attributions, intrinsic vs. extrinsic, affect).

EDU 680 TEACHING DIVERSE LEARNERS 4
Influences of development (environment, nurture, family, culture, peers, moral and prosocial development); intelligence (and ethnicity, gender, socioeconomics); assessment (clinical and standardized testing and analyses of these); differentiation of instruction to accommodate diverse needs of students.

ENG 600 APPROACHES TO TEACHING LITERARY GENRES 4
The teaching of poetry, fiction and drama with some attention to film. Such issues as text selection, thematic and/or generic organization, and literature studied in historical and cultural contexts. Special focus on reading, writing and enjoying poetry.

Semester total: 12

Fall

EDU 612 CURRICULUM DEVELOPMENT IN SECONDARY SCHOOLS 4
Higher-level thinking (problem solving, metacognition, critical thinking and questioning); classroom environment (community, physical arrangement, behavior and discipline); classroom assessment.
Prerequsite: EDU 610

EDU 612L THE OPENING OF SCHOOL EXPERIENCE 0
Students attend a middle or high school for one week during the opening of the school year. They will read an assigned text and prepare a paper.

ENG 650 TOPICS IN LITERATURE 4
A topics course with works drawn from the various literatures of the world; approaches selected from any number of perspectives.

Two 500-level English courses of four credits each. Any 300-level literature course may be taken at the 500 level; refer to the 300-level courses in the English department listing on page 90.

Semester total: 16

Spring

ENG 610 WRITING TEACHERS' WORKSHOP 4
An intensive workshop for advanced writers in the theories and practice of teaching writing at the secondary level. Emphasis on writing as process, teaching grammar in context, evaluating student writing and designing scholarly and creative writing assignments for both individuals and groups. Special sessions on the uses of technology in the English classroom.

EDU 630 STUDENT TEACHING - M.A.T. ENGLISH 10
Full-time supervised experience in a public school. Prerequisite: EDU 610, 612, 680. Minimum cumulative GPA of 2.75.

ENG 631 PROBLEMS SEMINAR IN TEACHING ENGLISH 2
Provides individual and group problem-solving sessions to focus on issues and situations related to the student-teaching experience.
Corequisite: EDU 630.

Semester total: 16

Summer II

ENG 680 CURRENT ISSUES: STUDY AND TEACHING OF ENGLISH 4
Focus on issues of current controversy in the profession: cultural literacy, ideology and teaching, race and gender in literature, cultural criticism and technology and learning. Emphasis on the philosophical dimensions of educational practice and the political realities of public education.

ENG 608 THE STUDY AND TEACHING OF LANGUAGE 4
The contemporary structure and historical origins of American English, its standard and popular varieties, and its social and historical contexts, with a direct focus on the needs of classroom teachers.

ENG 660 TOPICS IN ENGLISH & EDUCATION 2
Short session: A two-week session from mid- to late-June.

Following or during the regular summer session, Agnes Scott will offer one or more mini courses that allow concentrated study of a particular topic. These courses may contribute to the satisfaction of requirements for special-teaching certifications or for professional development hours required by school systems. Open to nondegree candidates.

Semester Total: 10

Credits needed for graduation: 54

THE POST-BACCALAUREATE PRE-MEDICAL PROGRAM

Program Overview

The Post-Baccalaureate Pre-Medical Program is a coeducational one-year program designed for students who have completed their baccalaureate degree in a nonscience field and who now wish to pursue a medical career. The curriculum includes 32 credit hours of undergraduate laboratory science and mathematics courses needed for admission to medical school. Students take two semesters of general chemistry in the summer then carry a full-time load of science courses in the following academic year. A certificate of Advanced Post-Baccalaureate Pre-Medical Science is awarded to students who remain in the program for a second year, take advanced courses and complete a minimum of 40 credit hours of science and mathematics coursework.

Applicants should demonstrate a high degree of motivation and commitment to the study of medicine. It is desirable for applicants to have some experience in a medical setting, either as volunteers or professionals.

Admission Requirements and Procedures

The Post-Baccalaureate Pre-Medical program is open to women and men who have completed a baccalaureate degree in a nonscience field at a regionally accredited college or university. This program is not designed for students who are seeking to enhance their undergraduate science grade point average and/or improve their Medical College Admissions Test scores to be successful in gaining admission to medical school. Applicants who have completed a significant number of the courses required for admission to medical school will not be considered for this program. The college normally does not allow post-baccalaureate students to retake courses they took as undergraduates. The exceptions to this policy are the general chemistry courses offered during summer school. It is recommended that students who took general chemistry more than three years ago retake the courses to build a solid foundation for organic chemistry.

Successful candidates have an academic record that is likely to be viewed favorably by medical school admissions committees. Applicants should have a cumulative GPA of 3.5 or higher for all undergraduate work. Transfer credits that are not calculated in the GPA of an applicant's degree-granting institution will be considered when determining the cumulative GPA for admission to this program.

Official score reports from college or graduate school admissions tests must be requested from the testing company and sent directly to the college. A student whose undergraduate admissions test scores (SAT or ACT) are more than 10 years old must take the GRE and submit the scores to Agnes Scott College. Recommended minimum scores are as follows:

Test	Component	Score	Component	Score	Component	Score
SAT	Mathematics	560	Verbal	540		
GRE	Quantitative	600	Verbal	560		
ACT	Mathematics	24	Reading + English	48	Composite	24

Application Procedures:

The application for admission to the Post-Baccalaureate Pre-Medical Program is available on the college's Web site (http://www.agnesscott.edu/academics/p_premed.asp). An application packet may also be requested from the program assistant by calling 404 471-5395 or sending an e-mail message to post-bacc@agnesscott.edu.

All application materials, fees and supporting documents should be sent to:

Post-Baccalaureate Pre-Medical Program
Science Center for Women
Agnes Scott College
141 E. College Ave.
Decatur, GA 30030-3797

The following items must be received before an application file will be reviewed:

- Completed application.
- $35 application fee.
- Official transcript from each college/university attended. Transcripts must be sent from the college to the Post-Baccalaureate Pre-Medical Program office. Transcripts issued to the student and/or submitted by the student will not be accepted unless received in a sealed envelope with an official college signature or insignia across the seal. One transcript must show the awarding of the bachelor's degree. Applicants who are admitted prior to completing the bachelor's degree will be required to submit a final transcript that shows the degree prior to enrolling.
- Admissions test scores, as described above.
- Two confidential letters of recommendation from former and/or current professors, advisers and/or employers attesting to the applicant's qualifications for and interest in pursuing a medical career. References should be mailed directly to the Post-Baccalaureate Pre-Medical Program office. If letters are included with an application packet, they must be sealed and have the author's signature across the seal. Faxed letters will not be accepted without prior approval of the program director and must be followed by delivery of a hard copy in U.S. mail.
- A one-page statement of goals for entering the program, including a description of the applicant's educational background and interest in pursuing a medical/health career.
- Signature attesting commitment to the ASC Honor System.

Application Deadlines and Notification Dates

The deadline for summer admission is March 1. A limited number of positions may be available for students seeking fall admission. Students will be admitted for fall on a space-available basis, with preference given to students who have already completed two semesters of general chemistry. Admission decisions are made on a rolling basis, so early application is encouraged.

Review of an application will occur only after the file contains all of the required components. Incomplete files will not be reviewed.

Applicants are normally notified within two weeks after the file is complete. Admitted students have a minimum of 30 days in which to accept the offer of admission and submit a $150 nonrefundable enrollment deposit.

Tuition and Fees

Tuition rates for the following academic year (including summer) are set during spring semester; tuition for 2005-2006 is as follows (per academic semester):

1-11 credit hours	$425/hour
12 hours or more	$5,100/semester

The student activity fee for 2005-2006 is $160 for the fall and spring semesters, due at the beginning of the first semester (fall or spring) in which the student is enrolled for at least six semester hours. A technology fee of $150 is due at the beginning of the first semester (fall or spring) in which a student is enrolled for six or more semester hours. For lab courses, the laboratory fee is $25.

The college requires all students be covered by health insurance and provides a health insurance program ($240 for 2005-2006). The health insurance program may be waived upon evidence that the student is covered by adequate alternative health insurance arrangements.

Program of Study

To earn a certificate, students take 32 credit hours of basic pre-medical science courses (e.g., biology, general chemistry, organic chemistry and physics) or advanced courses (e.g., biochemistry, animal physiology or medical ethics) offered through the regular undergraduate curriculum. Course descriptions appear in the departmental sections of this catalog.

Applicants are encouraged to consult the specific medical schools to which they might apply to verify the admissions requirements. Some medical schools require or strongly encourage calculus, while others may require biochemistry.

Summer Session I:

CHE 101	FUNDAMENTAL CONCEPTS OF MATTER AND REACTIONS	3
CHE 101L	BASIC LABORATORY METHODS	1

Summer Session II:

CHE 102	PERIODICITY AND CHEMICAL REACTIONS	3
CHE 102L	BASIC LABORATORY METHODS	1

Semester Total: Eight

Fall Semester:

BIO 191	MOLECULAR AND CELLULAR BIOLOGY	4
CHE 201	ORGANIC CHEMISTRY I	4
PHY102	ELEMENTS OF PHYSICS	4
	OR	
PHY 110	INTRODUCTION TO MECHANICS AND ELECTRICITY	4

Recommended:

BIO 196	BIOLOGY OF ANIMALS	2
MAT 118	CALCULUS I	4

Semester Total: 12-18

Spring Semester:

BIO 192	GENETICS AND DEVELOPMENTAL BIOLOGY	4
CHE 202	ORGANIC CHEMISTRY II	4
PHY 103	ELEMENTS OF PHYSICS II	4
	OR	
PHY 111	INTRODUCTION TO MAGNETISM, HEAT, SOUND AND LIGHT	4

Recommended:

MAT 119	CALCULUS II	4

MCAT EXAMINATION (APRIL)

Semester Total: 12-16

Glide Year

During the period between the end of the program and the beginning of medical school, students may elect to take additional courses or work in a hospital, clinic or laboratory setting. Course options include Biochemistry I and II or Biology 310 (Biochemistry of Cells); Biology 305 (Animal Physiology); Medical Ethics; and Women, Health and Society (or other elective).

For more information about the Post-Baccalaureate Pre-Medical Program, go to http://www.agnesscott.edu/academics/p_premed_grad.asp.

POST-BACCALAUREATE EARLY CHILDHOOD PREPARATION PROGRAM

Program Overview

The Post-Baccalaureate Early Childhood Preparation Program is a coeducational program designed to allow noncertified teachers to complete a set of required courses and field experiences leading to certification. A collaborative effort between Agnes Scott and Teach for America Inc., it enrolls members of the Teach for America Corps employed by the Atlanta Public Schools as early childhood teachers. This program is approved by the Georgia Professional Standards Commission as a Georgia Alternative Teacher Preparation Program. Upon completion of all specific program requirements and submission of passing scores on the appropriate state-certification tests, enrolled students will be eligible for a clear renewable Georgia teacher certificate (preschool through fifth grade). Admission to this program, which leads to certification, does not guarantee admission to a master of arts program.

Admission requirements:

1. A baccalaureate or higher degree from a regionally accredited college or university with an overall GPA of 2.5 or higher; official transcripts from all colleges and universities attended must be sent to the program coordinator. Transcripts issued to the student and/or submitted by the student will not be accepted unless received in a sealed envelope with an official college signature or insignia across the seal. One transcript must show the awarding of the bachelor's degree.

2. Selection as a member of the Teach for America Program and successful completion of the TFA Summer Institute.

3. A contract for employment with the Atlanta Public Schools as an early childhood-classroom teacher (preschool through fifth grade) that includes a satisfactory criminal background check.

4. A recommendation for a "Georgia Intern" certificate by the school system;

5. Passing scores (as determined by the Georgia Professional Standards Commission) on the Praxis I exam (reading, writing and mathematics). The required composite score for Praxis I is 526. Praxis I may be exempted if high enough scores are obtained on the SAT, ACT or GRE. Exemptions scores are as follows:

   - SAT exemptions: minimum combined verbal and mathematics score of 1,000
   - GRE exemption: minimum combined verbal and quantitative score of 1,030
   - ACT exemption: minimum combined English and mathematics score of 43

6. Three confidential letters of reference.

7. A statement of purpose for entering the teaching profession. A two- to three-page (about 750 words) essay explaining the applicant's background and goals.

8. A current vitae or resume.

Application Procedures:

The application for admission to the Post-Baccalaureate Early Childhood Preparation Program is available on the college's Web site (http://www.agnesscott.edu/academics/p_education.asp). An application packet may also be requested from the program assistant by calling 404 471-5394 or sending an e-mail message to post-bacc@agnesscott.edu.

Application and all admission credentials must be submitted by Aug. 1 for the upcoming academic year. Late applications may be considered if space is available. Applications should be submitted to:

Program Coordinator
Post-Baccalaureate Early Childhood Education Preparation Program
Agnes Scott College Department of Education
141 E. College Ave.
Decatur, GA 30030-3797

Tuition and Fees

The Teach for American stipend covers tuition and fees for this program. Tuition rates for the following academic year (including summer) are set each year by Teach for America. Tuition for 2005-2006 is $294 per credit hour and $10,575 for the entire program.

Program Completion Requirements

The program of study for the Post-Baccalaureate Early Childhood Program consists of 28 semester hours of required course work and two yearlong supervised teaching internships for a total of 36 credits. Candidates have the option to complete the Teaching Diverse Learners course through professional development units. Prior to beginning course work at Agnes Scott, candidates must complete and pass a five-week Summer Training Institute conducted by Teach for America Inc.

To successfully complete the Post-Baccalaureate Early Childhood Program and be recommended by Agnes Scott for clear renewable certification, candidates must:

- Complete all coursework requirements and maintain a minimum 3.0 GPA.
- Demonstrate technology competency by passing the Technology Test-Out or successfully completing an approved professional-development-unit technology course.
- Present a portfolio with scores of "3" or higher for all standards.
- Receive recommendation from school administration, TFA program director and ASC faculty.
- Provide passing score (as determined by the Georgia Professional Standards Commission) on the Praxis II exam required for early childhood certification.

Completion of this program and the successful completion of a current criminal-background check (initiated by the employer) will be required to be employed by a Georgia School District.

For more information about the program, go to http://www.agnesscott.edu/academics/p_education.asp.

Year I Fall Semester

504 LANGUAGE, LITERACY AND ASSESSMENT 4
This course addresses language development and literacy acquisition; writing and comprehension strategies; the selection of quality children's literature for diverse learners; and assessment strategies.

550 TEACHING INTERNSHIP I 2
The Teaching Internship I is a two-semester internship designed to provide ongoing support leading to a successful classroom experience. During the teaching internship, candidates will plan and implement instruction, manage the classroom, evaluate student progress, communicate with other professionals and parents and develop as professional educators.

Semester Total: Six

Year I Spring Semester

507 EXPLORING MATHEMATICAL IDEAS WITH CHILDREN 4
This course addresses the study of integrating concepts, principles and processes into the teaching of mathematics in PK-5 grade. During this course, emphasis will be placed upon developmentally appropriate practices in planning, implementing and evaluating instruction in the mathematics curriculum.

510 UNDERSTANDING LEARNERS 4
The course addresses learning theories, current topics pertinent to the field of education and the many contexts of learning. This course is centered on an examination of the philosophies and practices of social constructivism, culturally responsive teaching and reflective practice. These principles are the foundation of the education department's conceptual framework.

550 TEACHING INTERNSHIP I 2

Semester Total: 10

Year I Summer Session

580 TEACHING DIVERSE LEARNERS 4
This course addresses the major areas of exceptionality, the identification of learners with special needs and the introduction to learner differences which include race, class, gender, ethnicity child development, intelligence and first language. During this course, various ways to adapt curriculum and instruction for diverse learners will be examined.

Semester Total: Four

Year II Fall Semester

506 SOCIAL SCIENCE, LITERACY AND ASSESSMENT 4
This course addresses the teaching of social studies, literacy and assessment in the PK-5 classroom. This course includes basic content in the academic areas of social studies and addresses theory, research, practices, materials and current issues as they are presented in the early childhood classroom.

552 TEACHING INTERNSHIP II 2
This two-semester internship is designed to provide ongoing support leading to a successful classroom experience. During the teaching internship, candidates set clear, significant, and achievable goals; reflect upon and articulate successes and challenges; identify effective practices in their classrooms and others and recognize the complexity of good teaching and the need for careerlong professional development.

Semester Total: Six

Year II Spring Semester

508 SCIENCE, LITERACY AND ASSESSMENT 4
This course addresses the teaching of science, literacy and assessment in the PK-5 classroom. During this course, the basic content in the area of science will be addressed including scientific theory, research, practices and current issues as they are presented in the early childhood classroom.

521 CRITICAL ISSUES AND PROBLEMS IN EDUCATION SEMINAR 4
This course explores the best practices for creating and maintaining positive and productive learning environments. Participants examine and analyze a variety of critical trends and issues that influence student development and academic achievement. The seminar addresses various topics appropriate for age/grade-level activity and professional specialization and the professional code of ethical conduct.

552 TEACHING INTERNSHIP II 2

Semester Total: 10

Total Credits Required: 36

YEAR-FIVE POST-BACCALAUREATE STUDIES

Year-Five Post-Baccalaureate Studies provides an opportunity for students to complement their undergraduate program by broadening studies in their major, exploring new academic areas or completing prerequisites related to graduate studies and career preparations. The 2005-2006 program is available on a tuition-free basis only to Agnes Scott students who received their bachelor of arts in May 2005.

Selection

The director of academic advising serves as the academic adviser for all Year-Five students. Students wishing to participate in the Year-Five program must submit a detailed academic plan and rationale with their application by the end of the spring semester. Students must demonstrate how proposed courses are linked to their career and professional objectives. The Year-Five committee reviews all applications.

Eligibility

Participation in the Year-Five program on a tuition-free basis is not guaranteed to students entering Agnes Scott in fall 2003 or later. The tuition-free Year-Five Program is subject to college enrollments and available resources, and participation may be limited. The college will determine by Feb. 1 of each year the availability of the program for the next academic year. Students will not be eligible to enroll in the M.A.T. program on a tuition-free basis through the Year-Five Program. If you are interested in these programs, contact Leslie Coia at 404 471-5394 for the M.A.T. program or Nancy Devino at 404 471-5802 for the Post-Baccalaureate Pre-Medical program. The Year-Five Program is for the upcoming academic year (fall and spring semesters) only. The program is open at full tuition to non-ASC students, both men and women, and to those alumnae who do not meet the above criteria for the tuition-free Year Five.

Year-Five students are eligible to take courses open to undergraduate students, with exceptions noted below, on a space-available basis. Tuition-paying students have preference in courses in which enrollments are limited. Space availability may be determined as early as course selection week in April, but availability for some courses may not be determined until fall registration is completed.

International Students

International students interested in Year Five need to consult with the office of international education. Information will be made available regarding immigration regulations as they relate to eligibility and visa requirements.

Regulations Specific for Year-Five Students

Courses taken by Year-Five students must be for credit and will appear on their permanent record. These post-baccalaureate courses will appear after those taken to complete the baccalaureate degree. Although the overall grade point average will change, the GPA at graduation will be evident on the transcript.

- Year-Five students must maintain a 2.0 GPA.
- Year-Five students will receive a letter grade in all courses. No courses may be taken on a pass/fail basis.
- Year-Five students may take a full-time course load but must take a minimum course load of one course.

The following courses are not open on a tuition-free basis to Year-Five students: applied music, internships (credit), independent study and special study. These courses may be taken only if Year-Five students pay regular tuition for them. In the case of applied music, Year-Five students pay the regular fees.

Year-Five students may not appeal for an overload. However, students may appeal all other academic matters through channels open to undergraduates.

Year-Five students are not eligible for cross-registration.

Year-Five students may participate in The Coca-Cola Global Awareness or Global Connections programs on a space-available basis provided they meet the prerequisites. However, they must pay the full cost of the program—including the part of the trip normally subsidized by the college. Year-Five students should contact the office of financial aid regarding loan eligibility.

The Honor System applies to Year-Five students.

Campus Housing

Campus housing may be available to Year-Five students for the 2005-2006 academic year based on the residential needs of undergraduate, degree-seeking students. Campus housing will be granted to Year-Five students on a space-available basis.

Fees

Year-Five students attending on a tuition-free basis must pay the student activity and technology fees. The activity fee entitles them to participate in Student Government Association activities. The technology fee supplements the cost of maintaining and expanding the technology environment and supports new instructional technology initiatives. In addition, the college requires that all students be covered by health insurance and provides a health insurance program ($240 for 2005-2006). The health insurance program may be waived upon evidence that the student is covered by adequate alternative health insurance arrangements.

Courses of Study

AFRICANA STUDIES

Faculty

Violet M. Johnson, *professor of history*

Willie Tolliver, *associate professor of English*

History, culture and contemporary issues pertaining to people of African descent are the focus of Africana Studies. The core courses, offered in the departments of history, English, political science, sociology and anthropology, and religious studies, deal variously with Africa, African Americans and the African Diaspora. Related courses are offered in psychology, music and modern foreign languages and literatures.

Students may choose the established minor or select courses to complement their majors and minors in other disciplines and areas. With approval from the dean of the college, a student may pursue a major in Africana Studies through the student-designed major option. Students majoring in Africana Studies are strongly encouraged to participate in a faculty-led Coca-Cola Global Awareness or Global Connections programs or any other study-abroad program approved by Agnes Scott.

Requirements for the Minor:

A minimum of 20 hours is required for the minor, at least eight of which must be courses above the 200-level. Students must take Africana Studies 170 and another course from the list of required courses and one from each of the other categories, groups I-III.

Required courses:

Africana Studies 170

Africana Studies 250 or 251 or 350

One course from each group:

Group I (historical and cultural perspectives):

Africana Studies 250, 251, 253, 254, 339, 350, 354 (when the topic relates to Africa or the African Diaspora)

Religious Studies 330 (when the topic relates to the religions of Africa or the African Diaspora)

Group II (critical perspectives):

Africana Studies 245, 335, 370

Group III (related perspectives):

Africana Studies 216, 230, 245, 308

History 336

Music 204

Sociology 301

Religious Studies 331

Psychology 240

Spanish 208

170f AFRICAN-AMERICAN CULTURE AND SOCIAL INSTITUTIONS 4
Overall framework for the study of African Americans from slavery to the present. Aspects of the African-American experience are examined from a multidisciplinary perspective.

215f,s (Music 215) AFRICAN MUSIC AND DANCE ENSEMBLE 1
See Music 215 for description.

216s (English 216) TOPICS IN BLACK WRITING 4
See English 216 for description.

229 (Music 229) AFRICAN MUSIC: TRADITIONAL AND CONTEMPORARY 4
See Music 229 for description.

230s (Sociology 230) (Women's Studies 231) RACE, CLASS AND GENDER 4
See Sociology 230 for description.

245f (Philosophy 245) PHILOSOPHY OF RACE 4
See Philosophy 245 for description.

250f (History 250) AFRICAN SOCIETIES FROM 1500 TO THE PARTITION 4
See History 250 for description.

251s (History 251) AFRICAN SOCIETIES FROM THE COLONIAL ERA TO THE PRESENT 4
See History 251 for description.

253f (History 253) AFRICAN-AMERICAN HISTORY TO EMANCIPATION 4
See History 253 for description.

254s (History 254) AFRICAN-AMERICAN HISTORY SINCE EMANCIPATION 4
See History 254 for description.

308s (Political Science 308) SOUTHERN POLITICS, CIVIL RIGHTS AND THE TRANSFORMATION OF AMERICAN POLITICS 4
See Political Science 308 for description.

325f (English 325) STUDIES IN AFRICAN-AMERICAN LITERATURE 4
See English 325 for description.

335s (History 335) (Religious Studies 340)
BLACK PROTEST THOUGHT IN AMERICA FROM SLAVERY TO PRESENT 4
See History 335 for description.

350f (History 350)
THE AFRICAN DIASPORA 4
See History 350 for description.

352f (English 352)
POSTCOLONIAL LITERATURE 4
See English 352 for description.

355 (French 355)
TOPICS IN FRANCOPHONE LITERATURE AND CULTURE 4
See French 355 for description.

370s (Sociology 370)
AFRICAN AMERICAN IMAGES IN POPULAR CULTURE 4
See Sociology 370 for description.

ART

Faculty

Anne E. Beidler, *associate professor and choir*

Terry S. McGehee, *professor*

Nell Ruby, *visiting assistant professor*

Donna L. Sadler, *professor*

Katherine A. Smith, *assistant professor*

We live in an increasingly visual world. Recognition of the inherent value of art and appreciation for the manner in which it enriches the human experience lie at the core of the art program. Faculty members are practicing artists and art historians who believe the visual arts are essential to a liberal arts education.

The art department offers an integrated program of studio and history courses, while allowing the student to tailor the major to fit her particular interests in either area. The art-history focus is grounded in a choice of courses from different chronological periods of art and courses that treat thematic issues. The emphasis in the studio-art focus is on a strong foundation in drawing and design. This allows the student to take a range of courses in painting, printmaking, digital art and mixed media. Both courses of study prepare majors for productive professional or academic careers.

Dana Fine Arts Building, designed by the architect John Portman, incorporates studio spaces, lecture halls and an auditorium. It also contains The Dalton Gallery, a large multiroom exhibition space. The gallery hosts exhibitions of historical and contemporary art works and the spring student exhibition. The gallery program encourages student participation through class projects and internships.

Students also have access to Atlanta's rich cultural offerings. Visits to the many galleries, museums and artist studios in the metropolitan area complement the art major's course of study.

Art majors are strongly encouraged to participate in a faculty-led Coca-Cola Global Awareness or Global Connections program or any other college-approved study-abroad program.

Requirements for the Majors:

Art History (10 courses minimum):

Required courses: 150, 160 and 420

Seven additional art history courses at the 200 level or above.

Studio Art (10 courses minimum):

Required courses: 150, 160, 240 and 381

one additional art-history course 200 level or above.

Five additional studio-art courses at the 200 level or above

Requirements for the Minors:

Art History (five courses minimum):

Required courses: 150

four additional art history courses at the 200 level or above.

Studio Art (five courses minimum):

Required courses: 150 and 160

three additional studio classes at the 200 level or above.

Art History & Theory

(Any course in art history and theory will satisfy the distributional standard in fine arts.)

150f,s ART HISTORY 4
Introduction to the major paintings, sculptures and architectural monuments from the pyramids to postmodernism. Discussion of stylistic movements, the importance of viewing works in context and the broadening of the canon in the dialogue of non-Western and Western art. This one-semester course is a prerequisite for all upper-level courses in art history.

201f (Classics 242)
ART OF ANCIENT GREECE AND ROME 4
Examination of the art and architecture of the classical world from the Bronze Age to the Fall of Rome. Focus on the evolution of Greek temples, the quest for naturalism in sculpture and the refinement of Black and Red figure pottery. In Rome, we will consider the changes in scale, function and use of building materials, the political landscape and the emphasis on portraiture and illusionistic wall painting.
Prerequisite: 150 or permission of the instructor
Offered 2005 and alternate years

202f (Religious Studies 202)
THE MIDDLE AGES: IMAGES AND IDEAS 4
Key monuments from the Early Christian through the Gothic periods will be examined. Issues of patronage, the impact of the changing liturgy on art, the interaction of economic, social and political factors on the production of cathedrals and monasteries, sculpture, stained glass and the luxury arts will be addressed in this course.
Prerequisite: 150 or permission of the instructor
Offered 2005 and alternate years

202Lf (French 202L)
THE MIDDLE AGES: IMAGES AND IDEAS, FRENCH COMPONENT 1
Reading and discussion of texts concerning the visual arts and their historical context during the Middle Ages. Conducted in French.
Prerequisite: French 202 or permission of the instructor.
Corequisite: Art 202

203 **THE ART OF THE RENAISSANCE** 4
Concentration on the apogee of painting, sculpture and architecture in Italy. Between circa 1300-1550, artists trace a visual arc between the rediscovery of nature by Giotto to the creation of works synonymous with "high culture"—such as the Mona Lisa and the Sistine Ceiling. Addresses issues of style and iconography and the effect of patronage and gender on the visual arts.
Prerequisite: 150 or permission of the instructor
Offered 2006 and alternate years

208 **19TH-CENTURY ART** 4
Exploration of the architecture, sculpture and painting from the beginning of the 19th century through post-modernism. Primary emphasis on social history that helped shape the various artistic movements from realism to pop art to minimalism to performance art of the 1980s.
Prerequisite: 150 or permission of the instructor
Offered 2006 and alternate years

209 **20TH-CENTURY ART** 4
Exploration of the major artistic movements in painting and sculpture during the 20th century.
Prerequisite: 150 or permission of instructor
Offered 2005 and alternate years

215s **MODERN ARCHITECTURE** 4
Consideration of the key developments in architecture and urban design from the mid-19th century through post-modernism.
Prerequisite: 150 or permission of instructor.
Offered 2007 and alternate years

220 **MONUMENTS: MAKING MEANING AND MEMORY IN VISUAL CULTURE** 4
Explores the variety of public art projects through a close examination of monuments and memorials from Western and non-Western art. This course ranges widely among time periods and geographies to determine the ways that different cultures and artists have given visual form to the rituals of and opportunities for memory and mourning.
Prerequisite: 150 or permission of instructor
Offered 2006 and alternate years

304s (Women's Studies 304)
WOMEN AS ARTISTS AND PATRONS FROM THE 12TH TO THE 17TH CENTURIES 4
Introduction to the role of women as both creators and sponsors of works of art. Not only were women the ambivalent object of portrayal from Eve to the Virgin, but also a force behind the pen and parchment. In monastic settings, women copied and illuminated manuscripts, and when promoted to abbess, could become as powerful as Hildegard of Bingen. Queens and aristocratic women were avid patrons in the later Medieval period. By the Renaissance and Baroque periods, we encounter a host of painters and sculptors whose names have finally joined the ranks of the "old masters."
Prerequisite: 150 and a 200-level course or permission of instructor.

312f (Religious Studies 312)
THE AGE OF THE CATHEDRALS 4
Study of the period of cathedral building from circa 1140 to circa 1350 in France, England, Italy and Spain. Theory and construction practices, the iconography of sculpture, painting and architecture, and the vicissitudes of stylistic change will be explored. Is the cathedral the embodiment of the Heavenly Jerusalem on earth?
Prerequisite: 150 and a 200-level course or permission of the instructor
Offered 2006 and alternate years

315f,s **SPECIAL TOPICS IN ART HISTORY** 4
This course will focus on a theme or artistic movement that may range from Paleolithic painting to the semiotic value of architectural motifs used in college architecture.
Prerequisite: 150 and a 200-level course or permission of the instructor

325s **HISTORY OF PHOTOGRAPHY** 4
Focuses on the documentary and artistic uses of photography from its invention in the mid-19th century to the present. Also investigates photography's relationships to work in other media.
Prerequisite: 150, or permission of instructor.
Offered 2008 and alternate years

330s **FACE-OFF: THE ART OF SELF-PORTRAITURE** 4
Survey of the variety of approaches to self-portraiture from the Renaissance to the present; examines and interrogates the motivations behind particular approaches and styles while also contextualizing artists within the art of their eras.
Prerequisite: 150 and a 200-level course or permission of instructor.
Offered 2007 and alternate years

380 **CONTEMPORARY ART AND THEORY** 4
Examination of key artists and theories in the art of the last three decades. Issues include: postmodernism, feminism and multiculturalism. Visits to museums and/or area galleries will be integrated into the course.
Prerequisite: 150 and a 200-level course or permission of the instructor

410s **SPECIAL STUDY IN ART HISTORY** 2-4
Individual research project supervised by instructor. Open to majors, or by permission of instructor.

420f **ART HISTORY SENIOR SEMINAR** 4
Research-intensive seminar discusses topics relevant to the study of art in all periods. The focus will be determined by the individual instructor. Open to senior majors and minors or by permission of instructor.

490 INDEPENDENT STUDY IN ART HISTORY 4-8
Advanced individual research project supervised by instructor. Open to senior majors or by permission of instructor.

Studio Art

The distributional standard in fine arts may be satisfied in studio art by taking Art 160 or 170. If a student requests a portfolio review and subsequently receives a positive recommendation by studio faculty, the student will be advised as to appropriate curricular choices, placement and possible credit. Refer to section on AP credit, page 18. Students are expected to provide some of their own supplies.

160f,s VISUAL THINKING I 4
Introduction to drawing and design. Students will explore issues of composition, color theory and creative development. Experiments with a variety of drawing and design media will develop students' visual skills and individual style.

170f VISUAL THINKING II 4
Introduction to three-dimensional design. Students will explore the elements of design through the study of mass, space, gravity, movement and light. Experiments in relief, collage and construction will develop the students' visual skills and individual style.

240s DRAWING I 4
Problems in representation with a focus on life drawing and the human body. Experimentation with drawing media and various styles of drawing. Emphasis on personal expression and thematic discovery.
Prerequisite: 160

241f PAINTING I 4
Introductory course in painting. Basic painting techniques and experiments in color theory combined with an exploration of conceptual approaches to painting. Emphasis on personal expression and thematic discovery.
Prerequisite: 160

242s PRINTMAKING I 4
Introduction to printmaking processes with a focus on image content and creative development. Printing processes may include monoprint, relief, intaglio, silkscreen, book arts and photographic processes in printmaking.
Prerequisite: 160

243s SCULPTURE I 4
Introduction to three-dimensional art making with a focus on mass, space and light. Emphasis on exploration of materials and conceptual development. Projects may include sculptural, environmental, time-based, sound-based and kinetic works.
Prerequisite: 160

250 SPECIAL TOPICS STUDIO I 4
This introductory course may vary in area of concentration. Topics may include, designing with type and image, digital or film-based photography, projects in time-based digital media or an announced topic in the instructors area of expertise. May be repeated if subject matter varies.
Prerequisite: 160

340s DRAWING II 4
Advanced studies in drawing.
Prerequisite: 240

341f PAINTING II 4
Advanced studies in painting.
Prerequisite: 241

342s PRINTMAKING II 4
Advanced studies in printmaking.
Prerequisite: 242

343s SCULPTURE II 4
Advanced studies in sculpture.
Prerequisites: 243

350f SPECIAL TOPICS II: DIGITAL BOOKS 4
A special-topics class which focuses on the artist book as a vehicle for combining traditional printmaking processes with current digital technology. This course will explore the design elements of typography, page design, paper quality, book structure and format.
Prerequisites: 242 and 250 or permission of the instructor
Offered Fall 2005

381f ADVANCED STUDIO I 4
Development of a body of work in relation to contemporary approaches to art making. Students are expected to broaden the range of expression through the development and presentation of ideas. Political, social and aesthetic perspectives related to the visual arts will be explored through readings, lectures and visits to galleries, museums and artists' studios.
Prerequisite: Junior or senior standing; 160, 240; plus one other course at the 200 level or above.

460 SPECIAL PROJECTS 4
May be repeated if subject matter varies. Must be taken with a 300-level course taught by the mentoring instructor.
May be repeated if subject matter varies

481 ADVANCED STUDIO II 4
Further development of contemporary approaches to art making. Must be taken with ART 381.
Corequisite: 381, permission of the instructor

ATLANTA SEMESTER: WOMEN, LEADERSHIP AND SOCIAL CHANGE

Isa Williams, *director and assistont professor of women's studies*

The Atlanta Semester challenges students, through an interdisciplinary course of study, to examine the role of women as leaders and participants in social change.

Students interact with the city of Atlanta and examine the relationships between theory and practice through internship assignments and research projects. Internships are further designed to place students with women in leadership positions while increasing their knowledge of the organization's role in social change.

The program exposes students to professions in numerous types of organizations, including nonprofits, government and grass-roots advocacy groups. It enables students to recognize the challenges facing society and to make informed decisions about their future role in society. Students are eligible to earn 12 credits upon completing the program.

Agnes Scott students enrolled in the Atlanta Semester may count the credit hours toward fulfillment of electives or, with approval of their major or minor department, apply to receive credit toward fulfillment of their major or minor. Women's Studies and religion/social justice majors may count the credit hours toward fulfillment of their majors.

Visiting students should consult with their institution to determine how the credits will be applied. Students are required to enroll in the Atlanta Semester seminar, choose an experiential-internship opportunity and elect the option to complete a research project on their studies.

301 s THE ATLANTA SEMESTER SEMINAR 4
The Atlanta Semester seminar provides an interdisciplinary exploration of women's contributions to leadership and social change by combining theoretical presentations of faculty members with practical presentations by community leaders. Students are encouraged to engage in a critical examination of the relationship between theory and practice through discussions of women, leadership and social change in both the historic and contemporary context. Selected seminar meetings are held at community sites in Atlanta to further student understanding of the relationship between assigned readings and on-site practices applicable to political, social and economic issues. Offered in 2007-2008 and alternate years.
Open only to students enrolled in the Atlanta Semester.
Corequisite (optional): 380

350 s THE ATLANTA SEMESTER INTERNSHIP 4
Experiential learning through a supervised internship in an organization. Offered in 2007-2008 and alternate years.
Open only to students enrolled in the Atlanta Semester.

380 s THE ATLANTA SEMESTER RESEARCH PROJECT 4
Independent research drawing on the Atlanta Semester internship and seminar and resulting in a paper that combines theory and experience. The topic will be selected by the student with approval from the instructor. Students will meet with a faculty member to discuss topic selection, design, development and research methodology. Offered in 2007-2008 and alternate years.
Open only to students enrolled in the Atlanta Semester.

BIOCHEMISTRY & MOLECULAR BIOLOGY

Timothy S. Finco, *co-director and associate professor of biology*

Douglas A. Fantz, *co-director and assistant professor of chemistry*

Through the academic program in biochemistry and molecular biology, students gain a thorough grounding in biological and chemical principles, especially as applied to this interdisciplinary field.

The major provides background for a variety of career goals, including advanced study in biochemistry, molecular biochemistry, pharmacology, medicine, dentistry and veterinary medicine; technical and nontechnical areas of biochemical, medical and pharmaceutical industries; and scientific writing or editing.

The required courses provide fundamental knowledge of:

- Structure and function relationships of biological molecules and systems
- Chemical and biological reactions and their significance in biological systems
- Modern methods for acquiring, analyzing and retrieving data

Collaborative research is an integral part of this rapidly changing area and all biochemistry and molecular biology majors are required to have a research experience as part of their undergraduate requirements. This research experience may be a credit or noncredit program either on or off campus.

Students considering a major in biochemistry and molecular biology should consult a biochemistry adviser as soon as possible, since sequencing of courses and prerequisites requires careful planning.

Requirements for the Major:

Courses required in the discipline:

Biology courses: 191, 192, 300 (or Chemistry 300), 316, and one additional course chosen from 301, 309, 315 and 318

Biology credits: 16-20

Chemistry courses: 101, 101L, 102, 102L, 201, 202, 300 (or Biology 300), 301, 342L, 400 and one additional course chosen from 210, 302 and 311.

Chemistry credits: 28-32

Note: Biology 300 and Chemistry 300 are cross listed. Either, but not both, may be taken to satisfy the major.

Total hours in biology and chemistry courses: 48

Courses required outside the discipline:

Mathematics courses: 118, 119

Physics courses: 110, 111

Additional requirements:

All students must partake in a supervised research experience approved by the directors of the biochemistry and molecular biology program. Students may fulfill this requirement by taking appropriate Agnes Scott research courses or by taking part in biochemical research or internship experiences either on or off campus, including possible summer opportunities. Students must also give a formal presentation of their research accomplishment, either at the Spring Annual Research Conference or other approved venue. For more information, contact the directors of the biochemistry and molecular biology program.

BIOLOGY

Faculty

Sandra T. Bowden, *Charles A. Dana Professor of Biology*

Timothy S. Finco, *associate professor*

J. Phil Gibson, *associate professor and chair*

John F. Pilger, *William R. Kenan Jr. Professor of Biology*

Karen Thompson, *associate professor*

Harry Wistrand, *professor*

The biology program offers an integrated approach to the study of living systems from molecules to ecosystems. Unifying themes are evolution, relationships between form and function, unity and diversity of life, the cycling of matter and the flow of energy. Supporting pedagogy promotes critical thinking, encourages scientific inquiry, fosters quantitative reasoning and cultivates clear and persuasive oral and written communication. Students are encouraged to achieve an integrated and comparative understanding of common themes and connections among the natural and physical sciences.

Major requirements establish a foundation of core principles in the biology of molecules, cells and tissues, organisms and environments. Flexibility in requirements allows a student to design a program of study that fits her goals and provides a broad range of experiences. Credit and noncredit research opportunities are available with biology faculty members and off campus.

Students who plan to major or minor in biology should consult a department member early in their college careers to ensure normal progression and discover opportunities for interdisciplinary majors, internships, summer study and research. Entrance requirements for postgraduate study in advanced-degree programs may require mathematics, physics and chemistry beyond the undergraduate major requirements. Courses in the biology curriculum are also components of the biochemistry and molecular biology major, the environmental-studies minor and dual-degree program requirements (see pages 64-73 for details).

Requirements for the Major:

34 hours minimum excluding 380 as defined below:

191, 192, 193, 194; seminar and research (491, 492, 493, 494, 495 or 496) or approved research internship.

Also required:

Chemistry 201

One course in mathematics excluding 101, 104 and 150

Requirements for the Minor:

Minor Program 1: 20 hours including 191, 192, 193, 194 and one course at the 200 or 300 level

Minor Program 2: 20 hours including 191 and 192 or 193 and 194 and three courses at the 200 or 300 level

100f,s TOPICS IN INTRODUCTORY BIOLOGY 4
An introduction to the science of biology intended for those who do not plan to elect upper-division courses or postgraduate work in biology. Topics may include genetics, evolution, disease, diversity, behavior, health, biotechnology, reproduction and development. Human applications will be included where appropriate.
3LEC, 1 LAB
Not open to students who have taken 191, 193 or 194
May not be used to fulfill the minimum requirements for the biology major.

108f ENVIRONMENTAL BIOLOGY 4
Fundamental concepts of human ecology. Emphasis on human interaction with and impact on the environment. Global, regional and social issues will be discussed in light of their foundation in biological, ecological and evolutionary principles.
3 LEC, 1 LAB
Offered 2007-2008 and alternate years.

109f,s COMPREHENDING LIFE AND DISEASE 4
An introduction to the use of the principles of evolutionary biology to study medicine and disease (Darwinian medicine), as well as to understand human characteristics and life around us. May not be used to fulfill the minimum requirements for the biology major.

111s GENETICS AND BIOTECHNOLOGY, PROMISES AND PERILS 4
Genetically modified foods, gene therapy, cloning, genetic testing, the Human Genome Project and bioterrorism. Topics and concerns from recent advances in genetics and biotechnology. Exploration of the science behind these technologies, current and future applications and related ethical, moral and social issues.
May not be used to fulfill the minimum requirements for the biology major

112f HOW ANIMALS WORK 4
How vertebrate and invertebrate animals survive in their environments. Physiological mechanisms underlying regulation of oxygen, food and energy, temperature and water. Focus will be divided between basic mechanisms and animal adaptations in extreme environments, such as high altitude, freezing temperatures and the desert.
May not be used to fulfill the minimum requirements for the biology major.

191f MOLECULAR AND CELLULAR BIOLOGY 4
Structure and function of biological molecules. Functional organization of prokaryotic and eukaryotic cells. Cellular energetics and metabolism. Signal transduction. Replication and expression of genetic information. Introduction to genetic engineering and biotechnology. Investigative laboratory component will emphasize science as a process.
3 LEC, 1 LAB
Corequisite: Chemistry 101 and 101 L recommended

192s GENETICS AND DEVELOPMENTAL BIOLOGY 4
(Patterns of inheritance) Chromosomes and their variation. Introns and transposable elements. Regulation of gene expression in viruses, prokaryotes, and eukaryotes. Developmental patterns, principles and control systems. The role of developmental processes in the evolution of animal forms.
3 LEC, 1 LAB
Prerequisite: 191

193f ORGANISMAL BIOLOGY 4
Domains of living organisms. Emphasis on plants and animals. Diversity and phylogenies. Form and function, physiological processes, reproduction, evolution and adaptation to diverse environments. Biology of selected model organisms. Laboratories are linked to major questions in these key areas.
3 LEC, 1 LAB
One biology course with lab or instructor's permission

194s ECOLOGY AND EVOLUTIONARY BIOLOGY 4
Biosphere structure and function, diversity of life and adaptation of organisms to biotic and abiotic environments. Topics include evolutionary theory, patterns and processes of evolution and diversification, interactions among organisms and their environments, models of ecosystems, research methods and effects of humans.
3 LEC, 1 LAB

195f,s TUTORIAL IN BIOLOGY 2
Partial course to accommodate transfer, advanced-placement or joint-enrollment students. Appropriate placement based on a student's background and needs. May be repeated for credit to fulfill prerequisites for advanced courses in the department.
Prerequisite: Permission of the chair

196f BIOLOGY OF ANIMALS 2
Course for students in the Post-Baccalaureate Pre-Medical Program or students majoring in departments other than biology who plan to attend professional school in the health sciences.
Prerequisite or corequisite: 191 and the instructor's permission

215su MARINE BIOLOGY 4
Ecological approach to the study of marine organisms as exemplified in temperate, semi-tropical and tropical environments. A three-week field course; dates to be determined. Limited to eight students.
Prerequisite: One biology course and the instructor's permission
Offered 2006 and alternate years.

220f FIELD BOTANY AND SYSTEMATICS 4
Principles of describing patterns of plant diversity through taxonomic, phylogenetic and biogeographic approaches. Topics include methods of phylogenetic data collection and analysis, plant identification, biodiversity surveys and specimen collection, identification and preservation. Laboratory and field study of the regional flora.
3 LEC, 1 LAB
Prerequisite: 194
Offered 2007-2008 and alternate years

225su FOREST ECOLOGY 4
Study of forest ecosystems as exemplified in the Appalachian and Rocky mountains. Topics include forest structure and function, biotic and abiotic factors shaping forests, effects of humans and conservation strategies. Three-week course limited to eight students.
Prerequisite: 194 or 108 and the instructor's permission
Offered summer 2007 and alternate years

240s VERTEBRATE BIOLOGY 4
Morphology of the vertebrate body and evolution of vertebrate groups. Comparative anatomy and histology. Includes dissection of selected animals.
3 LEC, 1 LAB
Prerequisite: 194 and 193
Offered 2006-2007 and alternate years.

270s INVERTEBRATE BIOLOGY 4
Comparative anatomy, functional morphology, systematics and evolution of major and minor invertebrate phyla to achieve an understanding of unity, diversity and evolution in these animals. Laboratory includes some fieldwork.
3 LEC, 1 LAB
Prerequisite: 193
Offered 2007-2008 and alternate years

280f ANIMAL BEHAVIOR 4
Development, ecology and causation of animal behavior. Emphasis on comparative analysis of mechanisms underlying the production of species-specific behavior.
3 LEC, 1 LAB
Prerequisite: 194 and 193
Offered 2006-2007 and alternate years

300s (Chemistry 300)
BIOCHEMISTRY I 4
Fundamentals of biochemistry, including structure and function of biomolecules, enzyme kinetics, bioenergetics, catabolic and anabolic pathways, signal transduction and regulation of biochemical processes.
3 LEC, 1 LAB
Prerequisite: Chemistry 202; For biology majors only: Biology 191, 192

301s MICROBIOLOGY 4
Cell biology, metabolism, genetics and phylogeny of bacteria and archaea. Introduction to eukaryotic microbes and viruses. Principles of pathogenesis, immunology and environmental microbiology. Applications in biotechnology, medicine and industry. Individual laboratory project and use of representative literature in the discipline.
3 LEC, 1 LAB
Prerequisite: 192; Prerequisite of corequisite: Chemistry 202 or the instructor's permission
Offered 2007-2008 and alternate years

302s MORPHOLOGY AND DEVELOPMENT OF PLANTS 4
Functional anatomy and morphology. Environmental and physiological regulation of growth and development. Reproduction and dispersal. Evolution of land plants. Interactions with other organisms. Investigations include field and laboratory components.
3 LEC, 1 LAB
Prerequisite: 191, 193; Chemistry 102

305s ANIMAL PHYSIOLOGY 4
Comparative study of respiration, circulation, sensory and neural integration, locomotion, metabolism and temperature and water regulation in animals. Balanced emphasis on lower vertebrates, invertebrates and human systems. Selected topics studied in depth in the laboratory.
3 LEC, 1 LAB
Prerequisite: 191, 193, Prerequisite or corequisite: Chemistry 202 or the instructor's permission
Offered 2007-2008 and alternate years

308f ECOLOGY 4
Interactions of organisms with their abiotic and biotic environments. Populations, communities and ecosystems from ecological and environmental perspectives. Laboratory and field studies, environmental analysis.
3 LEC, 1 LAB
Prerequisite: 194 or 108, Mathematics 117 (118 or 119) recommended
Offered 2006-2007 and alternate years.

309f CELLS AND TISSUES 4
Structure and function of eukaryotic cells as entities and as components of tissues. Laboratory to include the study of cell and tissue types using standard and advanced microscopic methods and microtechnique.
3 LEC, 1 LAB
Prerequisite: 192; Chemistry 102; Prerequisite or Corequisite: 193 or the instructor's permission
Offered 2007-2008 and alternate years

315f GENETICS 4
Structure, function, regulation and transmission of hereditary materials in viruses, prokaryotes and eukaryotes.
3 LEC, 1 LAB
Prerequisite: 192; Chemistry 102

316s MOLECULAR BIOLOGY 4
Genes and their activities at the molecular level in viruses, prokaryotes and eukaryotes. Mechanisms of gene expression and regulation in health and disease. Advanced topics in genetic engineering and biotechnology. Emphasis on experimental strategies and data analysis.
3 LEC, 1 LAB
Prerequisite: 192; Prerequisite or corequisite: Chemistry 202 or the instructor's permission
Offered 2007-2008 and alternate years.

318f DEVELOPMENTAL BIOLOGY 4
Morphological patterns and developmental mechanisms in the ontogeny of animals. The role of development in the evolution of animal forms. Emphasis on classical vertebrate and invertebrate models.
3 LEC, 1 LAB
Prerequisite: 192, 193, Chemistry 102
Offered 2006-2007 and alternate years

380f,s RESEARCH IN BIOLOGY 2
Lab or field research project conducted jointly with a biology faculty member. Student collaboration is encouraged where appropriate. Recommendation of the faculty member and approval by department are necessary. Approval may be contingent on the number of projects supervised by a faculty member each semester. The project may be done in conjunction with an ongoing research project or with a biology course (see below). Advanced planning is essential and application must be approved prior to the beginning of course selection week. Research opportunities may be available with the following courses: 215, 220, 270, 280, 301, 302, 305, 308, 309, 310, 315, 316, 318. Open to biology and biochemistry and molecular biology majors only.
May be repeated as appropriate with approval of department. Continuation of multisemester research to the next semester is contingent on a minimum grade of C in Biology 380.
Prerequisite: appropriate advanced courses as required by the department. One-credit hour is equivalent to a minimum of three hours of work per week.

490f,s INDEPENDENT OR COLLABORATIVE STUDY 4-8
Independent or collaborative laboratory and/or field research under the supervision of biology faculty members. An individual thesis and a seminar presentation are required. Recommendation by the department is based on the student's choice of a suitable research project, her potential for biological research, course work and background and evidence of motivation for undertaking the research.

491 - 496f,s SEMINAR AND RESEARCH 2
Integrative experience for senior biology, biochemistry and molecular biology majors. Connects knowledge and skills with current topics in biology. May involve literature study and analysis, a research internship and/or laboratory research. Conducted under the guidance of a biology faculty member.

491f,s SEMINAR AND RESEARCH IN PLANT EVOLUTIONARY ECOLOGY 2
Prerequisite: Junior or senior standing, Bio 220 or 308 and the instructor's permission

492f,s SEMINAR AND RESEARCH IN NEUROBIOLOGY 2
Prerequisite: Junior or senior standing, Bio 305 and the instructor's permission

493f,s SEMINAR AND RESEARCH IN MOLECULAR BIOLOGY 2
Prerequisite: Junior or senior standing, Bio 316 and the instructor's permission

494f,s SEMINAR AND RESEARCH IN MICROBIOLOGY 2
Prerequisite: Junior or senior standing, Bio 191, Bio 301, Che 201 and the instructor's permission

495f,s SEMINAR AND RESEARCH IN EVOLUTIONARY GENETICS 2
Prerequisite: Junior or senior standing, Bio 194, Bio 315 and the instructor's permission

496f,s SEMINAR AND RESEARCH IN DEVELOPMENTAL BIOLOGY 2
Prerequisite: Junior or senior standing, Bio 318 and the instructor's permission

BUSINESS PREPARATORY PROGRAM

Adviser

David Williams, *visiting instructor of economics*

With business-related information constantly growing and changing, corporate leaders often claim that the best training for business is a liberal arts education. Mindful that many students are preparing for a career in business, Agnes Scott offers a set of courses that stress the analytical and communications skills relied on in business. These courses provide a strong foundation in areas of study basic to business.

The business-preparatory program does not constitute a major nor alter requirements for graduation; however, the fact that a student has taken the program is indicated in her transcript. To complete the program, students must take at least seven of the courses listed in the program requirements.

Required courses:

Economics: 100, 211 and 201

Mathematics: 101 or 117 or 118* (If students take 101, they may also count toward the program either 117 or 118 but not both)

Mathematics 115* or 328 or Psychology 206 or Economics 338

Elective courses:

Economics: 210*, 212*, 213*, 220*, 225*

Other recommended courses:

Economics 309, English 210, Psychology 205, Psychology 240, Religious Studies 280*, Theatre 117

*These courses are recommended for students intending to pursue an M.B.A.

CHEMISTRY

Faculty

Douglas A. Fantz, *assistant professor*

Lilia C. Harvey, *associate professor*

Sarah Haydock, *visiting assistant professor*

Ruth E. Riter, *associate professor and chair*

T. Leon Venable, *associate professor*

The academic program in chemistry, approved by the American Chemical Society, introduces students to the principles and applications of modern chemistry and provides extensive practical experience with research-quality instruments and experimental design.

The curriculum is structured to serve chemistry majors, biochemistry and molecular biology majors, chemistry-related disciplines majors and nonscience majors. Two major options are available: an ACS-approved chemistry major and a non-ACS major.

After completing a chemistry major, a student should have the basic background required to be part of an industrial or academic scientific team devoted to pure or applied chemistry. The required courses provide fundamental knowledge of:

- Theories that describe matter and chemical reactions ranging from elemental to biological systems.
- Techniques and instruments ordinarily used to investigate atoms, molecules and chemical reactions.
- Modern methods for acquiring, analyzing and retrieving data.

Students considering a major in chemistry should consult a department member as soon as possible. The sequence of courses and prerequisites for the major requires careful planning of both lower-level and upper-level courses.

Requirements for the Major:

Courses required in the discipline:

101, 101L, 102, 102L or equivalent, preferably in first year; 201, 202, 301, 302, 311, 312, 342L and 343L.

The non-ACS approved major requires an additional eight hours beyond the core listed above. The eight hours must include chemistry 431 and chemistry 431L. The remaining four hours must be fulfilled by an advanced chemistry course.

The major approved by the ACS requires an additional 12 hours beyond the core. The 12 hours must include 431, 431L and 300. The remaining four-hour requirement must be fulfilled by an advanced chemistry course.

Courses required outside of the discipline:

Mathematics 118, 119 (to be completed in the first year).

Physics 110 and 111, to be completed prior to Chemistry 301; Physics 242, 243

Courses recommended for the major:

Additional mathematics, advanced biology or advanced physics reflecting students' particular interests.

100f **CONTEMPORARY ISSUES IN CHEMISTRY** 3
Designed for students not planning to major in the sciences, this course will explore social needs and research in chemistry. These may include pharmaceuticals, renewable energy and environmental cleanup. Case studies will illustrate the economic, ethical, technical and fundamental science issues. No previous course work in chemistry is assumed.

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

101Lf BASIC LABORATORY METHODS I 1
Experimental methods in basic scientific measurement, elementary synthesis and analysis.
Corequisite: 101

102s PERIODICITY AND CHEMICAL REACTIONS 3
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

102Ls BASIC LABORATORY METHODS II 1
Experimental methods to analyze elementary inorganic reactions both quantitatively and qualitatively.
Corequisite: 102

111s ENVIRONMENTAL CHEMISTRY 4
Central aspects of the chemistry underlying environmental problems in air, water and soil. Major topics include air pollution, the Greenhouse effect, global warming, water pollution, wastewater treatment, organic and heavy metal contamination of soils. Fulfills the second science requirement.

201f ORGANIC CHEMISTRY I 4
Systematic study of the chemistry of aliphatic and aromatic hydrocarbon compounds, including their derivatives, such as alkyl halides and alcohols. Stereochemistry, electronic effects, resonance theory, acid-base properties and reaction mechanisms 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.

202s ORGANIC CHEMISTRY II 4
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. The course includes three hours of lecture and three hours of laboratory per week.
3 LEC, 1 LAB
Prerequisite: 201

210f BIOINORGANIC CHEMISTRY 4
Drug design/therapy and toxicity described through molecular structure and chemical activity; essential and toxic elements viewed in terms of overall chemical reactivity; nerve impulses regulated by alkali metals; transition metals as catalysts.
Prerequisite: Chemistry 102, 102L or the instructor's permission

300f (Biology 300) BIOCHEMISTRY I 4
Fundamentals of biochemistry, including structure and function of biomolecules, enzyme kinetics, bioenergetics, catabolic and anabolic pathways, signal transduction, and regulation of biochemical processes.
3 LEC, 1 LAB
Prerequisite: Chemistry 202; For biology majors only: Biology 191, 192

301f PHYSICAL CHEMISTRY I 3
General principles of thermodynamics and equilibria. Gas phase and solution kinetics, solution dynamics and catalysis.
Prerequisites: 202; Mathematics 118, 119; Physics 110, 111; Mathematics 220 recommended

302s PHYSICAL CHEMISTRY II 4
Quantum theory, as applied in chemistry and biochemistry, including structural and spectral relationships. General principles of statistical mechanics.
Prerequisite: 301; 301L recommended

311f QUANTITATIVE CHEMICAL ANALYSIS 4
Integrated lecture-laboratory course in quantitative chemical analysis including gravimetric, titrimetric and electrochemical methods, chemical equilibrium and statistical analysis of data.
Prerequisite: 201

312s INSTRUMENTAL ANALYSIS 3
Advanced study of instrumental and theoretical approaches for chemical analysis.
Prerequisite: 301; Physics 242
Corequisite: 302
Prerequisite or Corequisite: Physics 243

342Lf PHYSICAL AND INSTRUMENTAL METHODS OF EXPERIMENTATION I 1
Survey of techniques used by physical and analytical chemists. Includes electrochemistry, thermochemistry, reaction kinetics, physical properties of materials and chromatography.
Prerequisite or Corequisite: 301. Chemistry 311 is strongly recommended.

343Ls PHYSICAL AND INSTRUMENTAL METHODS OF EXPERIMENTATION II 1
Survey of techniques used by physical and analytical chemists. Emphasis is on spectrometric methods including absorption, fluorescence, IR and NMR.
Prerequisite: 301, 311, Physics 242; Pre- or corequisite: 302, 312, Physics 243

400s BIOCHEMISTRY II 4
Fundamentals of biophysical and bio-analytical chemistry. Advanced experimental techniques for characterization of macromolecules, separation methods and enzyme kinetics. Significant laboratory work will be required as part of this course.
Prerequisite: 300 or Biology 300; 301

410f,s 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.
Prerequisite: varies according to topic

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

431Lf MODERN TECHNIQUES IN INORGANIC SYNTHESIS 1
Synthesis and characterization of inorganic and organometallic compounds. Inert atmosphere techniques. Nonaqueous chemistry. Spectroscopic characterization.
Prerequisite: 431

481 TOPICS IN INORGANIC CHEMISTRY 4

482 TOPICS IN ANALYTICAL CHEMISTRY 4

483 TOPICS IN PHYSICAL CHEMISTRY 4

484 TOPICS IN ORGANIC CHEMISTRY 4

485 TOPICS IN BIOCHEMISTRY 4

490f,s INDEPENDENT STUDY 4-8
Independent research conducted under the supervision of a department member. Thesis and seminar presentation of results are required. 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 nonlaboratory aspects of the project.
Prerequisite: 302, 311, 312 or the department's permission
Corequisite: appropriate advanced courses, as approved by the department

CLASSICAL LANGUAGES & LITERATURES

Faculty

Sally A. MacEwen, *associate professor and chair*
John Starks, *visiting assistant professor*

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 doing so, 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 classical languages and literatures department offers courses in Greek and Latin and in classical civilizations from texts in English. The department offers a choice of majors: classical languages and literatures, specializing in the study of ancient languages and literatures; and classical civilization, combining 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.

Every student considering a classics major is encouraged to take Greek or Latin in her first year. Classics majors are also strongly encouraged to participate in The Coca-Cola Global Awareness Program and other college-approved study-abroad programs.

Requirements for the Majors:

Classical Languages and Literatures:

A total of 10 courses

Six courses in Greek or Latin, of which at least two must be at the 300 level or higher

At least two courses in each language

At least two courses in classics

Other courses from Greek, Latin or classics

Courses in other departments may count toward the major with approval of the major adviser.

Classical Civilization:

A total of nine courses:

Two courses in Greek or Latin at the 200 level or higher

Classics 121 or 122

Other courses in Greek, Latin or classics:

Courses in other departments may count toward the major with approval of the major adviser.

Requirements for the Minor in Classical Civilization:

Six courses in Greek, Latin or classics

At least two courses at the 300 level

Greek

101f ELEMENTARY GREEK I 4
The fundamentals of ancient Greek grammar with selected reading.

102s ELEMENTARY GREEK II 4
Readings from Greek authors, especially New Testament writers.
Prerequisite: 101 or 2 entrance credits.
Literature courses in Greek are offered at the 200 and 300 levels. Students in both levels meet at the same time but follow different syllabi. Exceptions to the these courses prerequisites may be granted by the department chair.

211/311f PLATO 4
Exemplary pieces of Plato's writing reflecting the teachings of Socrates and the philosophy of Plato.
Prerequisite for 211: Greek 102 or three entrance credits; For 311: six hours of 200-level Greek
Offered 2006-2007 and every third year

212/312s DRAMA 4
One or two plays, including discussion of myth, metrics and production.
Prerequisite for 212: Greek 102 or three entrance credits; For 312: six hours of 200-level Greek
Offered 2006-2007 and every third year

215/315f HOMER 4
Iliad or Odyssey. The first heroes of Western literature in the first pieces of ancient writing.
Prerequisite for 215: Greek 102 or three entrance credits; For 315: six hours of 200-level Greek
Offered 2007-2008 and every third year

216/316s HERODOTUS 4
"The Father of History," his methods, style and favorite themes.
Prerequisite for 216: Greek 102 or three entrance credits; For 316: six hours of 200-level Greek
Offered 2007-2008 and every third year

217/317f HESIOD AND THE LYRIC POETS 4
Selected poetry representing the vigor and creativity of the Archaic age of Greece.
Prerequisite for 217: Greek 102 or three entrance credits; For 317: six hours of 200-level Greek
Offered 2007-2008 and every third year

218/318s COMEDY 4
One or two plays of Aristophanes with consideration of the political climate of his time.
Prerequisite for 218: Greek 102 or three entrance credits; For 318: six hours of 200-level Greek
Offered 2007-2008 and every third year

221L/321Lf HISTORY OF GREEK CIVILIZATION, GREEK COMPONENT 1
Reading in Greek of texts from the Homeric Age to Hellenistic times.
Corequisite: Classics 121/History 121
Prerequisiste: For 221L, 102 or equivalent. For 321L, one year of 200-level Greek.

231L/331Ls GODS AND HEROES OF ANCIENT GREEK AND ROMAN MYTH, GREEK AND LATIN COMPONENT 1
Reading myths in Greek and Latin texts.
Corequisite: Classics 331/Anthropology 331
Prerequisiste: For 221L, 102 or equivalent. For 321L, one year of 200-level Greek.

241L/341Ls WIVES, WARRIORS, SLAVES AND CITIZENS, GREEK AND LATIN COMPONENT 1
Reading of texts in Greek or Latin relevant to study of family and political stuctures in the ancient Greek and Roman world.
Corequisite: Classics 341/Sociology 341/Women's Studies 341.
Prerequisiste: For 221L, 102 or equivalent. For 321L, one year of 200-level Greek.

350f,s ADVANCED READING COURSE 2-4
Selections from Greek prose and poetry not covered in other courses, chosen to meet the needs of individual students.
Prerequisite: six hours of 200-level Greek and the department's permission

490f,s INDEPENDENT STUDY 4-8
Independent research arranged under the supervision of a department member.

Latin

101f ELEMENTARY LATIN I 4
Fundamentals of Latin grammar with selected reading.

102s ELEMENTARY LATIN II 4
Readings from Latin authors with emphasis on the love poetry of Catullus.
Prerequisite: 101 or two entrance credits

201f INTERMEDIATE LATIN 4
Review of Latin grammar with readings from Apuleius and other Latin authors.
Prerequisite: 102 or three entrance credits

202s VERGIL'S AENEID 4
This course can be used to satisfy either the specific standard of the intermediate level of a foreign language or the distributional standard of literature, but not both.
Prerequisite: 201 or the department's permission.
Courses in Latin literature at the 300 level may be repeated for credit if the readings are different. Exceptions to the prerequisites may be granted by the department.

222L/322Lf HISTORY OF ROMAN CIVILIZATION, LATIN COMPONENT 1
Reading in Latin of texts from the Roman Republic through Constantine's adoption of Christianity.
Corequisite: Classics 122/History 122
Prerequisite: For 222L, 102. For 322L, one year of 200-level Latin.

231L/331Ls GODS AND HEROES OF ANCIENT GREEK AND ROMAN MYTH, GREEK AND LATIN COMPONENT 1
Reading myths in Greek and Latin texts.
Corequisite: Classics 331/Anthropology 331
Prerequisiste: For 221L, 102 or equivalent. For 321L, one year of 200-level Latin.

241L/341Ls WIVES, WARRIORS, SLAVES AND CITIZENS, GREEK AND LATIN COMPONENT 1
Reading of texts in Greek or Latin relevant to study of family and political stuctures in the ancient Greek and Roman world.
Corequisite: Classics 341/Sociology 341/Women's Studies 341.
Prerequisiste: For 221L, 102 or equivalent. For 321L, one year of 200-level Latin.

301f EPIC 4
Readings in the epic poetry of Vergil, Ovid and/or Lucan.
Prerequisite: 202 or four entrance credits
Offered 2007-2008 and every third year

302s COMEDY 4
Study of the themes and modes of production of Roman comedy, through reading selected plays of Plautus and Terence.
Prerequisite: 202 or four entrance credits
Offered 2007-2008 and every third year

311f DIDACTIC POETRY 4
Selections from De Rerum Natura of Lucretius and/or Vergil's Georgics, poems that teach how to live in harmony with nature.
Prerequisite: 202 or four entrance credits
Offered 2007-2008 and every third year

312s HISTORICAL WRITING 4
Examination of the assumptions of Latin historiography with readings from Caesar, Sallust, Livy and/or Tacitus.
Prerequisite: 202 or four entrance credits
Offered 2007-2008 and every third year

321f SATIRE 4
The genre of satire, Rome's own creation, through readings in the Latin satirists, principally Horace, Martial, Juvenal or Petronius.
Prerequisite: 202 or four entrance credits
Offered 2006-2007 and every third year

322s LYRIC POETRY 4
Personal and intimate poetry of Horace in the Odes and the elegiac poets.
Prerequisite: 202 or four entrance credits
Offered 2006-2007 and every third year

350f,s **ADVANCED READING COURSE** 2-4
Selections from Latin prose and poetry, not covered in other courses, chosen to meet the needs of individual students.
Prerequisite: 202 and the department's permission

490f,s **INDEPENDENT STUDY** 4-8
Independent research arranged under the supervision of a department member.

Classical courses in English

121f **(History 121)**
HISTORY OF GREEK CIVILIZATION 4
The literature, people and philosophy of Ancient Greece from the Bronze Age to Hellenistic times, including the basic outline of historical events and methods for understanding history and culture.
Offered 2007-2008 and alternate years

Classics

122f **(History 122)**
HISTORY OF ROMAN CIVILIZATION 4
The development of Roman institutions from the Etruscan period through Constantine's adoption of Christianity. The use of evidence from literature, art and archaeology in constructing Roman social history.
Offered 2006-2007 and alternate years

242f **(Art 201)**
ART OF ANCIENT GREECE AND ROME 4
See Art 201 for description.

331s **(Anthropology 331)**
GODS AND HEROES OF ANCIENT GREEK AND ROMAN MYTH 4
Study of how Greek and Roman mythology reflects ancient culture. Connection between myths and daily life, religion, literature, philosophy and art through original sources. Relation to European imagery and thought. Study of patterns such as hero cycle and earth mother.
Prerequisite: Sophomore standing or permission of instructor.

341s **(Sociology 341) (Women's Studies 341)**
TOPICS IN CLASSICAL STUDIES: WIVES, WARRIORS, SLAVES AND CITIZENS 4
Methods for understanding Greek and Roman lives and thought in military, domestic, political, religious, economic and similar activities. Their relation with the rest of the Mediterranean. Evidence from drama, historical writing, philosophy and archaeology for understanding the cultural basis for concepts like citizenship, honor, gender and community drama and others. Students may take the course more than once if the topic is different.
Prerequisite: Sophomore standing or permission of instructor.

410f,s **SPECIAL STUDY** 2-4
Directed study to meet the individual needs of students whose major is classical languages and literatures or classical civilization.

490f,s **INDEPENDENT STUDY** 4-8
Independent research arranged under the supervision of a department member.

ECONOMICS

Faculty

Rosemary T. Cunningham, *Hal and Julia T. Smith Chair of Free Enterprise and chair*

Li Qi, *assistant professor*

Edward Sayre, *assistant professor*

David Williams, *visiting instructor*

Madeline Zavodny, *associate professor*

Economics is the study of ways in which individuals, groups and nations combine scarce resources to produce, exchange and consume goods and services. Within this context, unemployment, inflation and poverty are among the most important issues facing society. The economics curriculum helps students understand the basic theories that explain such problems and examines the various ways in which they might be alleviated.

The department offers courses in economic theory as well as a variety of electives, including international, monetary and financial economics. The department also offers business courses appropriate to the college's liberal arts curriculum that are open to all interested students.

In addition to a traditional economics major, students interested in a career in business may pursue a major in economics and business or economics and organizational management, while those who plan graduate study in economics may pursue the mathematics-economics major.

Economics majors are strongly encouraged to participate in The Coca Cola Global Awareness Program and other college approved study-abroad programs.

Requirements for Economics Major:

Economics 100, 306, 307, 338 and 400

Four courses at the 300 or 400 level

One course in statistics (Mathematics 115, 328 or Psychology 206)

A major in economics requires a minimum of 32 hours in economics and one course in statistics.

Requirements for Economics Minor:

Economics 100 and either 306 or 307

Three courses at the 300-level

One course in statistics (Mathematics 115, 328 or Psychology 206)

Requirements for Economics and Business Major:

This major will be phased out beginning in 2006-2007

Economics 100, 201, 211, 306, 307, 400, 370 (or 450)

At least three courses from the following: 210, 212, 213, 220, 225

An additional course from the department

One course in statistics (Mathematics 115, 328 or Psychology 206)

A major in economics and business requires a minimum of 44 hours in economics and one course in statistics.

Requirements for Economics and Business Minor:

This minor will be phased out beginning in 2006-2007

Economics 100 and either 306 or 307

Three courses at the 200 level

One course in statistics (Mathematics 115, 328 or Psychology 206)

Major in Economics and Organizational Management:

The faculty has approved this major, which will be available in 2006-2007. This major will be interdisciplinary in nature, drawing on course offerings from the departments of economics, political science, psychology, sociology and religious studies. Several new courses, as well as the specific major requirements, will be listed in the Catalog Supplement when information is available

100f,s INTRODUCTORY ECONOMICS 4
An introduction to macroeconomics and microeconomics with an emphasis on the economic concepts and methods for analyzing economic issues and problems. For those students who have taken only one course of a two-semester introductory sequence, the department recommends that they take only the relevant half of the one-semester course and earn two semester hours. The student will enroll in the course at the beginning of the semester at which time she will meet with the instructor to determine the attendance and grading policy.

201f THEORIES OF MANAGEMENT AND ORGANIZATION 4
An introductory course in management principles. The functions of management such as planning, organizing, delegating, motivating and controlling are examined. The organization's interaction with its external environment is also considered.
Prerequisite: 100

210f INVESTMENTS 4
The importance of financial investments to the economy. The structure of different markets and the theories behind the pricing of certain assets explored. Students manage a hypothetical portfolio for the duration of the semester.
Does not satisfy the distributional standard in the social sciences.

211f FINANCIAL ACCOUNTING 4
An introduction to the principles of accounting theory and the application of these principles in business and government to record business transactions and journal entries. Does not satisfy the distributional standard in the social sciences.

212s MANAGERIAL ACCOUNTING 4
Builds on concepts developed in 211. Concentration is on the development and use of accounting information within the organization to make managerial decisions. Does not satisfy the distributional standard in the social sciences.
Prerequisite: 211

213s MARKETING PRINCIPLES 4
The fundamentals of marketing are presented and evaluated for specific functions and institutions. Policies and practices applied to the development of the marketing mix, market research, social impacts, and government regulations are explored. Does not satisfy the distributional standard in the social sciences.
Prerequisite: 100, 201

220s INTRODUCTORY FINANCE 4
An investigation of the conceptual framework within which financial management is practiced by businesses in the United States. The primary focus is on the process and methodology employed by a firm's decision-makers with secondary emphasis assigned to technical aspects of data collection and manipulation.
Prerequisite: 201

225f TOPICS IN BUSINESS 4
Examination of a particular facet of business, such as business law, human-resource management or microeconomic business applications. Course may be repeated if topic varies.
Prerequisite: 100, 201

303 s LABOR ECONOMICS 4
Study of how wage and employment levels are determined. The course will stress the application of economic theory to important policy issues such as immigration, executive compensation, unions, minimum wage laws, welfare policies, occupational health and safety standards and antidiscrimination policies.
Prerequisite: 100
Offered 2007-2008 and alternate years

306s MICROECONOMICS 4
Advanced study of the operation of markets with emphasis on consumer-demand theory, theory of the firm, differing market structures and the pricing and employment of inputs. General equilibrium and the role of the government in markets are discussed.
Prerequisite: 100

307f MACROECONOMICS 4
General model is developed to analyze theories of inflation and unemployment. Evaluation of theoretical bases for different monetary and fiscal policies.
Prerequisite: 100

309s MONEY AND BANKING 4
Evolution of the banking system and related issues of public policy. Analysis of monetary factors and their impact on economic activity.
Prerequisite: 100
Offered 2006-2007 and alternate years

315s COMPARATIVE PUBLIC POLICY 4
Examination of the role of government in the different types of economic systems with an emphasis on a comparative study of public policy.
Prerequisite: 100

318f ECONOMICS OF THE MIDDLE EAST AND NORTH AFRICA 4
Examination of current economic issues and challenges facing countries in the Middle East and North Africa, the area comprising the Arab states, Israel, Iran and Turkey. Topics include population growth, agriculture, labor migration, oil, economic liberalization and the economics of war and peace.
Prerequisite: 100
Offered 2007-2008 and alternate years

322s ECONOMICS OF THE FAMILY 4
Examination of how individuals and households make decisions about labor force participation, marriage, divorce, childbearing and child care, among other topics.
Prerequisite: 100
Offered 2007-2008 and alternate years

325f ENVIRONMENTAL ECONOMICS 4
Study of the causes of environmental degradation and the role that markets can play in both causing and solving pollution problems.
Prerequisite: 100
Offered 2007-2008 and alternate years

330s POVERTY AND DISCRIMINATION 4
This seminar examines selected topics on poverty, discrimination and the distribution of income including the nature and extent of poverty in the United States, race and sex discrimination in the workplace and changes in the distribution of income. Special attention is focused on policy issues including affirmative action, the minimum wage and welfare reform.
Prerequisite: 100
Offered 2007-2008 and alternate years

334f ECONOMIC DEVELOPMENT 4
Historical patterns and contemporary theories of economic development are used to clarify major issues such as the distribution of income, stabilization policy and problems of trade and finance.
Prerequisite: 100

338s ECONOMETRICS 4
Study of sampling, statistical significance, correlation and regression analysis with emphasis placed on their application to economic problems.
Prerequisite: 100; a course in statistics or the permission of the instructor

342f LAW AND ECONOMICS 4
Study of U.S. legal institutions and regulations from an economic perspective. Uses microeconomic tools to examine and explain legal and political rules, social conventions and norms, firms and contracts, government organizations and other institutions.
Prerequisite: 100
Offered 2007-2008 and alternate years

344s INDUSTRIAL ORGANIZATION 4
Study of the theory of the firm, monopoly and price discrimination, oligopoly, mergers and antitrust, cartels and collusions, advertising and other aspects of the field of industrial organization.
Prerequisite: 306
Offered 2006-2007 and alternate years

346f EXPERIMENTAL ECONOMICS 4
The course considers how economics utilizes laboratory methods to enhance understanding of economic theories and real world economic phenomena. A variety of experiments will be conducted in class, including: competitive markets, Prisoner's Dilemma, public goods provision, bargaining and asset markets.
Prerequisite: 100

355s INTERNATIONAL ECONOMICS 4
Analysis of gains from trade, theory and policy of trade protection, foreign exchange rates and balance of payments.
Prerequisite: 100

370f ECONOMIC INTERNSHIP 4
Supervised field experience in economics or business. In addition to placement activities, students attend a weekly seminar to discuss relevant readings and experiences.
Prerequisite: 100

400f SENIOR ECONOMIC SEMINAR 4
Overview of research methods and analysis of a set of current economic policy issues, with emphasis on the completion of a student-designed research project. Open only to senior majors and minors in economics and in economics and business or by permission of the department chair.
Prerequisite: 100, 306 or 307, a course in statistics

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

490f,s INDEPENDENT STUDY 4-8
Independent research arranged under the supervision of a member of the department.

EDUCATION

Faculty

Lesley Coia, *associate professor and director of teacher education programs*

Marquita Jackson-Minot, *assistant professor*

Jennifer A. Lund, *director of international education and assistant professor*

The mission of the education department at Agnes Scott is to prepare exemplary teachers who possess the necessary knowledge skills and dispositions of teaching and learning for increasingly complex schools. The attributes of mind and character fostered by a liberal education are essential characteristics of excellent teachers. The department seeks to engage candidates in connected teaching and learning experiences that enhance the constructs that ground our conceptual framework: content knowledge, social constructivism, culturally responsive pedagogy and reflective practice. These values, built on a foundation of disciplinary knowledge, are integrated with specific understandings of the socio-cultural and technological complexities of schools. The department is committed to creating a community of scholarly inquiry within which students begin to explore their potential and shape their futures as teachers and lifelong learners.

The Professional Semester (Student Teaching)

Upon completing all prerequisites and upon the recommendation of the undergraduate teacher-education committee, students are admitted to student teaching. Candidates for student teaching must apply to the committee during the spring semester of the year preceding student teaching for formal admission to the teacher education program. Applications are available from the director of teacher education program. Candidates for certification must fulfill the following minimum requirements to be considered for admission to student teaching:

- 2.5 or higher grade point average
- 2.5 or higher grade point average in major
- No grade below C (no pass/fail) in a course required for certification. (For secondary certification, this includes courses required for the major.)
- Appropriate faculty recommendations, including the recommendation of the student's major department
- Demonstrated interpersonal behavior necessary for effective teaching
- A passing score (as defined by the Georgia Professional Standards Commission) on a test of minimum competency in reading, writing and mathematics. (This requirement may be satisfied by an acceptable score on PRAXIS I, SAT, GRE/ACT or CLAST).

Post-Graduation Option

Agnes Scott students pursuing certification in any of the approved fields who have been admitted to a teacher-education program before graduation may defer completion of the requirements for certification until after graduation.

Early Childhood (P-5) Certification (BA) requirements:

Hold an undergraduate degree

Education 210, 212, 213, 217, 303, 306, 307, 308, 320, 380, 420, 421.

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

One mathematics course (101, 115, 117 or 118)

Students are also strongly encouraged to take a second math course. Math 104 is recommended.

One course in American history

Secondary education certification requirements:

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

History, mathematics

Education 210, 217, 310, 312, 380, 430 and 431

Additional requirements:

Mathematics majors: Mathematics 115 or 328 and 314.

210f,s UNDERSTANDING LEARNERS 4
Current theory and research on learning. Includes cognitive development, theories of learning and motivation and qualitative methods of classroom research. Field experience required.
Prerequisite: Sophomore standing

212s THE ARTS IN EDUCATION 2
Exploration of the role of the arts in education; approaches to integrating the arts throughout the curriculum.

213f TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL 2
Methods, materials and techniques used in teaching physical education in the elementary school.

217f (Sociology 217) SCHOOLS AND SOCIETY 4
See Sociology 217 for description.

300f (Global Awareness 300) GLOBAL AWARENESS CONCEPTS FOR STUDENTS TEACHING ABROAD 2
Concepts and theories of culture, cultural diversity and cross-cultural communications. Discussions of selected themes common to the study of cultures. Concepts in comparative education. Preparation for extended home stay and student teaching abroad.
Prerequisite: admission to the teacher-education program and approval of the undergraduate teacher-education committee

303s LANGUAGE, LITERACY AND ASSESSMENT 4
Addresses language development and literacy acquisition, writing and comprehension strategies, the selection of quality children's literature for diverse learners and assessment strategies. The focus of the course is on the integrated development of communication skills with literature as a primary resource. Includes field experience.
Prerequisite: 210 and admission to the teacher-education program

306f EXPLORING SOCIAL STUDIES WITH CHILDREN 4
Examination of social studies processes and content in an interdisciplinary context. Includes field experience.
Prerequisite: 210 and admission to the teacher-education program

307f EXPLORING MATHEMATICAL IDEAS WITH CHILDREN 4
Using manipulatives to teach analytic and quantitative skills and develop abstract reasoning. Includes field experience.
Prerequisite: Mathematics 101, 115, 117 or 118; Mathematics 117 or 118 recommended and admission to the teacher-education program

308f EXPLORING THE NATURAL WORLD WITH CHILDREN 4
Examination of science processes and content in an interdisciplinary context. Includes field experience.
Prerequisite: 210, one lab science course and admission to the teacher-education program

310f METHODS FOR SECONDARY EDUCATION 4
Introductory methods course that connects the learning process with appropriate teaching strategies and approaches.
Prerequisite: 210, corequisite 312 and admission to the teacher-education program

312f CURRICULUM FOR SECONDARY SCHOOLS 4
Curriculum development and lesson planning to accommodate all learners. Two hours in class, six hours field experience weekly, and a five-day, full-time internship in a public school classroom to occur prior to the start of the fall semester in conjunction with public school openings.
Corequisite: 310, and admission to the teacher-education program

320f EXPLORING CHILDREN'S/ADOLESCENTS' LITERATURE 4
Study of major authors and illustrators and notable books for young people; development of criteria for selecting quality children's literature.
Prerequisite: 210 or permission of instructor

380f TEACHING DIVERSE LEARNERS 4
Introduction to special needs, including child development and intelligence, major areas of exceptionality, identification of learners with special needs. Introduction to other learner differences including race, class, gender, ethnicity and first language. Adapting curriculum and instruction for diverse needs. Includes field experience.
Prerequisite: 210 or permission of instructor.

410f,s SPECIAL STUDY 2-4
Supervised study in a selected field of education.
Prerequisite: Permission of the department

420s STUDENT TEACHING, EARLY CHILDHOOD 10
Full-time, professional experience in a public school.
Prerequisite: Successful completion of all other program requirements with a grade of C or better in all courses required for certification, a GPA of 2.5 or above and passing scores on Praxis I. Praxis II recommended.
Corequisite: 421

421s PROBLEMS SEMINAR FOR EARLY CHILDHOOD CERTIFICATION 2
Scholarly analysis of teaching experiences, including conducting research in the classroom. Creation of a cumulative teaching and learning portfolio.
Prerequisite: Successful completion of all other program requirements with a C or better in all courses required for certification, a GPA of 2.5 or above and passing scores on Praxis I. Praxis II recommended.
Corequisite: 420

428s STUDENT TEACHING (ABROAD), EARLY CHILDHOOD 6
Full-time, professional experience in a local public school, abbreviated to accommodate student teaching abroad.
Prerequisite: Completion of all other requirements of the teacher education program; permission of the undergraduate teacher education committee.
Corequisite: 421G and 429

429s ADVANCED STUDENT TEACHING, STUDENT TEACHING ABROAD, EARLY CHILDHOOD 8
Six weeks of student teaching abroad under the direct supervision of a local master teacher. Includes weekly communication with Agnes Scott instructor while abroad and research assignments due upon return.
Prerequisite: GA/EDU 300; permission of the undergraduate teacher-education committee.
Corequisite: 421G and 428.

430s STUDENT TEACHING, SECONDARY 10
Full-time, professional experience in a public school.
Prerequisite: Successful completion of all other program requirements with a grade of C or better in all courses required for certification. A GPA of 2.5 or above and passing scores on Praxis I. Praxis II recommended.
Corequisite: 431

431s STUDENT-TEACHING SEMINAR, SECONDARY EDUCATION 2
Scholarly analysis of teaching experiences, including conducting research in the classroom. Creation of a cumulative teaching and learning portfolio.
Prerequisite: Successful completion of all other program requirements with a C or better in all courses required for certification, a GPA of 2.5 or above and passing scores on Praxis I. Praxis II recommended.
Corequisite: 430

438s STUDENT TEACHING (ABROAD), SECONDARY 6
Full-time, professional experience in a local public school, abbreviated to accommodate student teaching abroad.
Prerequisite: Completion of all other requirements of the teacher education program; permission of the undergraduate teacher education committee
Corequisite: 431G and 439

439s STUDENT TEACHING (ABROAD), SECONDARY 8
Seven weeks of student teaching abroad under the direct supervision of a local master teacher. Includes weekly communication with Agnes Scott instructor while abroad and research assignments due upon return.
Prerequisite: GA/EDU 300; permission of the undergraduate teacher-education committee
Corequisite: 431G and 438

440s AMERICAN EDUCATION 2
Exploration of schooling in the United States and current issues in education. Topics vary.
Prerequisite: junior or senior standing
Corequisite: 420 and 421 or 430 and 431

ENGLISH

Faculty

Charlotte Artese, *assistant professor*

Christine S. Cozzens, *professor*

Amber Dermont, *James T. and Ella Rather Kirk Visiting Assistant Professor of English*

James Diedrick, *professor*

Steven R. Guthrie, *professor*

Andrew Hebard, *visiting assistant professor*

Waqas A. Khwaja, *associate professor and chair*

Peggy Thompson, *Ellen Douglass Leyburn Professor of English*

Willie Tolliver, *associate professor*

Rachel Trousdale, *assistant professor*

The study of language and literature can elevate our minds, animate our imaginations and enlarge our capacity to understand one another. The English curriculum gives students breadth of knowledge and depth of understanding of British, American and Anglophone literatures. Students learn to read perceptively, think critically, write intelligently and imaginatively and develop their creative abilities.

In English 110, first-year students sharpen their writing skills and improve as critical and analytical readers. The department also runs the Center for Writing and Speaking, where students at any level can go to trained tutors for help with papers, other written assignments and oral presentations. The department offers a variety of courses through which students can satisfy the distributional standards in literature and fine arts.

There are two concentrations within the department: the major in English literature, which focuses on the academic study of literature, and the major in English literature-creative writing, which allows the student to develop artistic craft while at the same time giving her a solid scholarly background.

A student takes courses emphasizing both breadth and depth of knowledge and addressing a variety of literary periods and genres. She may compose her program with a specific focus in mind, or she may aim at a broad and balanced course of literary study.

A student may plan a program of concentrated study in which she emphasizes her major interests in literature and chooses related courses from other disciplines (for example, medieval studies or American studies).

English majors may participate in both credit and noncredit internships, and they may participate in faculty-led Coca-Cola Global Awareness or Global Connections programs or in any other college-apprpoved study-abroad program.

Requirements for the Majors:

English Literature:

The major requires a minimum of 10 courses. (English 110 does not count toward the major.)

The program of study must include 280, 480, at least three 200-level literature courses and at least three 300-level courses. At least three literature courses must focus primarily on materials before 1800, and at least three must focus on materials after 1800.

English Literature-Creative Writing:

The English literature-creative writing major requires a minimum of 11 and a maximum of 13 courses. (110 does not count toward the major.).

The program of study must include 280, 480, at least two 200-level literature courses, two 300-level literature courses and four creative-writing courses in a minimum of two genres. Two literature courses must focus primarily on materials before 1800, and two must focus on materials after 1800. At least two creative-writing courses must be at the 300 level or above.

Requirements for the English Minor:

A minor in English must contain at least six courses. (110 does not count toward the minor.)

The student may design her program to reflect a particular interest or emphasis, such as a focus on a genre or literary period.

The program must be approved by the English department chair.

Expository Writing

Every student takes English 110 in the first semester of her first year, unless she is exempted from this requirement by her score on an AP English, International Baccalaureate or A-Level exam scores.

110f THE CRAFT OF WRITING 4
Literary texts and contexts; discussion-based class with emphasis on techniques of reading and on the craft of college writing, especially the thesis-driven essay and the research paper.

210 2 ADVANCED COMPOSITION 4
Expository writing for the student who wishes to develop and refine her use of language and her understanding of the writing process. Emphasis on forms of academic discourse, revision and research writing. Students will write several kinds of academic essays using topics of their devising. The mechanics of effective revision will be the focus of the course.
Prerequisite: 110

English Literature

Prerequisites:

For 200-level literature courses, the prerequisite is English 110 or the equivalent, including exemption.

For 300-level literature courses, the prerequisite is a 200-level literature course or permission of chair.

211s BRITISH AND AMERICAN LITERATURE TO 1700 4
Literary texts in historical context. Poetry, prose and drama of the medieval and early modern periods, including Chaucer, Shakespeare, Milton and American writers of the early Colonial period.

212f BRITISH LITERATURE AFTER 1700 4
Literary texts in historical context. Poetry, prose and drama of the modern age, including writers such as Swift, Wordsworth, Austen, Yeats and Woolf.

213s AMERICAN LITERATURE 1700 TO PRESENT 4
Literary texts in historical context. American poetry, prose and drama, including the work of such authors as Douglass, Poe, Hawthorne, Whitman, James, Hemingway, Hurston, Faulkner, Baldwin and Morrison.

215f LITERATURE OF IRELAND 4
Exploration of Irish literature from the myths, monastic and bardic poetry and ballads of pre-Norman Ireland to texts written in English from the 16th century to the present, including works by writers such as Swift, Edgeworth, Carleton, Wilde, Synge, Yeats, Kavanagh, Johnston, Heaney and Boland. Offered 2007-2008 and alternate years.

216s (Africana Studies 216)
TOPICS IN BLACK WRITING 4
Exploration of the varieties of American and international black writing across literary periods (for example, Black Women Writers or The Literature of the African Diaspora).

217f TOPICS IN LITERATURE AND EMPIRE 4
Exploration of themes of colonization and imperialism across periods and genres (for example, The Adventure Novel, Narratives of the Empire and Orientalist Texts and Contexts).

218f TOPICS IN ETHNIC AMERICAN LITERATURES 4
The study of works by members of ethnically defined groups (for example, Asian-American literature or Native-American literature).

219f,s TOPICS IN LITERARY HISTORY 4
Exploration of a literary issue, theme or form across literary periods (for example, Necessary Mythologies or The Gothic).

220s (Women's Studies 221)
TOPICS IN WOMEN AND LITERATURE 4
Women as authors and subjects in literature. Gender as a central factor of analysis. Offered 2007-2008 and alternate years.

221f DEVELOPMENTS IN THE NOVEL 4
Exploration of topics in the history of the novel across literary periods (for example, The Protest Novel or The Origins of the Novel). Offered 2006-2007 and alternate years.

222f DEVELOPMENTS IN POETRY 4
Exploration of topics in the history of poetry across literary periods (for example, Lyric Voices or The History of the Ballad). Offered 2007-2008 and alternate years.

230f TOPICS IN FILM STUDY 4
Approaches to film from the viewpoints of history, genre and technique. (Introduction to Film will alternate with Film History).

280s PERSPECTIVES ON LITERATURE 4
Research methods, critical techniques, theoretical approaches. Required of English literature and English literature-creative writing majors; should be taken in the first or second year. Does not meet the distributional standard in literature.

306f,s AUTHORIAL STUDIES 4
Focuses on the work of one or two major figures in context (for example, Chaucer, Milton, Austen, Richardson and Fielding or Morrison).

308s HISTORY OF THE ENGLISH LANGUAGE 4
Developments in the language from Anglo-Saxon to the present, including processes of language change, issues of language and society and stylistic analysis of literature. Offered 2007-2008 and alternate years.

310f,s STUDIES IN EARLY LITERATURE 4
Thematic or generic studies in medieval and early modern literatures (for example, Love and Poetry in the Middle Ages or Medieval and Renaissance Drama).

313f STUDIES IN SHAKESPEARE 4
Thematic, generic or period studies (for example, The Elizabethan Plays, The Tragedies or Shakespeare and Race).

317f STUDIES IN RESTORATION AND 18TH-CENTURY LITERATURE 4
Thematic, generic or period studies (for example: The Colonial Imagination or Forms of Fiction).

321f STUDIES IN ROMANTICISM 4
Thematic, generic or period studies (for example, British Romantic Writers, Transatlantic Romanticisms, Romanticism Through the Ages, or Romanticism, Orientalism and Imperialism). Offered 2006-2007 and alternate years.

322f, s STUDIES IN 19TH-CENTURY LITERATURE 4
Thematic, generic or period studies (for example, Victorian Historicism, The Realist Novel or 19th-Century Poetry), including courses that combine British and American literature.

325f (Africana Studies 325)
STUDIES IN AFRICAN-AMERICAN LITERATURE 4
Thematic, generic or period studies (for example, The African-American Novel or Major African-American Writers)

330f, s STUDIES IN LITERARY GENRE 4
Studies focusing on specific traditional, marginal or innovative literary genres (for example, Modern Drama, Autobiography or The Graphic Novel). Offered 2006-2007 and alternate years.

340s (Women's Studies 345)
STUDIES IN GENDER AND SEXUALITY 4
Exploration of constructions and representations of gender and sexual identities in literature (for example, Lesbian Novel, American Genders and Sexualities).

345f STUDIES IN AMERICAN LITERATURE 4
Thematic, generic or period studies (for example, The American Renaissance or American Realism and Naturalism).

350f STUDIES IN MODERNISM 4
Thematic or generic studies (for example, Modern Poetry, or Virginia Woolf and Modernism).

352f (Africana Studies 352)
STUDIES IN POSTCOLONIAL LITERATURE 4
Study of literature written in nations that were formerly European colonies (for example, the literature of South Asia, South-East Asia, the Middle East, Africa, the Caribbean, Australia and Canada). Offered 2007-2008 and alternate years.

355s STUDIES IN 20TH-CENTURY AND CONTEMPORARY LITERATURE 4
Studies of themes in recent literature (for example, Postmodernism, Transatlantic Literature or Postwar Literature). Offered 2007-2008 and alternate years.

370 (Spanish 370)
TOPICS IN LATINO LITERATURE 4
See Spanish 370 for description.

410f,s SPECIAL STUDY 2-4
Selected texts to meet the interests of individual students, designed to allow the student to explore an area of study outside the regular department offerings. Requires permission of instructor.

480f **SENIOR RESEARCH SEMINAR** 4
Independent research in a seminar setting, with discussion of research methods and ongoing work by seminar members. By the beginning of the senior year, the student identifies a topic of particular interest to her. During the senior seminar, she explores the topic and develops the inquiry into a scholarly essay. For the relationship of this seminar to senior independent study, see 490 (literature) and 490 (creative writing) in the listings below.
Prerequisite: must be a senior major

490s **INDEPENDENT STUDY IN LITERATURE** 4
Independent research carried out under the supervision of a department member, designed to allow the student to pursue in greater depth a study begun in English 480. On the basis of the work reflected in her senior-seminar essay, the English-literature major may apply to expand the inquiry through independent study in the spring semester. The English literature-creative-writing major may apply for independent study either in literature or in creative writing (see 490 under creative-writing courses).
Prerequisite: senior standing, completion of 480, permission of instructor and department approval

Creative and Expository Writing

200s **INTRODUCTION TO NONFICTION WRITING** 4
An introduction to the craft of nonfiction writing focusing on the rhetorical skills underlying print journalism (news, editorials, interviews and features) and other forms, such as the essay.

201f **INTRODUCTION TO FICTION WRITING** 4
Principles and forms of narrative writing. Illustrative readings and frequent writing.

202f **INTRODUCTION TO POETRY WRITING** 4
The craft of poetry, through regular written assignments and readings in a variety of contemporary poets and poetic movements and traditions.

203s **(Theatre 203)**
DRAMATIC WRITING I 4
See Theatre 203 for description.

205f **TOPICS IN CREATIVE WRITING** 4
Topics in creative writing, including courses taught by visiting writers. Specific topics will be announced before spring preregistration.

300f **NONFICTION WORKSHOP** 4
Intermediate nonfiction writing with emphasis on the feature article, the personal essay and experimental forms.
200, 205 (if in nonfiction), or permission of instructor

301s **FICTION WORKSHOP** 4
Intermediate fiction writing. Readings in theory and practice; the writing and rewriting of a group of stories. Individual conferences and group sessions.
Prerequisite: 201, 205 or permission of the instructor

302s **POETRY WORKSHOP** 4
Intermediate poetry writing. Presentation and discussion of student work and exploration of poetic craft and current issues in poetry and poetics.
Prerequisite: 202, 205 (if in poetry), or permission of instructor

303s **(Theatre 303)**
DRAMATIC WRITING II 4
See Theatre 303 for description.

415f, s **DIRECTED STUDY IN CREATIVE WRITING** 4
Advanced study in literary craft under the supervision of a department member
Prerequisite: 300-level course in the chosen genre or permission of instructor

490s **SENIOR INDEPENDENT STUDY IN CREATIVE WRITING** 4
Independent creative work carried out under the supervision of a creative-writing faculty member; designed to allow the student to pursue in greater depth work begun in previous courses. Application is made on the basis of a portfolio of advanced work already completed. The student may also apply to do a combined creative-scholarly project.
Prerequisite: senior standing in English literature and creative writing, completion of 480, permission of instructor and departmental approval.

ENVIRONMENTAL STUDIES

Director

J. Phil Gibson, *associate professor of biology*

Environmental studies is an interdisciplinary program of study that brings together faculty and students from different academic disciplines to investigate the interaction between humans and their environment. The environmental studies minor includes courses that address the ecological, ethical, economic and political aspects of current environmental conditions, particularly those related to the impact of humans on natural ecosystems. This integrated program is composed of five-core courses and two additional courses, the choice of which depends upon the student's major program of study. These courses meet both distributional and minor requirements.

Requirements for the Minor:

Five-core courses: Biology 108, Philosophy 108, Economics 100, Economics 325, Environmental Studies 408

Two additional courses:

- Biology majors: Political Science 102 or 103 and one 300-level course (e.g. Chemistry 311) as approved by the minor adviser
- Humanities, fine art, or social science majors: Chemistry 101 or 111 and Biology 308
- Nonbiological science majors: Political Science 102 or 103 and Biology 308
- Double majors should consult with the program director

Courses at area institutions may be substituted for minor requirements with approval of the program director.

Recommended courses:

Biology 193

Mathematics 115

Field experience or internship related to the environment such as Biology 215su (Marine Biology), Biology 225su (Forest Ecology), or other experiences such as internships.

Students who plan to minor in environmental studies should consult with the program director early in their college careers to ensure normal progression.

408s ENVIRONMENTAL STUDIES CAPSTONE SEMINAR 2
Discussion and project-based seminar focusing on the interaction of ecological and human factors that shape environmental issues. Topics covered each year will be determined by instructor(s). Offered 2006-2007 and alternating years.
Prerequisite/co-requisites: Phil 108, Bio 308, and Econ 325, restricted to juniors and seniors.

FIRST-YEAR SEMINARS

Director

Rosemary T. Cunningham, *Hal and Julia T. Smith Chair of Free Enterprise*

First-Year Seminars are designed to introduce students to advanced study at the college level. Students learn to write more effectively, begin to think more deeply and develop an extensive knowledge of the seminar topic. Seminars are open only to entering students, are limited in size, are led by a faculty member who has selected and researched the special topic for the course and are interdisciplinary so that students may explore the topic from different perspectives.

190f,s FIRST-YEAR SEMINAR 4
Seminars offering first-year students an opportunity to study focused topics in small groups. Some sections may be connected and organized around a related theme. All courses include a significant writing component.
Open only to first-year students; class size limited to 16

GLOBAL AWARENESS

Director

Jennifer A. Lund, *director of international education*

The Coca-Cola Global Awareness Program combines coursework in the fall or spring semester with a December-January or May-June study-abroad experience and a follow-up seminar. The purpose of this two-course program is to make the theory of culture real by providing background theory, experience in the selected country and a time to integrate the experience upon return. The purpose is also for students to see personal and global issues from a cross-cultural perspective. This course will include a survival-language component, when feasible. Students must apply and be accepted to the program to register for GA 200 and 201.

200f,s GLOBAL AWARENESS CONCEPTS 4
Concepts and theories of culture, cultural diversity and cross-cultural perspectives and communications will be applied to the student, to the cultures of the country to be visited, to cultures represented in class and to global issues and their solutions.
Prerequisite: 12 hours of Agnes Scott credit

201f,s GLOBAL AWARENESS EXPERIENCE 4
The Global Awareness faculty will lead students on a two- to four-week international experience to enhance their cultural learning by experiencing aspects of the host country and culture. A nine-hour post-experience seminar will occur to integrate the experience with theory. Destinations vary from year to year.
Prerequisite: 200
Special fees required for international travel experience. Students may be eligible for partial financial support.
See the office of international education.

300f (Education 300)
GLOBAL AWARENESS CONCEPTS FOR STUDENTS TEACHING ABROAD 2
See Education 300 for description.

HISTORY

Faculty

Mary Brown Bullock '66, *president of the college; professor*

Mary C. Cain, *assistant professor*

Violet M. Johnson, *professor and chair*

Katharine D. Kennedy, *Charles A. Dana Professor of History*

Michael R. Lynn, *associate professor*

Shu-chin Wu, *assistant professor*

The central purpose of the history curriculum is to give students who come from a variety of cultural traditions an understanding of the development of values, institutions and social structures during short and long periods of time.

By offering courses on different regions of the world and on different eras in history, and by emphasizing diversity within cultures, history courses seek to deepen each student's understanding of human experience in its multiple facets. By challenging students to learn about people who are different, history teaches open-mindedness and respect for differences. The study of history provides a perspective from which to assess events of the present and prospects for the future.

History students are required to read widely, to think critically and to strengthen their skills in research, writing and speaking. They learn to organize and analyze textual, visual and oral sources while honing their ability both to tell a story

and to develop an argument. History provides a framework and a context for insights from other disciplines and in this sense is one of the foundation disciplines of a liberal education, bringing coherence and continuity to information that might otherwise be fragmented and disjointed.

History courses contribute significantly to interdisciplinary programs at Agnes Scott, including international relations, Africana Studies, Women's Studies and Language Across the Curriculum. History majors regularly participate in the teacher-education program, junior year-abroad programs and the Atlanta Semester. Resources in Atlanta enable history majors to undertake research in archives and specialized collections and to participate in internships in historic preservation, museums, libraries, business, government agencies and nonprofit organizations.

History majors pursue careers in an almost infinite variety of fields. History is an especially desirable background for further study in law, journalism and public affairs. More directly associated with the discipline are careers in teaching, museum work, historic preservation and information technology, but many majors also pursue careers in business.

History majors are strongly encouraged to participate in a faculty-led Coca-Cola Global Awareness or Global Connections programs or any other college-approved study-abroad program.

Requirements for the Major:

History 290, 420

One course with a number below 290.

At least six additional courses, five of which must be above the 200 level.

Courses chosen for the major must include at least one course from each of the following groups. At least two of these groups must be satisfied with a course at the 300 level.

European history: 101, 102, 215, 220, 305, 308, 309, 311, 312, 313, 314, 318, 343, 344

United States history: 108, 109, 253, 254, 325, 326, 330, 334, 335, 336, 338

Non-Western history: 112, 113, 230, 250, 251, 350, 352, 362

A major in history requires the completion of at least 36 semester hours of work in history. Cross-listed courses taught outside the department may not be used to satisfy the minimum requirements for the major.

Requirements for the Minor:

A minor in history must contain at least 24 hours of work in history, at least 12 of which must be above the 200 level. The program must reflect a degree of thoughtful planning and coherence and must have the approval of the department chair.

101f EUROPE FROM THE MIDDLE AGES TO THE FRENCH REVOLUTION 4
European society and culture from the High Middle Ages to the Age of Revolutions including: marriage and family, religion and religious reform, women and gender, popular and elite culture, science and medicine and interaction with world cultures and state building.

102s EUROPE IN MODERN TIMES 4
European culture, society and politics in the 19th and 20th centuries, with a focus on nations and nationalism, women and gender, romanticism and modernism, war and peace, communism and post-communism and Nazism and the Holocaust.

108f THE FOUNDATIONS OF UNITED STATES HISTORY 4
A survey of early American history from European conquest to 1877. Main topics include Native-American life; the structure of Colonial society; the Revolution; industrialization; slavery; Westward expansion; the Civil War and Reconstruction.

109s THE UNITED STATES IN MODERN TIMES 4
Survey of the history of the United States since Reconstruction.

112f INTRODUCTION TO CHINESE HISTORY 4
A survey of the major social, economic, intellectual and political developments that shaped Chinese society from ancient times to the present.

113s INTRODUCTION TO JAPANESE HISTORY 4
A survey of Japanese cultural, literary and institutional history from ancient times to the present.

121f (Classics 121) HISTORY OF GREEK CIVILIZATION 4
See Classics 121 for description.

122f (Classics 122) HISTORY OF ROMAN CIVILIZATION 4
See Classics 122 for description.

215s (Religious Studies 215) RELIGION, MAGIC AND SCIENCE IN EARLY MODERN EUROPE 4
The development of competing and complementary European world views, including religion (Catholicism, Protestantism and Judaism), magic, science and witchcraft, with a focus on how these ideas shaped culture and society from the 15th through the 18th centuries.

220s (Women's Studies 222) EUROPEAN WOMEN SINCE THE MIDDLE AGES 4
Experiences of and ideas about European women in the public and private spheres from the late Middle Ages through the 20th century.

230s THE VIETNAM WARS 4
An examination of the origins, expansion, and consequences of the Vietnam War from Vietnamese and American perspectives. Topics include French colonialism, the rise of nationalism in Vietnam, the responses to imperialism, American foreign policy and the "wars" at home.

250f (Africana Studies 250) AFRICAN SOCIETIES FROM 1500 TO THE PARTITION 4
Structures of sub-Saharan African societies, the developments leading to the partition of the continent and the imposition of colonial rule.

251s **(Africana Studies 251)**
AFRICAN SOCIETIES FROM THE COLONIAL ERA TO THE PRESENT 4
Changes which followed Western domination, African responses to the new structures and the road to independence.

253f **(Africana Studies 253)**
AFRICAN-AMERICAN HISTORY TO EMANCIPATION 4
Developments that shaped the history of the black population of the United States through the Civil War. Topics include African beginnings, the Atlantic slave trade, the institution of slavery and the slave community and black activism.
Offered 2007-2008 and alternate years

254s **(Africana Studies 254)**
AFRICAN-AMERICAN HISTORY SINCE EMANCIPATION 4
Developments that have influenced the history of the black population of the United States since the Civil War. Topics include the Great Migration, the Harlem Renaissance and the Civil Rights Movement.
Offered 2007-2008 and alternate years

290s **HISTORICAL IMAGINATION** 4
An introduction to the study and practice of history. This course presents students with an overview of historical interpretations through discussions of relevant historiographies, theories and methods for analyzing primary and secondary source material. Designed for history majors and minors.

305 **MEDIEVAL CIVILIZATION** 4
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.

308 **(Religious Studies 309)**
RENAISSANCE AND REFORMATION EUROPE 4
Culture, politics, religion and society in Europe from approximately 1350 to 1648. The rise of Italian city-states, humanism, northern Renaissance, Luther, Calvin and Wars of Religion.

309 **THE ENLIGHTENMENT AND THE FRENCH REVOLUTION** 4
European culture and society in the age of the Enlightenment; causes and events of the French Revolution and its impact upon Europe.

309Lf **(French 309L)**
THE ENLIGHTENMENT AND THE FRENCH REVOLUTION, FRENCH COMPONENT 1
See French 309L for description

311s **EUROPE IN THE VICTORIAN ERA** 4
Industrialization, nationalism, imperialism, international affairs, culture, gender and public and private life in 19th-century Europe.

312s **RUSSIA AND THE SOVIET UNION IN THE TWENTIETH CENTURY** 4
Revolution, ethnicity, reform, stagnation and disintegration in Russian and Soviet politics, culture, economy and society from 1905 to the present.

313f **EUROPE IN THE ERA OF THE WORLD WARS** 4
World War I, Nazism, the interwar years, World War II and the Holocaust, with emphasis on ideology, culture and diplomacy.
Offered 2007-2008 and alternate years

314s **EUROPE FROM THE COLD WAR TO THE EUROPEAN UNION** 4
Society, economy, culture and foreign affairs in Western and Eastern Europe since the end of World War II, with emphasis on European division and unity, the welfare state, immigration and diversity as well as relations with the United States. Offered 2007-2008 and alternate years.

314Ls **(German Studies 314L)**
EUROPE FROM THE COLD WAR TO THE EUROPEAN UNION, GERMAN COMPONENT 1
See German 314L for description.

315Lf **(German Studies 315L)**
EUROPE IN THE ERA OF WORLD WARS, GERMAN COMPONENT 1
See German 315L for description.

318f **THE HOLOCAUST** 4
Victims and perpetrators of German genocide, with emphasis on anti-Semitism, origins of the Final Solution, Nazi ideology, survivors' memories and historiographical controversies.

318Ls **(German Studies 318L)**
THE HOLOCAUST, GERMAN COMPONENT 1
See German 318L for description.

325f **THE AMERICAN REVOLUTION: CAUSES AND CONSEQUENCES** 4
The political, social, economic and ideological roots of the American Revolution; the Constitution and early government; the creation of an American national culture; and the contested meanings of freedom in the early republic. Offered 2007-2008 and alternate years

326s **THE CIVIL WAR AND RECONSTRUCTION** 4
Economic, political and social change in antebellum America; the sectional struggle over slavery; the war experience; emancipation and the limits of Reconstruction. Offered 2007-2008 and alternate years

330f **(Women's Studies 330)**
HISTORY OF WOMEN IN AMERICA 4
Women's experiences and contributions from the Colonial period to the present, with special emphasis on the impact of industrialization; feminism and reform; and differences across race, class, ethnicity, sexual orientation and region.
Offered 2006-2007 and alternate years

334f **THE RISE OF MODERN AMERICA** 4
The major themes and events in American social, cultural and political life between 1900 and 1945. Topics include Progressivism; technological innovation; the Great Depression and the New Deal; the World Wars; race relations and evolving gender roles.
Offered 2006-2007 and alternate years

335f **(Africana Studies 335) (Religious Studies 340)**
BLACK PROTEST THOUGHT IN AMERICA FROM SLAVERY TO THE PRESENT 4
Political, social and ideological currents which influenced and shaped the black struggle for freedom, citizenship and equality.
Offered 2007-2008 and alternate years

336f **TOPICS IN THE HISTORY OF RACE, ETHNICITY AND IMMIGRATION IN THE UNITED STATES** 4
Racial and ethnic diversity in the United States from Colonial times to the present, with particular focus on the various waves of immigration; acculturation of immigrants and their influence on the American society; and relationships between and within ethnic groups. Offered 2006-2007 and alternate years.

338s UNITED STATES SINCE 1945 4
The social, cultural, political and diplomatic history of the United States since World War II. Topics include the Cold War, the Civil Rights Movement, Vietnam, feminism, the modern media and current events.

340s (Political Science 328) UNITED STATES-LATIN AMERICAN RELATIONS 4
See Political Science 328 for description.

343 (Women's Studies 343) FAMILY, LOVE AND MARRIAGE IN PREMODERN EUROPE 4
The social and cultural history of families, love and marriage in Europe prior to 1800. Topics include: family and marriage structures; developing gender identities; sexuality; patriarchy; childhood, adolescence and old age; family planning; celibacy and virginity; family, sex and law.

344f SCIENCE AND SOCIETY FROM THE BLACK DEATH TO DARWIN 4
An examination of the relationship between people and the natural world from about 1350 to 1850. Topics include: the scientific and medical revolution; plagues; the conquest of nature; scientific institutions; monsters and unnatural nature; the expanding universe; science and religion; professionalization; and evolution.

350f (Africana Studies 350) THE AFRICAN DIASPORA 4
History of the dispersal of Africans from the continent to various regions of the world; the catalysts of dispersal; the distribution of Africans, especially in the Americas; and the communities which evolved out of the diaspora. Offered 2006-07 and alternate years.

352s THE CHINESE REVOLUTIONS 4
A study of the complex sociopolitical crises of modern China, including an evaluation of the revolutions and their impacts on recent Chinese history; particular focus on the Republican Revolution of 1911, the Communist Revolution of 1949 and the Cultural Revolution.

362f LITERATURE, CULTURAL CHANGE AND POLITICAL RADICALISM IN 20TH-CENTURY CHINA 4
An examination of historical and theoretical issues related to the literature, politics and culture of Chinese society, with the objective of providing an understanding of Chinese history through literature.

410f,s SPECIAL STUDY 2-4
Supervised study in some field or period of history.

420f SENIOR SEMINAR 4
Preparation of a major research paper on a topic chosen by the student. Workshop sessions devoted to all phases of research and writing. Required of senior history majors.

490f,s INDEPENDENT STUDY 4-8
Independent research under the supervision of a department member.

INTERNATIONAL RELATIONS

Director

Krista Johnson, *assistant professor of political science*

In this program, students explore the relations among both nations and nongovernmental parties. Although comprehension of these relationships relies upon the perspectives, theories, insights and methods of several disciplines, a major in international relations draws primarily from the disciplines of economics, history and political science.

Students who wish to major in international relations should consult the director of the program to develop a course of study with an appropriate balance among the disciplines. They should acquire proficiency in a foreign language, especially if they plan to study abroad. Completing the intermediate level of a second foreign language is also recommended.

International relations majors are strongly encouraged to participate in a faculty-led Coca-Cola Global Awareness or Global Connections program or any other college-approved study-abroad program.

Requirements for the Major:

A minimum of 11 courses

Required Introductory Courses:

Political Science 103

Economics 100

Required advanced courses:

Political Science 326; International Relations 400

Theory courses:

Three courses, at least one of which must be in economics:

Political Science 105, 282, 322 and 444; Economics 315, 334 and 355; Anthropology 307

Geographic areas:

Those students who wish to include study abroad as a component of the major are encouraged to plan as soon as possible. All international relations majors should discuss their area of geographic concentration and corresponding foreign language with their adviser as early as possible.

Three courses from no more than two different areas. No more than one area course may be at the 100 level.

Europe: History 102, 220, 311, 312, 313, 314 and 318

Asia: History 112, 113, 230, 352 and 362

Africa: History 250, 251 and 350; Political Science 355

Latin America: Political Science 211, 320, 325, 328, 342 and 442; Anthropology 304

Middle East: Economics 318; Religious Studies 370

Global Awareness 201 may be counted toward the appropriate geographic requirement. Students are encouraged to enroll in the foreign-language sections of area courses when possible. Hours from these courses will count toward the major.

Language:

Four hours of coursework beyond the intermediate level in a modern foreign language. This course work should correspond to a geographic area as much as possible. International relations majors who are native speakers of a language other than English may not use their language to fulfill the modern foreign language requirement unless the student can demonstrate academic proficiency in the language.

400s SENIOR SEMINAR IN INTERNATIONAL RELATIONS 4
Required seminar for international relations seniors on topics of current interest and importance in international relations. It provides opportunities for majors to integrate the theoretical, historical and geographical components of the major through reading, discussion, debates and writing on the topic at hand. Prerequisite: Political Science 103 and 326 or the instructor's permission

410f,s SPECIAL STUDY 2-4
Supervised study in a selected field of international relations.

490f,s INDEPENDENT STUDY 4-8
Independent research arranged under the supervision of a department member.

MATHEMATICS

Faculty

Alan Koch, *associate professor*

Myrtle H. Lewin, *professor and chair*

Lawrence H. Riddle, *professor*

James S. Wiseman, *assistant professor*

The mathematics program is designed to help students think clearly and logically, learn to use the language of mathematics effectively, write and speak about mathematical ideas coherently and appreciate the broad power of mathematics to describe phenomena in the real world.

The courses develop the student's ability to analyze problems, understand and use the theory and techniques of mathematics and acquire the skills and mathematical tools needed in the application of mathematics.

Students learn how to use mathematical software and to appreciate its role as a tool in the study and application of mathematics. The courses are also designed to develop the student's ability to work with abstract ideas as she meets some of the major themes and profound ideas in modern mathematics.

The mathematics faculty provides placement advising for mathematics courses to incoming students (www.agnesscott.edu/academics/p_advancedplacement.asp, see Advanced Placement credit). Students in 100-level courses are offered opportunities for interaction outside the classroom through the mathematics Learning Support Center.

Advanced mathematics students are encouraged to consider internships in the Atlanta area and to apply for summer-research programs on other campuses. Study topics of particular interest beyond the courses listed are also available through cross registration or through directed or independent studies.

A major in mathematics is excellent preparation for professional employment in a variety of areas such as business, technology and actuarial science, for teaching at the secondary school level and for entry into medical or law school. The program is also designed to give mathematics majors a solid background for graduate study, not only in mathematics but in related areas as well.

Students with an interest in science are encouraged to combine that study with mathematics, either through the interdisciplinary mathematics-physics major, through a student-designed major or through the mathematics minor.

Requirements for Mathematics Major:

Math 118, 119, 204, 206, 220, 321 and 480.

At least three additional 300-level courses selected from at least two of the following groups: (331, 352), (314, 317), (309, 312, 325 and 328). The minimum number of hours required to fulfill a mathematics major is 38.

All mathematics, mathematics-economics and mathematics-physics majors are required to take an exit exam: the Mathematics Field Test of the ETS.

Requirements for Mathematics Minor:

The mathematics minor is designed for those students who wish to study mathematics significantly beyond the introductory level and focus on an area of special interest without accomplishing a major.

A student planning a minor in mathematics is required to consult with the department to ensure the coherence and relevance of the program of study planned.

Mathematics 118 and 119.

At least one course from 204, 206 or 220.

At least three additional courses at the 200 or 300 level, one of which must be at the 300 level.

101f,s FINITE MATHEMATICS 4
Exposure to some basic concepts and techniques of mathematics in concrete and relevant ways. Possible topics include: the mathematics of voting, scheduling problems, counting problems, networks, symmetry (architectural designs and naturally occurring geometrical patterns), censuses and surveys, graphing and summarizing data, financial mathematics and rudimentary probability.

104s INTRODUCTION TO MATHEMATICAL THOUGHT 4
Introduction to some of the major themes and ideas in mathematics and their historical context. Topics may include ancient number systems, elements of number theory, geometry, dimension and the mathematical infinite.

115f,s ELEMENTARY STATISTICS 4
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.

117f FUNCTIONS AND MODELING 4
Polynomials, rational, exponential, logarithm and trigonometric functions in the natural and social sciences, with emphasis on their numerical, graphical and algebraic properties and their applications and use in modeling real-world situations.

118f,s CALCULUS I 4
Introduction to the basic concepts of differential and integral calculus, emphasizing conceptual understanding and applications. Topics are covered from a graphical, algebraic and numerical perspective. Mathematical writing is emphasized.

119f,s CALCULUS II 4
Continuation of 118. Topics include the integral and its applications, techniques of integration, improper integrals and an introduction to series and differential equations.
Prerequisite: 118 with a grade of C- or better

150f INTRODUCTION TO COMPUTER PROGRAMMING 4
An introduction to computers, principles of problem solving in a structured programming environment, programming techniques and applications. Does not satisfy the distributional standard in mathematics.

201f TOPICS IN MATHEMATICS 4
A semester study of a topic chosen from such areas as dynamical systems and chaos, fractal geometry, cryptology, game theory, graph theory or combinations. Possibility for interdisciplinary topics. May be repeated for credit when topics change.
Prerequisite: 118 or the instructor's permission

204f THE ART OF MATHEMATICAL THINKING 4
An introduction to the study of the role of proof in mathematics, mathematical writing and grammar and abstraction and critical thinking, using topics from areas such as set theory, logic, discrete mathematics and number theory.
Prerequisite: 119 with a grade of C- or better

206s LINEAR ALGEBRA 4
Vector spaces, linear transformations, matrices and determinants, with applications to systems of linear equations, geometry and other selected topics.
Prerequisite: 119 with a grade of C- or better

220s MULTIVARIABLE CALCULUS 4
The geometry of curves and surfaces and the calculus of functions of two or more variables, including partial differentiation, multiple integrals and vector analysis.
Prerequisite: 119 with a grade of C- or better

250s INTERMEDIATE COMPUTER PROGRAMMING 4
The design and implementation of well-structured algorithms, modular-programming techniques, the effective use of the fundamental data structures including records and files and an introduction to dynamic data structures.
Prerequisite: 150 or the instructor's permission

309f DIFFERENTIAL EQUATIONS 4
First- and second-order differential equations, higher order, linear ordinary differential equations, existence and uniqueness theorems and applications.
Prerequisite: 206 or 220 with a grade of C- or better

312s NUMERICAL ANALYSIS 4
Numerical methods in mathematics including numerical solutions of equations, linear and nonlinear systems of equations, numerical differentiation and integration and curve fitting.
Prerequisite: 206 or 220 with a grade of C- or better
Offered 2007-2008 and alternate years

314f MODERN GEOMETRIES 4
Affine, projective and Euclidean geometries and their postulational development.
Prerequisite: 204 and 220 with a grade of C- or better.
Offered 2006-2007 and alternate years

317s NUMBER THEORY 4
Divisibility, prime numbers, Diophantine equations, congruence of numbers, methods of solving congruencies, quadratic reciprocity and applications to cryptology.
Prerequisite: 204 with a grade of C- or better
Offered 2006-2007 and alternate years.

321f ABSTRACT ALGEBRA 4
Important algebraic structures, including groups, rings, integral domains and fields.
Prerequisite: 204 and 206 with a grade of C- or better

325f MATHEMATICAL MODELS AND APPLICATIONS 4
Development of techniques of model building. Applications to illustrate the techniques drawn principally from the natural and social sciences.
Prerequisite: 206 or 220 with a grade of C- or better
Offered 2007-2008 and alternate years.

328s MATHEMATICAL STATISTICS AND PROBABILITY 4
Basic statistical methods in the classical theory of inferential statistics, probability theory, estimations, hypothesis testing and applications.
Prerequisite: 206 or 220 with a grade of C- or better
Offered 2006-2007 and alternate years.

331s 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 with a grade of C- or better
Offered 2007-2008 and alternate years.

352s COMPLEX VARIABLES 4
The algebra of complex numbers, analytic functions, elementary functions, linear fractional transformations, mappings, integrals, power series, Laurent series and residue calculus.
Prerequisite: 220 with a grade of C- or better
Offered 2006-2007 and alternate years.

410f,s SPECIAL STUDY 2-4
Open to majors only.

480f **MATHEMATICS SEMINAR** 2
Integrates topics in a variety of areas of undergraduate mathematics and emphasizes problem-solving, writing and speaking skills. Open to seniors with majors in mathematics, mathematics-economics or mathematics-physics and to minors in mathematics or others with permission.

490f,s **INDEPENDENT STUDY** 4-8
Independent research arranged under the supervision of a department member.

MATHEMATICS-ECONOMICS

The interdisciplinary mathematics-economics major allows the student to combine her interests in economics and mathematics. It is also highly recommended for students anticipating graduate study in economics.

Requirements for the Major:

Economics 100, 306 and 307

Mathematics 118, 119, 206, 220 and 309

Either Economics 338 or Mathematics 328

Either Economics 400 or Mathematics 480

An additional two elective courses in mathematics or economics are required with at least one in economics, excluding 200, 211, 212, 213 and 220.

These courses must be at the 200-level or above and must be approved by advisers to the major in the respective departments.

All mathematics, mathematics-economics, and mathematics-physics majors are required to take an exit exam: the Mathematics Field Test of the ETS.

MATHEMATICS-PHYSICS

This major provides an integrated study of mathematics and its application in theoretical physics. Students elect at least 24 semester hours in mathematics and 24 semester hours in physics. Other courses may be elected in mathematics and physics, not to exceed a combined total of 64 semester hours.

Requirements for the Major:

The minimum number of hours required to fulfill an interdisciplinary major in mathematics-physics is 48.

Mathematics 118, 119, 206, 220, 309 and at least four additional hours. The additional mathematics course must be at the 200-level or above and must be approved by the adviser to the major in mathematics.

Physics 110, 111 and 16 additional hours as approved by the department of physics and astronomy.

All mathematics, mathematics-economics and mathematics-physics majors are required to take an exit exam: the Mathematics Field Test of the ETS.

MODERN FOREIGN LANGUAGES AND LITERATURES

Julia K. DePree, associate professor of French and chair

The department offers programs in French, German studies, Japanese and Spanish. Language majors are strongly encouraged to study abroad through a faculty-led Coca-Cola Global Awareness or Global Connections program or through any other study-abroad program approved by the college.

French

Faculty

Julia K. De Pree, *associate professor and program director*

Christopher R. McRae, *visiting associate professor*

Philip Adegboye Ojo, *assistant professor*

All courses offered by the French program are designed to develop students' proficiency in the understanding, speaking and writing of French and to foster a knowledge of French and Francophone cultures. Upper-intermediate and advanced courses are devoted to literature written in French and the social, political and historical contexts of its production.

With the office of international education, the French program offers students a wide range of opportunities for spending an academic year or a semester abroad studying French and the culture and literature of the Francophone world. Courses of foreign study recently selected by students include French literature and culture at the Sorbonne, French linguistics and literature at l'Université Catholique l'Ouest at Angers and African economics and the French language in Sénégal. With some restrictions, courses taken abroad count toward fulfilling requirements for the major or minor. Further possibilities for foreign study are available through the Coca-Cola Global Awareness and Global Connections programs.

Each year, the French program is joined by a teaching assistant from France, whose responsibilities include working alongside full-time faculty members in grammar classes, teaching intermediate conversation and supervising the French table.

Entering students who elect French must take a placement test. Those who place into 230 or above will have satisfied the specific standard for study of a foreign language. Otherwise, this standard is achieved through successful performance in 202. The distributional standard for study of literature in the language of its composition is fulfilled by successful performance in any one of the upper-intermediate courses (241, 242, 243) or in any 300-level course.

Students also have an opportunity to improve their language skills by completing a one-hour French component in a Language Across the Curriculum interdisciplinary course.

Requirements for the Major:

Prerequisite coursework for completion of the major: French 202

230 and 231

Two courses from the following: 241, 242 and 243

Four courses at the 300 level

207 and Global Connections courses do not count toward the minimum major.

Majors are strongly encouraged to study abroad and to participate in Language Across the Curriculum courses.

Requirements for the Minor:

230 and 231

Two courses from 241, 242 and 243

One course at the 300 level

207 and Global Connections courses do not count toward the minimum minor.

101f ELEMENTARY FRENCH I 4
For students who begin French in college. Introduction to the French language and culture. Three class periods followed by a session and oral practice.

102f,s ELEMENTARY FRENCH II 4
Continuation of 101; 101 and 102 are the equivalent of two years of secondary school preparation.
Prerequisite: 101

201f,s INTERMEDIATE FRENCH I 4
Grammar review, oral and written comprehension, reading and composition.
Prerequisite: 102

202f,s INTERMEDIATE FRENCH II 4
Continuation of 201 with emphasis on selected readings.
Prerequisite: 201

202Lf (Art 202L) THE MIDDLE AGES: IMAGES AND IDEAS, FRENCH COMPONENT 1
See Art 202L for description.

207f,s INTERMEDIATE FRENCH CONVERSATION 2
This course may be repeated once with permission from the department or faculty members designated by the department chair.
Prerequisite: 202 with a grade of B- or above or department permission.

230f,s ADVANCED GRAMMAR AND COMPOSITION 4
In-depth review of French syntax at an advanced level and development of linguistic skills necessary for fluent writing in French. Emphasis on composition in various styles and registers. Some practice in translating English to French will be included.
Prerequisite: 202

231 STUDIES IN FRENCH CIVILIZATION 4
A survey highlighting essential aspects of French civilization and culture from the Middle Ages to the present day. Course content will focus on the relationships between socio-political change and artistic expression in France and in the Francophone world.
Prerequisite: 202

241f SELECTED READINGS IN FRENCH LITERATURE FROM THE MIDDLE AGES THROUGH 1800 4
Literary selections from the origins of the French tradition through the French Revolution will be studied in their cultural, historical and socio-political context. Various literary genres will be presented. Readings will emphasize diverse depictions of women's limitations, resistance and liberation.
Prerequisite: 230 or equivalent
Offered 2007-2008 and alternate years

242f SELECTED READINGS IN FRENCH LITERATURE, 1800 TO THE PRESENT 4
Literary selections from Romanticism onward studied in their historical and cultural contexts. Discussion topics may include: Romanticism and the self; Realism and industrial culture; relations among the arts; Symbolist poetry and prose; avant-garde prose, poetry and theatre; colonialism and exoticism; political engagement and "disengagement;" feminism and the novel; literature in French produced outside France.
Prerequisite: 230 or equivalent

243 INTRODUCTION TO FRANCOPHONE LITERATURES AND CULTURES 4
An introduction to selected texts representing the diversities of Francophone identities will afford students the opportunity of refine their reading, writing, and speaking skills while learning he richness, variety and complexity of the Francophone world.
Prerequisite: 230

309Lf (History 309L) THE ENLIGHTENMENT AND THE FRENCH REVOLUTION, FRENCH COMPONENT 1
Reading and discussion of complementary and parallel texts to those used in History 309. Conducted in French. Prerequisite: 202 or permission of instructor Corequisite: History 309

345f FRENCH LITERATURE AND GENRE 4
Prose, poetry and theatre will be considered either individually or in relation to one another.
Prerequisite: 230- and one 200-level literature course

355s (Africana Studies 355) TOPICS IN FRANCOPHONE LITERATURE AND CULTURE 4
Francophone literary and other texts will be analyzed with particular emphasis on colonization, decolonization, neocolonialism and nationalism, slavery, marginalization, identity and otherness, language and orality. Specific regions of Francophone production may include Canada, Africa, Europe, the Caribbean and Asia.
This course may be repeated when specific content varies.
Prerequisite: 230, and one 200-level literature course

365f (Women's Studies 365) WOMEN AND FRENCH CULTURE 4
Contributions of women to French literature, culture and history will be analyzed with a complementary emphasis on feminist theory.
Prerequisite: 230 and one 200-level literature course

375s **FRENCH FILM** 4
Topics in French cinema from avant-garde to the present, with an introduction to film theory. Screenplays may also be studied.
Prerequisite: 230 and one 200-level literature course

390 **SPECIAL TOPICS IN FRENCH LITERATURE AND CULTURE** 4
Topic changes by semester, as determined in advance by the instructor and in consultation with the French faculty. This course may be repeated as specific content varies.
Prerequisite: 230 and any one of 241, 242, 243

410f,s **SPECIAL STUDY** 2-4
Supervised to meet the needs of individual students.

490f,s **INDEPENDENT STUDY** 4-8
Independent research arranged under the supervision of a program member.

German Studies

Faculty

Irmtraud Burianek, *visiting assistant professor and program director*

Courses in the program emphasize the communication skills of understanding, speaking and writing German. Cultural and linguistic aspects of the German-speaking world are also explored in all classes at all levels. A wide selection of classical and contemporary literary works is read in intermediate and advanced courses.

Majors, minors and other interested students are encouraged to practice German aided by a resident teaching assistant from Austria or Germany. They are also invited to join the German Club and the German coffee table on Wednesday afternoons.

Students can further improve their language skills by completing a one-hour German component in a Language Across the Curriculum interdisciplinary course.

Qualified students may participate in a one- or two-semester program in a German-speaking country such as affiliate programs in Graz and Salzburg. Other possibilities for foreign study are available through the Coca-Cola Global Awareness and Global Connections programs.

Students considering a double major should consult with the German studies program director early in their studies.

Requirements for the Major:

Required courses:

210, 212, 222, 324 and 480

Three of the following: 305, 306, 310, History 313 with language component, History 314 with language component, Music 220 with language component

Only one of the following can be selected: History 313 with language component, History 314 with language component, Music 220 with language component

Minimum hours for the major: 32 beyond the intermediate level

All majors must take the Zertifikatsprüfung at the Goethe Institute in their senior year.

Entering students who are placed in an advanced level of German may be given permission to complete the major with fewer than 32 hours. Permission is given by the program director and the assistant dean of the college.

Recommended courses:

Students are strongly encouraged to acquire experience in a German-speaking country through affiliate programs in Graz and Salzburg. The Zertifikatsprüfung and Mittelstufenprüfung at the Goethe Institute are also highly recommended.

Requirements for the Minor:

210, 212

Two of the following: 222, 305, 306, 310, 324, 480, History 313 with language component, History 314 with language component, Music 220 with language component

Only one of the following may be selected: History 313 with language component, History 314 with language component, Music 220 with language component

Minimum hours: 16 beyond the intermediate level

Recommendations for the Minor:

Students are strongly encouraged to acquire experience in a German-speaking country through affiliate programs in Graz and Salzburg. The Zertifikatsprüfung and Mittelstufenprüfung at the Goethe Institute are also highly recommended.

101f **ELEMENTARY GERMAN I** 4
Emphasis on speaking and understanding spoken German, with a solid basis of grammar. Reading and discussion of simple texts. All students with one or more years of German in high school are required to take the placement test.

102s **ELEMENTARY GERMAN II** 4
Continuation of 101. All students with one or more years of German in high school are required to take the placement test.
Prerequisite: 101 or equivalent

201f **INTERMEDIATE GERMAN I** 4
Practice in spoken German, accompanied by grammar review. Reading and discussion of literary texts. All students with one or more years of German in high school are required to take the placement test.
Prerequisite: 102 or equivalent

202s **INTERMEDIATE GERMAN II** 4
Continuation of 201. All students with one or more years of German in high school are required to take the placement test.
Prerequisite: 201 or equivalent

210f COMPOSITION 4
Practical course designed to develop fluency in writing German.
Prerequisite: 202

211f CONVERSATION 2
Theoretical and practical aspects of German pronunciation with intensive drills.
Does not fulfill the language requirement for the international relations major
Prerequisite: 102 or permission of the department or faculty members designated by the chair

212s ADVANCED CONVERSATION 4
Practical course designed to develop fluency in oral communication.
Prerequisite: 202 or equivalent

222f INTRODUCTION TO LITERATURE 4
Emphasis on lyrical poetry of the 19th and 20th centuries, a 19th-century novelle and a contemporary novel. Taught in German.
Prerequisite to all 300-level literature courses
Prerequisite: 202 or equivalent

305s 20TH-CENTURY DRAMA IN THE GERMAN-SPEAKING COUNTRIES 4
Emphasis on Brecht's epic theatre. Also includes Swiss playwrights (Durrenmatt and Frisch), the documentary play in Germany (Hochhuth), Austrian contemporary drama (Bernhard).
Prerequisite: 222

306f FRANZ KAFKA 4
Discussion of major short stories, excerpts from letters and diaries and selections from one novel. Taught in German.
Prerequisite: 222
Offered 2007-2008 and alternate years

310s GERMAN LIFE AND THOUGHT 4
Society and culture in the contemporary German-speaking world. Taught in German.
Prerequisite: 222

314Ls (History 314L) EUROPE FROM THE COLD WAR TO THE EUROPEAN UNION, GERMAN COMPONENT 1
Reading and discussion of texts about post-World War II Germany, from division through unification. Conducted in German.
Prerequisite: German 202 or equivalent; Corequisite: History 314

315Lf (History 315L) EUROPE IN THE ERA OF WORLD WARS, GERMAN COMPONENT 1
Study of Weimar and Nazi Germany based on selected primary sources in German.
Prerequisite: 202 or equivalent
Corequisite: History 313

318Ls (History 318L) THE HOLOCAUST, GERMAN COMPONENT 1
Reading and discussion, in German, of selected primary sources about the origins and course of the Holocaust. Prerequisite: Sophomore standing or permission of the instructor; Corequisite: History 318

324s ADVANCED GERMAN LANGUAGE STUDY 4
Emphasis on stylistics, composition styles and vocabulary building working with contemporary text materials.
Prerequisite: 210 or permission of the department

350f,s ADVANCED READING 4
Subject matter chosen according to student interest and needs. May be repeated for credit when topic varies
Prerequisite: 210 or permission of program director

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

480s ADVANCED TOPICS IN GERMAN LITERATURE 4
Intensive study of a single author, genre or period. May be repeated for credit when topic varies.
Prerequisite: 210 or permission of program director

490f,s INDEPENDENT STUDY 4-8
Independent research arranged under the supervision of a program member. Results are presented both orally and in writing. May be done in English with program approval.

Japanese

To support students in their international studies, the college attempts to offer two years of Japanese.

101f ELEMENTARY JAPANESE I 4
Fundamentals of spoken and written Japanese. Development of reading, writing, speaking and listening skills with emphasis on the development of conversational fluency in socio-cultural contexts.

102s ELEMENTARY JAPANESE II 4
Continuation of Japanese 101.
Prerequisite: 101 or equivalent

201f INTERMEDIATE JAPANESE I 4
A continuation of elementary Japanese, focusing on the further development of oral proficiency, reading and writing skills.
Prerequisite: 102 or equivalent

202s INTERMEDIATE JAPANESE II 4
A continuation of Japanese 201.
Prerequisite: 201 or equivalent

Spanish

Faculty

Patricia Andino, *visiting instructor*

Laura Mungavin, *visiting instructor*

Gisela Norat, *associate professor*

Rafael Ocasio, *professor*

Michael Schlig, *associate professor and program director*

The language courses (101-202) fulfill the college's specific standard requirement of proficiency in a foreign language at the intermediate level and promote the appreciation of the cultural diversity that characterizes the Spanish-speaking world.

To be better prepared for language courses, students should have taken at least a few years of Spanish, including a course during their senior year in high school. Incoming students with more than one year of Spanish must a placement test before enrolling in courses.

Students have the opportunity to improve fluency and cultural awareness by participating in the weekly Spanish table or in special activities hosted on campus by a teaching assistant from a Spanish-speaking country. The program encourages students to explore the lively Hispanic cultural life of metropolitan Atlanta and to volunteer in local institutions that support the growing Latino population.

The Spanish program recommends that students spend time abroad either through Agnes Scott's summer program in Oviedo, Spain, or through any of the approved programs in Spanish-speaking countries sponsored by the International Student Exchange Program, affiliated programs such as Syracuse University in Madrid and Butler University in Latin America. Recently, our students have completed semester or yearlong programs in Argentina, Chile, Mexico and Spain.

Students are strongly encouraged to take part in the Coca-Cola Global Awareness and Global Connections programs, especially when trips are arranged to destinations in the Hispanic world.

The Major and Minor

Students who major or minor in Spanish receive advanced training in the Spanish language, Hispanic literatures and cultures. The course of study emphasizes written and oral communication that prepares students to function in a Spanish-speaking community. Majors are further trained to evaluate critically literary genres, multidisciplinary texts and other cultural expressions that add to the scope of their understanding of the Hispanic world.

Requirements for the Spanish Major:

Complete 32 hours from among the following courses: 205, 207, 208, 223, 280, 281, 344, 361, 364, 370, 380 and 480.

Credits from the Spanish component of Language Across the Curriculum courses, Spanish program-sponsored Global Connections and Coca-Cola Global Awareness courses and summer classes in Oviedo, Spain, also satisfy requirements toward the major.

Students who study abroad may be given permission to complete the major with fewer than 32 hours. Permission is given by the Spanish program director and the assistant dean of the college.

Requirements for the Spanish Minor:

A minor requires completion of 16 hours beyond Spanish 202. Credits from the Spanish component of Language Across the Curriculum courses and Spanish-program sponsored Global Connections and Coca-Cola Global Awareness courses also satisfy requirements toward the minor. At least six hours should be taken on campus.

101f **ELEMENTARY SPANISH I** 4
Fundamentals of Spanish for speaking, listening, writing and reading. Emphasis on proficiency achievement and cultural awareness of the Hispanic world. Not open to students with one or more years of Spanish in high school. All students with more than one year of Spanish are required to take the placement test.

102 **ELEMENTARY SPANISH II** 4
Continuation of 101. All students with more than one year of Spanish are required to take the placement test.
Prerequisite: 101

201 **INTERMEDIATE SPANISH I** 4
Grammar review, conversation, comprehension, composition and reading. All students with more than one year of Spanish are required to take the placement test.
Prerequisite: 102

202 **INTERMEDIATE SPANISH II** 4
Continuation of 201. All students with more than one year of Spanish are required to take the placement test.
Prerequisite: 201

205 **READING AND WRITING ABOUT THE HISPANIC WORLD** 4
Continued study of the Hispanic cultures through readings, film and music. Special emphasis on the development of oral and written expression in Spanish.
Prerequisite: 202

207 **SPANISH CIVILIZATION AND CULTURE** 4
Important historical events, trends and ideas of Spain from earliest times to the present.
Prerequisite: 202

208 **LATIN AMERICAN AND CARIBBEAN CIVILIZATIONS AND CULTURES** 4
The study of historical, political, social and cultural aspects that unify Latin America as a region from the preconquest to the present and an exploration of the diversity within countries and across borders.
Prerequisite: 202

223 **APPROACHES TO LITERATURE** 4
Presentation of representative Latin-American and peninsular texts to foster reading, writing and analytical skills.
Prerequisite: 205

280 **INTRODUCTION TO LATIN AMERICAN LITERATURE** 4
The study of representative works of literature and literary movements from classic to contemporary writing in Latin America.
Prerequisite: 205
Offered 2005-06 and alternate years

281 **INTRODUCTION TO THE LITERATURE OF SPAIN** 4
A historic and thematic introduction to representative works of significant literary movements from the Middle Ages to present-day Spain.
Prerequisite: 205
Offered 2006-2007 and alternate years

301Ls **(Political Science 211L) (Sociology 214L) (Women's Studies 211L) WOMEN IN LATIN AMERICA, SPANISH COMPONENT** 1
Reading and discussion of texts complementary and parallel to those used in Political Science 211. Conducted in Spanish.
Corequisite: Political Science 211, Sociology 214 or Women's Studies 211
Prerequisite: Spanish 202 or permission of the instructor

344 CONTEMPORARY SHORT STORIES 4
Traces the history and development of the genre with emphasis on examining the elements specific to the short story and the literary devices contemporary writers employ in their craft.
Prerequisite: 223

361 20th-CENTURY SPAIN 4
Examines how societal changes throughout the century are reflected in representative works of literature and other forms of artistic expression such as film and painting. Topics include the avant-garde, the dictatorship of Francisco Franco and the transition to democracy.
Prerequisite: 223

364 LATIN AMERICA ON FILM: FROM LITERARY CLASSICS TO POPULAR ICONS 4
An exploration of film production representing the broad spectrum of Hispanic experience. Course study includes screen renditions of notable literary works, popular icons, historical figures and marginal groups.
Prerequisite: 223

370 (English 370) (Women's Studies 370, when the topic pertains to Women's Studies) TOPICS IN LATINO LITERATURE 4
A critical analysis of a specific topic, genre, or period in Latino literature and other English-language media produced in the United States. This course may be taken more than once if the subject content is different.
Prerequisite: English 110

Topic for 2007-2008: Gay and Lesbian Latino Literature: The Body Politic
This course traces the development of a strong literary production by Latino gays and lesbians, beginning in the early part of the '60s. Authors discussed represent a variety of social and ethnic backgrounds as they challenged the restrictive views of gender and sexual orientation prevalent in the U.S.-Latino communities.

Topic for Spring 2007: Latina Literature
Many Latina authors write in English while filtering their stories through recollections of another country, the Spanish language and their respective cultures. Readings will examine how ancestry, immigration, and bicultural realities shape the identity and perspective of Latinas across communities and generations in the United States of America.

380 INTERDISCIPLINARY APPROACHES TO HISPANIC LITERATURES AND CULTURES 4
Examination of selected aspects of the cultures of Spain and/or Latin America through the study of literature, film, mass media, social institutions and movements. May be repeated for credit when the instructor changes.
Prerequisite: 223

Topic for Spring 2006: Literature and Culture of the Spanish Transition to Democracy
A study of the cultural expressions of the Spanish people during the transition from dictatorship to democracy (approximately 1968 to 1992). Students will examine examples of both "high" culture, such as literature and film, and popular culture, such as television and music, to understand how people lived their daily lives during a time of significant social change.

410 SPECIAL STUDY 2-4

480 (Women's Studies 481, when the topic pertains to Women's Studies) TOPICS IN HISPANIC THEMES 4
A detailed critical analysis of a specific topic, genre or period in peninsular or Latin-American literatures and other media.
Prerequisite: 223

Topic for Spring 2007: Dancing to the Beat of Babalú-Ayé: Afro-Caribbean Culture in Cuban and Puerto Rican Literatures
This course traces the development of the Afro-Caribbean literary movement known as Negrismo. Through selected literary texts (poetry and narrative) and interdisciplinary readings (historical, sociological and religious), students will explore the impact of ethnicity on the development of the Cuban and Puerto Rican national identities. Contemporary media, such as films and music, will provide examples of the present role of Afro-Caribbean traditions, particularly of Santería, in the popular cultures of these two islands.
Required of majors. This course may be taken more than once if subject content is different.

490f,s INDEPENDENT STUDY 4-8
Independent research arranged under the supervision of a program member.

MUSIC

Faculty

Calvert Johnson, *Charles A. Dana Professor of Music and chair*

Tracey E.W. Laird, *assistant professor*

John D. Winzenburg, *assistant professor*

Music has been traditionally an important component of a liberal arts education, both as an avenue for creative expression and as a humanities discipline. The Agnes Scott music curriculum gives students a breadth of knowledge and a depth of understanding in the traditions of Western music. The program also incorporates the special musical contributions of women and of other cultures. The curriculum's guiding philosophy is that music is a humanistic art that enriches lives and amplifies history.

The program offers its majors a balanced approach to the study of the history, theory and performance of music; and it ends with a capstone senior seminar. Music majors and minors pursue a course of study that emphasizes one of the primary areas within the discipline, i.e. performance, composition, music history, world music and music theory. The program prepares students to enter graduate programs in music and cognate fields as well as a variety of music careers.

A student can choose from a variety of courses in music history, music appreciation, world music, music theory, applied music and ensemble performance. Instruction is available on all modern orchestral instruments, keyboard and

voice, as well as some Renaissance and Baroque instruments, jazz, improvisation and accompanying. Some academic courses have Language Across the Curriculum components or are cross listed with other departments.

Presser Hall, which houses the department of music, has classrooms, studios and offices, rehearsal and performance halls, a computer lab, practice rooms, and storage rooms for instruments owned by the college or by students.

The department makes available to students a variety of musical instruments, including Steinway grand pianos, a German double harpsichord (Wolf Instruments), organs (Austin, Brombaugh and Schlicker), a complete set of drums from Ghana and some orchestral and percussion instruments.

Requirements for the Major:

Students may elect to emphasize theory, history or performance within the major. The required courses for all students include the following:

Theory: 111, 211 and 212

History: 106, 480 and two courses selected from 219, 303, 304 or 305

Music 108 may not count toward the hours earned for the major. Students who choose performance as their emphasis must elect 499 (senior recital). Students who choose to emphasize history or theory in their major must elect at least one additional course in the chosen discipline at the 300-level or above. Students may elect more than one emphasis (e.g. performance and theory, theory and history, etc.) as long as they can satisfy the requirements for each.

Performance: A minimum of six-semester hours in one instrument or voice and a maximum of 18 semester hours in applied music. A minimum of nine-semester hours in one applied area including 499 if the student elects performance as her emphasis.

Students with an emphasis in vocal performance must satisfy piano-proficiency requirements prior to graduation (requirements are listed in the music student handbook.)

Ensemble Experience: A minimum of two years in an approved college ensemble. Students normally satisfy this requirement in the major ensemble related to the student's applied-music area during the last four semesters in which they are enrolled for class work on campus.

Students begin this four-semester sequence in their sophomore year if anticipating student teaching during the spring semester of their senior year or studying abroad during their junior year.

The minimum number of hours required of a music major is 41 for those who elect performance as their emphasis and 42 for those who elect history or theory as their emphasis.

Requirements for the Minor:

A minimum of 20 hours in the department including Music 106 and 111 and four hours in one applied area.

A minor program may have an emphasis in performance, theory or history, but its specific design must be created with the guidance and approval of a full-time department member.

Minors may apply a maximum of 14 hours of credit in applied music toward graduation.

Music Appreciation

106f,s INTRODUCTION TO THE ART OF MUSIC I 4
Basic concepts and terminology appropriate to various kinds of music. The relationship of music to society and the other arts.

204s HISTORY OF JAZZ 4
A study of the personalities and styles that define American jazz and an examination of the socio-economic conditions that fostered and nurtured it.

205f AMERICAN POPULAR MUSIC 4
A chronological study of American popular music in the 18th, 19th and 20th centuries. Works examined in terms of musical and textual content and in the light of their sociological contexts.

206s MUSICAL THEATRE AND FILM MUSIC 4
The structure, content and music/lyrics of the musical comedy and musical play genres. Conventions, stock characters and formulas of the musical theatre are examined. Part of the course deals with the use of music in nonmusical films. A rudimentary knowledge of musical terminology is desired but not required.

207s HISTORY OF THE AMERICAN MUSICAL THEATRE 4
The history of the American musical theatre from the 18th century through the present, using readings, lectures and class discussions. A significant part of the class will be the listening component. Women's roles will be emphasized and studied whenever possible.

Music History

208s (Religious Studies 208)
HISTORY OF SACRED MUSIC 4
Development of liturgy and worship practices and especially of the role of music in Jewish and Christian worship. It is highly recommended that students take 106 prior to enrolling in this course.

219f (Women's Studies 219)
WOMEN IN WORLD MUSIC 4
An historical and sociological overview of the various roles women have played in music in cultures around the world as composers, performers, teachers, entertainers and patrons, etc., from antiquity to the present day, with emphasis on non-Western traditions. It is highly recommended that students take 106 prior to enrolling in this course.

220f (Women's Studies 220)
WOMEN IN MUSIC:
THE WESTERN MUSICAL TRADITIONS 4
A historical survey of women composers, performers, teachers and support personnel from Hildegard von Bingen to such contemporaries as Laurie Anderson, Sofia Gubaidulina, Betsy Jolas, Joan La Barbara, Tania León, Thea Musgrave, Pauline Oliveros, Joan Tower and Ellen Zwilich, including a study of the forces that shaped their lives and styles of composition. Offered 2007-2008 and alternate years. It is highly recommended that students take 106 prior to enrolling in this course.

229 **(Africana Studies 229)**
AFRICAN MUSIC: TRADITIONAL AND CONTEMPORARY 4
As a fundamental course in Sub-Saharan African music, this course will introduce students to the role of traditional music in African societies, gender issues, musical instruments and their symbolism, performance practices and various rhythmic patterns. The influence of Western music on African music through commercialization, commodification and communications media will also be addressed.

303f **MUSIC BEFORE 1750** 4
A chronological study of Western art music from the Greek civilization through Baroque era.
Prerequisite: 106 and 111

304s **MUSIC OF THE CLASSICAL AND ROMANTIC PERIODS** 4
A chronological study of Western art music from the late 18th, 19th and early 20th centuries.
Prerequisite: 106 and 111 or the instructor's permission

305f **MUSIC SINCE 1900** 4
The characteristics and tendencies of music since 1900. Outstanding composers and significant works are studied.
Prerequisite: 106 and 111 or the instructor's permission

306s **MUSIC IN THE UNITED STATES** 4
Explores traditions borne of unique circumstances and interactions of diverse groups in the United States from the pre-Colonial era to the present. Topics include "Yankee tunesmiths," broadsides, shape-notes, with emphasis on concert music from the late 19th century onward.
Prerequisite: 106
To be offered in alternate years with Music 304 (Music of the Classic and Romantic Periods)

308s **(Religious Studies 308)**
SACRED MUSIC OF WORLD RELIGIONS 4
A study of sacred music, the genres, the participants and the doctrinal and cultural contexts of religions outside the Judeo-Christian traditions, including Islam (including Sufism), Hinduism, Buddhism, Shintoism and the traditional religions of Native Americans, Africans (including American descendants), Australian Aborigines and other animist and ancestor-related religious groups. It is highly recommended that students take Music 106 before enrolling in this course.

Music Theory

108f **FOUNDATIONS OF MUSIC** 4
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 understand chord relationships and simple forms. Not open to students who have had 111.

111s **MUSIC THEORY I** 4
Functional tonality and part writing. Assumes prior knowledge of triads and key signatures.
Prerequisite: 108 or permission as determined by examination

211f **MUSIC THEORY II** 4
Continuation of 111 with emphasis on functional tonality and chromatic harmony.
3 LEC, 1 LAB
Prerequisite: 111

212s **MUSIC THEORY III** 4
Continuation of 211 with emphasis on functional tonality and classical forms.
3 LEC, 1 LAB
Prerequisite: 211

217s **SYNTHESIZER** 1
A study of the properties and potentials of synthesizers and their ancillary software.
Prerequisite: the instructor's permission

311f **ORCHESTRATION** 4
A course to develop skills in the writing, reading and analysis of orchestral scores. Emphasis is placed on writing.
Prerequisite: 212 or 111 and the instructor's permission
Offered 2005-06 and alternate years

312f **FORM AND ANALYSIS** 4
A detailed examination of formal controls as revealed in selected contrapuntal and homophonic works of music.
Prerequisite: 212

Advanced Study

410f,s **SENIOR STUDY IN MUSIC THEORY OR HISTORY** 2-4
Specialized study for majors to meet the needs of individual students.

480s **SENIOR SEMINAR** 4
Specialized areas of music designed to meet the needs of students in the seminar.
Open to senior music majors only

490f,s **INDEPENDENT STUDY** 4-8
Independent research arranged under the supervision of a department member.

Applied Music

For the 2005-2006 academic year, the applied-music fee is $580 per semester per enrollment in individual lessons. The applied-music fee for group instruction (150, 170, 180, 190) is $290 per semester per enrollment, provided there are at least two students studying with the same professor at the same time. These fees hold for all full-time and part-time students. However, lessons in the primary applied-music area are subsidized for officially declared music majors and music minors who are also concurrently participating actively in an approved music ensemble: the applied-music fee for music majors for instruction in the primary applied-music area is $130 per semester; the applied-music fee for music minors for the first four semesters of enrollment in one applied-music area is also $130 per semester. The fee for music majors with an emphasis in vocal performance for the first four semesters of enrollment in class piano in preparation for the piano-proficiency examination is $65 in group instruction; the fee for additional piano enrollments in individual instruction is $580 per semester per enrollment. Applied-music fees are charged after the add period ends. To qualify for the applied-music subsidy, a student

must officially declare her music major or music minor at the registrar's office by the end of the withdrawal period, otherwise the full applied-music fee will be charged.

Credit is awarded for applied music offered by the college as follows: One-credit hour for each hour of instruction. Two hours of credit for an optional junior recital (399) and four hours of credit for a senior recital (499). Student may register for half-hour lessons for one-half of the credit and one-half the fee; however, this option is not available for group instruction or for 399 or 499. Students who do not major or minor in music may apply a maximum of 14 credit hours toward graduation.

Applied-music lessons do not satisfy the distributional standard in fine arts. The prerequisite for applied music is written permission of the department chair.

The college offers beginning-level instruction in the following courses.

150Af,s CLASS PIANO I 1
Class instruction on piano for beginning students. Students are taught in a piano laboratory, and those who complete 150A will normally proceed into 150B unless the instructor believes the student's skills are developed sufficiently to warrant her being placed in 151 for individual lessons.

150Bf,s CLASS PIANO II 1
Class instruction for students who may have had some training on the instrument but whose skills are undeveloped and in need of review. Laboratory instruction for them begins at this level. Students from 150A also elect 150B unless exempted by the instructor. Students with adequate training begin individual lessons in 151.

150Cf,s CLASS PIANO III 1
Development of skills necessary to demonstrate piano-proficiency competencies required of singers.

150Df,s CLASS PIANO IV 1
Continuation of 150C. Completion of all piano-proficiency requirements of singers, including repertoire requirements.

170Af,s CLASS GUITAR I 1
Beginning instruction for students with no previous experience with playing the guitar. Introduction to guitar tablature and exposure to easier repertoire including classical, folk and popular material.

170Bf,s CLASS GUITAR II 1
Continuation of 170A for advanced beginners.

180Af,s CLASS VOICE I 1
Development of elementary singing skills, including fundamentals of vocal technique, diction and pedagogy. Develops self-confidence for small ensemble and solo singing. Repertoire includes popular, musical theatre, classical and traditional musics. This course is a prerequisite for further applied-voice study.

180Bf,s CLASS VOICE II 1
Continuation of 180A for advanced beginners.

190Af,s CLASS WINDS I 1

190Bf,s CLASS WINDS II 1

Nonmajors may apply a maximum of 14-credit hours for applied music toward graduation.

Courses in applied music are numbered as follows:

Accompanying: 153, 353
Bass: 174, 374
Bassoon: 194, 394
Cello: 173, 373
Clarinet: 193, 393
Composition: 143, 343
Flute: 191, 391
Guitar: 175, 375
Harp: 176, 376
Harpsichord: 141, 341
Horn: 197, 397
Improvisation: 156, 356
Lute: 178, 378
Oboe: 192, 392
Organ: 161, 361
Percussion: 292, 492
Piano: 151, 351
Recorder: 291, 491
Saxophone: 195, 395
Trombone: 198, 398
Trumpet: 196, 396
Tuba: 293, 493
Viola: 172, 372
Viola da Gamba: 177, 377
Violin: 171, 371
Voice: 181, 381
Junior Recital: 399 (2 credits)
Senior Recital: 499 (4 credits)

Music Ensembles

Many opportunities exist for participation in musical ensembles for students, staff and faculty. The ensembles that require an audition for membership include Collegiate Chorale, Sotto Voce and the Agnes Scott Community Orchestra. Those that do not require an audition include Joyful Noise (gospel choir), Jazz Ensemble and Chamber Ensemble.

Students may receive a maximum of eight-semester hours of credit for participation in ensembles. The ensembles offer one hour of credit and are numbered as follows:

131f,s *Collegiate Chorale 1
132f,s *Sotto Voce 1
133f,s Joyful Noise 1
134f,s *Orchestra 1
135f,s Chamber Music Winds (Flute Choir; Woodwind Ensemble) 1
136f,s Chamber Music Strings (String Quartet) 1
137f,s *Chamber Music Keyboard (Piano Duets) 1
138f,s *Musical Theatre Workshop 1
139f,s *Jazz Ensemble 1
215s African Music & Dance Ensemble 1

*Prerequisite: Written permission of the ensemble director.
Ensemble courses do not satisfy the distributional standard in fine arts.

PHILOSOPHY

Faculty

David P. Behan, *professor*

Lara Denis, *associate professor*

Elizabeth Hackett, *associate professor*

Richard Parry, *Fuller E. Callaway Professor of Philosophy and chair*

The program offers two different but complementary approaches to philosophy: the systematic approach, through courses that deal with specific problems (e.g., 104, 115 and 130) and the historical approach, through courses in history of philosophy (e.g., 206, 209 and 210). Students interested in philosophy should seek the advice of the department members concerning particular courses.

The major requirements for philosophy embody two goals. The first is that the students learn, through close work with primary sources, the ideas of the major philosophers. The second is that the students develop and practice techniques of critical analysis and constructive reasoning.

In fulfilling the requirements, the philosophy major gains a thorough grounding in key discipline areas and also develop critical and creative philosophical skills.

Philosophy majors are strongly encouraged to study abroad through a faculty-led Coca-Cola Global Awareness or Global Connections program or any other college-approved study-abroad program.

Requirements for the Major:

Students considering a major in philosophy should try to complete 103, 206 and 209 before the end of sophomore year.

Logic: 103 or 220

History of Philosophy: 206, 209, 210

Value Theory: 112, 130, or 212

Metaphysics and Epistemology: three courses numbered 300 or higher, excluding 315

333 may satisfy any one requirement group as indicated in the topic description.

Religious Studies 345 counts toward the major.

The minimum number of courses required for a philosophy major is 10.

Requirements for the Minor:

Logic: 103 or 220

History of Philosophy: 206, 209, 210

Value Theory: 112, 130 or 212

Metaphysics and Epistemology: two courses numbered 300 or higher, excluding 315

333 may satisfy any one requirement group as indicated in the topic description.

Religious Studies 345 counts toward the minor.

The minimum number of courses for a philosophy minor is seven.

103s INTRODUCTION TO LOGIC 4
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.

106f MEDICAL ETHICS 4
Recent moral issues in medicine, such as euthanasia, abortion, experimentation on human and other animal subjects, justice in providing health care and in the allocation of scarce resources.

108s ENVIRONMENTAL ETHICS 4
Moral issues arising from the relation of humans to the environment, including valuing natural entities, population growth, economic development, pollution and climate change.

111f INTRODUCTION TO PHILOSOPHY 4
An introductory approach to the questions: What is philosophy: What is its subject matter? What is its method?

112f CONTEMPORARY MORAL PROBLEMS 4
An introduction to applied ethics through a variety of issues. Topics may include ethical treatment of animals, abortion, poverty, euthanasia or the death penalty. Ethical theories will also be introduced.

115s MIND, SELF AND PERSONAL IDENTITY 4
An introduction to philosophical theories of the nature of the mind, bundle and substance theories of the self and the philosophical basis of personal identity.
Offered 2007-2008 and alternate years

130f LAW, MORALITY AND THE STATE 4
The major figures in political and legal philosophy from Plato to Marx.

206f HISTORY OF ANCIENT PHILOSOPHY 4
The thought of major figures in Western philosophy from the pre-Socratic era to the Hellenistic age.

208 A SURVEY OF MEDIAEVAL PHILOSOPHY 4
The major philosophical issues and figures of the mediaeval period. Particular attention to St. Augustine, St. Anselm, St. Thomas Aquinas and William of Dockhand.

209s 17TH- AND 18th-CENTURY PHILOSOPHY 4
An overview of Western philosophical thought during the 17th and 18th centuries. Readings may include works by Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and Kant. Topics may include God, substance, causation, knowledge and freedom of will.

210s BERKELEY, HUME AND KANT 4
An examination of Kant's Critique of Pure Reason in the context of Berkeley's Principles and Hume's Treatise.
Prerequisite: 209

212f MORAL PHILOSOPHY 4
An introduction to some of the West's most significant and influential ethical theories through original texts. Works of Aristotle, Hobbes, Kant, and Mill are among those to be discussed.

220f **SYMBOLIC LOGIC** 4
The language and rules of derivation for sentential and predicate logic.
Prerequisite: permission of the instructor
Offered 2007-2008 and alternate years

230f **PHILOSOPHY OF SCIENCE** 4
An introduction to basic issues in the philosophy of science: induction, lawlikeness, realism and instrumentalism, confirmation and explanation.
Offered 2007-2008 and alternate years

235s **PHILOSOPHY OF LAW** 4
The nature of law, the reach of the law and criminal responsibility and punishment. Emphasis on contemporary views.
Prerequisite: 130 or the instructor's permission

245f **(Africana Studies 245)**
PHILOSOPHY OF RACE 4
What is race? An examination of the evolution of the concept of race in the United States (focusing particularly on science and law) and contemporary philosophical treatments of race as a social construction with moral and political implications. Topics include: ethnicity vs. race; the intersection of race with gender, class, sexuality, disability and nationality; white privilege; and a current policy issue, such as affirmative action.

304s **TOPICS IN ETHICS** 4
A semester-long exploration of the work of a particular philosopher (such as Immanuel Kant) a particular approach to ethics (such as contemporary virtue theory), or a theoretical problem or debate (such as criticism of morality or moral theory).

310s **EPISTEMOLOGY** 4
A critical study of major issues in contemporary epistemology.
Prerequisite: 209 or permission of the instructor

315f **(Women's Studies 340)**
CONTEMPORARY FEMINIST THEORY 4
See Women's Studies 340 for description.

318f **ADVANCED ETHICS** 4
Advanced critical study of moral philosophy, both normative and meta-ethical.
Prerequisite: one course in value theory and any 200-level course in philosophy

320s **PLATO** 4
Intensive study of selected dialogues.
Prerequisite: 206, or 111 and 212
Offered 2007-2008 and alternate years

325s **METAPHYSICS** 4
A critical survey of philosophical theories about the fundamental nature of reality.
Prerequisite: 206 and 209 or the instructor's permission

326s **DESCARTES** 4
Descartes' major philosophic works in the context of his natural science.
Prerequisite: 209

333f **TOPICS IN PHILOSOPHY** 4
Prerequisite: Any two courses in philosophy and permission of the instructor

341f **CONTEMPORARY ISSUES IN LANGUAGE PHILOSOPHY** 4
Consideration of issues such as realism and the autonomy of language, raised by contemporary thinkers, such as Wittgenstein, Kripke, Rorty and Putnam.
Prerequisite: 209

410f,s **SPECIAL STUDY** 2-4
Supervised intensive study in fields or periods of philosophy.

490f, s **INDEPENDENT STUDY** 4-8
Independent research arranged under the supervision of a department member.

PHYSICS & ASTRONOMY

Faculty

Arthur L. Bowling Jr., *associate professor*

Christopher G. De Pree, *associate professor and chair*

Amy J. Lovell '90, *assistant professor*

Physics and astronomy are attempts to understand and predict natural phenomena, using a few conceptual models tested by experiment and observation. Through concentration in physics or astrophysics, students acquire a general, flexible foundation for graduate study or for professional work in physics, astronomy or engineering.

For students majoring in other disciplines, the problem-solving and critical-thinking skills developed in physics and astronomy courses are valuable in a wide range of fields from architecture to law.

Students interested in both physics and mathematics are invited to major in mathematics-physics or astrophysics.

Astronomy courses incorporate the use of modern observing and image-processing equipment in Bradley Observatory. In addition, students can make observations using national facilities, such as the Very Large Array in Socorro, N.M.

Requirements for the major in Physics:

Discipline courses:

Physics 110, 111, 210, 211, 242, 243, 310, 312, 321, 331, 341 and 361

Courses required outside the discipline:

Mathematics 220

Requirements for the major in Astrophysics:

Discipline courses:

Astronomy 120, 121, 121L, 300, 301 and 400

Physics 110, 111, 210, 211, either 310 or 312

Two additional 300-level physics courses as approved by the department

Courses required outside the discipline:

Mathematics 220

Requirements for the minor in Physics:

Physics 110, 111, 210, 211 and eight additional hours as approved by the department

Requirements for the minor in Astrophysics:

Astronomy 120,121 and 121L and one additional astronomy or physics course as approved by the department

Physics 110, 111 and 210

Physics

102f ELEMENTS OF PHYSICS I 4
Quantitative discussion of motion and gravitation, illustrated by laboratory experiments. Knowledge of algebra and trigonometry is essential. Students planning to major or minor in physics or astrophysics should take Physics 110-111. Physics 102 will fulfill the laboratory science distributional standard.
3 LEC, 1 LAB

103s ELEMENTS OF PHYSICS II 4
Continuation of Physics 102. Quantitative discussion of electricity, magnetism, thermodynamics and optics.
3 LEC, 1 LAB
Prerequisite: 102

110f INTRODUCTION TO MECHANICS AND ELECTRICITY 4
Motion, gravitation and electrical phenomena. Calculus-based course.
3 LEC, 1 LAB
Prerequisite: Mathematics 119, AP Calculus or the instructor's permission

111s INTRODUCTION TO MAGNETISM, HEAT, SOUND AND LIGHT 4
Elements of electricity magnetism, thermodynamics and the physics of wave phenomena. Calculus-based course.
3 LEC, 1 LAB
Prerequisite: 110

160s GEOLOGY OF THE EARTH AND TERRESTRIAL PLANETS 3
An introduction to geology, including the study of common minerals, rocks and fossils. Discussion of the modification of the Earth's surface by geological processes such as volcanism, tectonism, gradation (gravity, wind, water and ice) and impact catering. Consideration of geology of other terrestrial planets and moons. Includes an optional laboratory component. Taken without the lab 160L, this course fulfills the second science requirement.

160Ls INTRODUCTORY GEOLOGY LAB 1
Geology laboratory designed to introduce students to mineral, rock, fossil and meteorite identification. Participants will have direct "hands-on" access to geological specimens. Lab exercises include the geological mapping of the Earth and other terrestrial planets and visits to Georgia geological sites. Physics 160 taken with 160L fulfills the lab science requirement.

210f MODERN PHYSICS 4
One-semester introduction to the fundamentals of optics and modern physics with integrated modern physics laboratory. Many examples and applications drawn from astronomy. Topics include: relativity, wave phenomena, quantum mechanics, nuclear and particle physics. Course provides a broad base of understanding of modern physics for use in upper-level astronomy and physics courses.
Prerequisite: 111

211s SCIENTIFIC COMPUTING 4
Lab-based course introducing computation and numerical analysis as used in the sciences. Introduction to the fundamentals of the Unix operating system and applications. Computer resources for scientists on the Internet. Students will use and modify existing programs as well as write their own. Semester projects will be built around areas of interest of enrolled students.
Prerequisite: 111

242f ANALOG ELECTRONICS 2
Lab-based overview of analog electronics, including DC and AC circuits, semiconductor devices, operational amplifiers and power supplies.
1 LEC, 1 LAB
Prerequisite: 111

243s DIGITAL ELECTRONICS 2
Continuation of Physics 242. OpErational amplifiers and linear circuits followed by digital electronics, including, number systems, Logic gates and theorems, memories, introduction to microprocessors.
1 LEC, 1 LAB
Prerequisite: 242

310f METHODS OF THEORETICAL PHYSICS I 4
Mathematical methods appropriate to classical mechanics and quantum mechanics, with examples and illustrations chosen from both areas.
Offered fall 2005 and alternate years
Prerequisite: 111

312f METHODS OF THEORETICAL PHYSICS II 4
Mathematical methods appropriate to electromagnetic theory and thermal physics with examples and illustrations chosen from those areas. Offered fall 2006 and alternate years.
Prerequisite: 111

321s CLASSICAL MECHANICS 4
Newton's system for describing and predicting motion, the formulations of Lagrange and Hamilton, central forces, oscillations, chaos, rigid bodies, accelerated reference frames, relativity, continua and waves.
Prerequisite: 310
Offered 2007-2008 and alternate years

331s THERMAL PHYSICS 4
Equilibrium thermodynamics, statistical methods, quantum methods in thermal physics, discussion of thermal phenomena such as phase transitions, superconductivity, superfluidity, magnetism and applications in chemistry, engineering and astrophysics.
Offered 2006-2007 and alternate years
Prerequisite: 312

341s ELECTROMAGNETISM 4
Maxwell's equations applied to static and to dynamic situations, production and propagation of electromagnetic radiation; optics and lasers.
Prerequisite: 312

361s QUANTUM PHYSICS 4
Spin and matrix mechanics. Dirac notation. Schroedinger's equation applied to one-dimensional situations and then to atomic, nuclear and molecular phenomena. Systems of identical particles.
Prerequisite: 210, 310
Offered 2007-2008 and alternate years

400f,s (Astronomy 400)
ADVANCED SEMINAR 4
See Astronomy 400 for description.

410f,s **SPECIAL STUDY** 2-4
Supervised study in specific areas of physics.

490f,s **INDEPENDENT STUDY** 4-8
Independent research arranged under the supervision of a department member.

Astronomy

120f **THE SOLAR SYSTEM** 4
A survey of the solar system, including the planets, minor bodies and the sun. An overview of orbital motion, the properties of light and fundamentals of astronomical instrumentation. Includes a laboratory component in which students learn introductory observational methods, including telescope alignment and calibration and visual, photographic and CCD observations of the sun, the moon, planets and stars.
3 LEC, 1 LAB

121s **GALAXIES AND COSMOLOGY** 3
A survey of the universe beyond our solar system. Fundamental techniques and discoveries in galactic and extragalactic astronomy. Topics include stellar evolution, structure of the Milky Way, large-scale structure and cosmology. Includes an optional (required for minors and majors) laboratory component in which students learn intermediate observational methods of astronomy. Taken without the lab 121L, this course fulfils the second science requirement.
Prerequisite: 120

121Ls **OBSERVATIONAL TECHNIQUES** 1
The observational/laboratory component in which students learn intermediate observational methods of astronomy. Use of computer-controlled telescopes, photographic and electronic (CCD) imaging and photometry. Astronomy 121 taken with 121L fulfills the lab science requirement.
Prerequisite: 120L

150s **TOPICS IN PHYSICS AND ASTRONOMY** 4
A semester study of a topic chosen from such areas as planetary astronomy, the search for life in the universe, astrobiology, elementary particles, cosmology, energy and the environment. Possibility for interdisciplinary topics and informal astronomical observations.
Satisfies second science requirement
May be repeated for credit when topics change

300f **ASTROPHYSICS I: RADIATION** 4
The application of physics to the study of astronomical radiation. Topics include multiwavelength astronomical telescopes and instruments, stellar and planetary radiation transfer, stellar evolution, the interstellar medium the intergalactic medium, magnetic fields and cosmology.
Prerequisite or Corequisite: Physics 111
Offered 2007-2008 and alternate years

301f **ASTROPHYSICS II: DYNAMICS** 4
The application of physics to the study of astronomical structures and motions. Topics include dynamics from planetary to galactic scales, distance determination, galaxy evolution, mass distributions, large-scale structure and cosmology.
Prerequisite or Corequisite: Physics 111
Offered 2006-2007 and alternate years.

400f,s (Physics 400)
ADVANCED SEMINAR 4
A capstone experience for astrophysics and physics majors. Topics will include use of online and other research resources, research methods and the ethics of scientific research. Students in the class will report regularly on their research experiences, or—if they are not actively engaged in a research project with a faculty member—on recent advances as reported in the scientific literature. Prerequisite: Enrollment limited to juniors and seniors, except by permission of instructor

410f,s **SPECIAL STUDY** 2-4
Supervised study in various specific areas of astronomy.

490f,s **INDEPENDENT STUDY** 4-8
Independent research is arranged under the supervision of a department member.

POLITICAL SCIENCE

Faculty

Juan A. Allende, *associate professor and chair*

Augustus B. Cochran III, *Adeline A. Loridans Professor of Political Science*

Catherine V. Scott, *professor*

Krista Johnson, *assistant professor*

Political science is a field of study that encourages students to think systematically about and evaluate critically our political life. From abortion to living wage, from political violence to globalization, there are few contemporary issues that do not involve a significant political dimension. The program's goal is to prepare majors for a life of informed and critical citizenship and to encourage them to creatively and independently engage politics.

The department offers courses on a variety of topics that range in format from introductory lecture-discussion classes to participatory seminars. Courses at the 100 level introduce majors and students seeking basic political knowledge to the subfields of American, comparative and world politics. Courses at the 200 level introduce majors and nonmajors to selected topics. Approaches to Study of Politics (POL 301) prepares majors for further upper-division work. At the 300 level, courses offer depth as well as breadth. The 400-level seminars address specific topics of special interest to instructors and students. The culmination of the student's major is the senior seminar, whose topic changes from year to year and is taught by the entire department.

Political science majors often take part in internships, participate in off-campus study such as the Washington Semester program, and study abroad in programs such as the Coca-Cola Global Awareness and Global Connections.

Requirements for the Political Science Major:

A minimum of eight four-credit courses and a maximum of 13

102 or 103 or 105, 301 and 499

Two additional 300-level courses

One 400-level seminar in addition to 499

Requirements for the Political Science Minor:

To minor in political science, a student must take at least five four-credit courses, three of which must be chosen from the 300 or 400 level. Three of these courses must be taken at Agnes Scott.

102f AMERICAN POLITICS IN GLOBAL PERSPECTIVE 4
American political institutions and issues, including the Supreme Court, Congress, the presidency, parties, elections, interest groups and contemporary political ideologies viewed from comparative and global perspectives.

103f INTRODUCTION TO WORLD POLITICS 4
Examines issues in international conflict and global political economy, as well as the forces transforming the nation-state and the state system in an era of globalization and the actors newly impressing themselves on global politics, such as human rights, environmental and feminist movements. Different approaches to world politics are also examined.

105s COMPARATIVE POLITICS 4
Comparative study of contemporary politics and political systems. Country studies used to examine broader issues such as the changing welfare state, democratization and development and specific topics such as elections, party dynamics and policy-making. Stresses the interactive nature of global and domestic processes.

203s CONSTITUTIONAL LAW 4
Examination of the rights of individuals in the American constitutional framework. Includes issues of civil liberties and civil rights for women and minorities such as due process and equal protection. Emphasis on legal reasoning and the development of law.

211s (Sociology 214) (Women's Studies 211)
WOMEN IN LATIN AMERICA 4
Women in Latin American history, especially in the 20th century. Focuses on women's social, political, economic and cultural struggles and contributions. Includes discussions of Latin American feminism, Indigenous women, women in revolutions, regime transitions and social movements.

211Ls (Sociology 214L) (Spanish 301L) (Women's Studies 211L)
WOMEN IN LATIN AMERICA, SPANISH COMPONENT 1
See Spanish 301L for description

282f U.S. FOREIGN POLICY SINCE 1945 4
Analysis of the Cold War, the Vietnam War and especially the post-Cold era. Examines the historical and global context of U.S. foreign policy making and the governmental and societal factors that influence key foreign policy areas including the economy, environment and national security.

301f APPROACHES TO THE STUDY OF POLITICS 4
Examination of the major ideologies used to understand politics, the major research approaches used in the discipline, and attention to the way political science research is developed and written. Required of all political science majors. Should be taken in the sophomore or junior year.
Prerequisite: one 100-level course. Open to political science majors and minors and prospective majors and minors.

308s (Africana Studies 308)
SOUTHERN POLITICS, CIVIL RIGHTS AND THE TRANSFORMATION OF AMERICAN POLITICS 4
Analysis of the role played by race in American politics through the study of the evolution of Southern politics, the struggle for civil rights and the impact of these developments on national politics.
Prerequisite: one 100-level course or the instructor's permission

311f LATINO/A POLITICS 4
Overview of the experience of Latinos/as in the United States. Examines the cultural background, demographics, economic struggles and political strategies of this fast growing minority group. Discusses issues important for Latinos/as, such as immigration, education, economic opportunities and bilingualism and looks at public policies affecting them.
Prerequisite: one 100-level course or the instructor's permission
Offered 2006-2007 and alternate years.

313f (Women's Studies 313)
GENDER POLITICS 4
Engagement with the theoretical and empirical literature on women, gender and politics. Topics include representation, sexuality and reproductive politics and gender politics at the local and global levels. Uses feminist theory to understand politics.
Prerequisite: one 100-level course in political science or the instructor's permission
Offered 2006-2007 and alternate years.

317 f POLITICS OF THE MASS MEDIA 4
The role of mass media in political life, including the structure and decision-making processes of the media, the interaction of the media with government and other institutions, the impact of mass media in elections and public policies affecting the media.
Prerequisite: One 100-level course

320f LATIN AMERICAN POLITICS 4
Politics in contemporary Latin America with special emphasis on political participation, economic development, military rule, liberal democracy, revolution and human rights. Topics are discussed from a comparative politics perspective in several countries/regions such as Chile, Peru, Venezuela and Central America.
Prerequisite: one 100-level course or the instructor's permission
Offered 2007-2008 and alternate years.

322f THEORIES OF DEVELOPMENT AND ANTI-DEVELOPMENT 4
Overview of development theory, including the modernization paradigm. Also examines criticisms of development theory and practice in the south (Latin America, Asia and Africa), which call into question many of the tenets of modernization and work consciously to define anti-development strategies. Includes examination of postcolonial social theory as well as environmental, feminist and other social movements in the south.
Prerequisite: one 100-level course or the instructor's permission
Offered 2007-2008 and alternate years

323s INTERNATIONAL POLITICAL ECONOMY 4
Examines the politics of global economic relations. It focuses on international trade, the role of global financial institutions, alternatives to neoclassical trade theory, Third World debt, stabilization packages and the relationship of the world economy to development in poor countries. The global AIDS pandemic will be used to examine this relationship.
Prerequisite: one 100-level course or the instructor's permission

325f GLOBALIZATION AND SOCIETY IN LATIN AMERICA 4
Examines globalization and its political, economic and social impact on Latin America. Special attention is given to understanding its effects on social groups, and on how these groups adapt or resist. Topics are discussed from a political economy perspective in several countries/regions, such as Brazil, Mexico and the Caribbean.
Prerequisite: one 100-level course or the instructor's permission

326f APPROACHES TO INTERNATIONAL RELATIONS 4
Examines the development of international relations as an academic field, the major theories used to understand international relations and the ways research is carried out.
Prerequisite: 103 or the instructor's permission

32Bs (History 340)
UNITED STATES-LATIN AMERICAN RELATIONS 4
Analyzes United States guiding rationales since the Monroe Doctrine for interaction and intervention in the region and Latin American responses to United States hegemony. Discusses current issues such as the war on drugs, immigration, military aid and economic integration.
Prerequisite: one 100-level course or the instructor's permission

351f DEMOCRACY AND ITS CRITICS 4
Exploration of various meanings of democracy through the examination of selected contemporary issues arising in democratic societies. Critical questions include the nature and potential of deliberation, the role of the mass media, alternative conceptions of freedom, the role of voluntary associations and health of civil society, the shrinking public sphere, the efficacy of participation and the future of democracy in the global order.
Prerequisite: one 100-level course or the instructor's permission
Offered 2007-2008 and alternate years

355s SOUTH AFRICAN POLITICS 4
Analysis of the history, dynamics and dismantling of apartheid of South Africa. Examines the major actors and movements involved in the politics of the transition to a new order, with particular focus on efforts to address apartheid legacies.
Prerequisite: one 100-level course or the instructor's permission

360s RIGHTS AT WORK 4
Examination of workplace issues and laws that govern the employment relationship. Special attention is given to race and sex discrimination, harassment and the legal processes for protecting employee rights. Prerequisite: one 100-level course or the instructor's permission

410f,s SPECIAL STUDY 2-4
Supervised study in a selected field of political science.

425f INTERNATIONAL SOCIAL MOVEMENTS IN THE 20TH CENTURY 4
This course takes an interdisciplinary approach to understand social movements, the dynamics of collective action, and specific features of key movements. It draws on theoretical approaches and case studies to understand their emergence, potential, and the sorts of political change they may effect.
Prerequisite: Junior or senior standing or the instructor's permission

421f THE END OF POLITICS? GLOBALIZATION, CORPORATIONS AND THE STATE 4
Study of several dimensions of globalization and contending positions about its impact on states and societies. Particular attention given to conflicting views about the role of the state and the implications of the emerging power of markets for democratic politics.
Prerequisite: junior or senior standing or the instructor's permission
Offered 2007-2008 and alternate years

442f (Religious Studies 350)
RELIGION AND POLITICS IN LATIN AMERICA 4
Surveys the role religion plays in politics and civil society. Focuses on Roman Catholicism and Pentecostalism and also covers other religions. Special attention is given to Bible interpretation, liberation theologies, popular church movements and church-state relations.
Prerequisite: junior or senior standing or the instructor's permission
Offered 2007-2008 and alternate years

444f WARFARE AND HUMAN RIGHTS 4
Analyzes human rights violations of individuals and groups when deadly conflict engulfs political systems. Discusses the evolution of the concept of human rights and how domestic and international politics interact to strengthen or undermine them. Assesses the prospects for international protection of human rights, including humanitarian intervention, war tribunals and efforts to end impunity. Several case studies are examined.
Prerequisite: junior or senior standing or the instructor's permission
Offered 2006-2007 and alternate years.

454f MARX AND RETHINKING MARXISM 4
Topics include the thought of Karl Marx and subsequent developments in socialist theory and practice, the adaptation of neo-Marxism to the failures of Marxist revolution, the confrontation of Marxism with later radical thought, including feminism and post-modernism and the relevance of Marxism for analyzing contemporary capitalism.
Prerequisite: junior or senior standing or the instructor's permission

490f,s INDEPENDENT STUDY 4-8
Independent research arranged under the supervision of a program member.

492s MANIFEST DESTINY IN A GLOBAL WORLD 4
Seminar examines the changing meaning of deeply resonant categories in U.S. foreign policy such as captivity and rescue, race war, masculinity and patriotism. Case studies focus on the post-Vietnam War era (for example, Iran, Somalia, Bosnia and Iraq).
Prerequisite: any 300-level course in political science
Offered 2007-2008 and alternate years

499s CRITICAL READINGS ON POLITICS 4
Departmental faculty and senior political science majors discuss selected texts on politics. Integrates both substantive fields and major methods of inquiry in the discipline. Required of all senior majors.
Prerequisite: Open only to senior majors and qualified minors in political science

PSYCHOLOGY

Faculty

Barbara J. Blatchley, *associate professor*

Eileen L. Cooley, *associate professor*

Amber Garcia, *visiting assistant professor*

Robert A. Kachelski, *assistant professor*

Jennifer L. Lucas, *associate professor and chair*

Psychology is the scientific study of behavior and mental processes. The courses offered 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 who are planning to major or minor in psychology should consult with a department faculty member as early in their college careers as possible.

Psychology majors are strongly encouraged to obtain additional experience outside of the classroom through internships, conducting research or studying abroad.

Requirements for the Psychology Major:

The minimum number of hours required is 36.

Required core courses: 100, 206, 207, 404 and 405

Additional requirements: At least four of the following: 200, 205, 210, 220, 305, 312, 315 and 316

All majors must take the Psychology Area Concentration Achievement Test in their senior year as part of the assessment plan.

Requirements for the Psychology Minor:

The minimum number of hours required is 28.

Required courses: 100, 206 and 207

Additional requirements: At least two of the following: 200, 205, 210, 220, 305, 312, 315 and 316

100f,s INTRODUCTORY PSYCHOLOGY 4
An introduction to the broad field of psychology. Emphasis is on the primary methods, theoretical points of view and research findings in the various subfields within psychology. Psychology 100 is the prerequisite for all other psychology courses.

130s (Women's Studies 130) PSYCHOLOGY OF WOMEN 4
Critical review of psychological theory and research toward an understanding of the cognitive, social and emotional behavior of women.
Prerequisite: 100

200f DEVELOPMENTAL PSYCHOLOGY 4
Development of the individual throughout the lifespan.
Prerequisite: 100

202s (Women's Studies 202) PSYCHOLOGY OF SEXUAL BEHAVIOR 4
Study of psychological determinants and consequences of human sexual behavior. Attitudinal and emotional factors will be emphasized.
Prerequisite: 100

205s INTRODUCTION TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY 4
Explores how people think and behave at work from industrial/organizational perspectives. The industrial perspective examines the theory and practice of selection, training and evaluation of workers. The organizational perspective investigates employee satisfaction, motivation, leadership and cooperative processes.
Prerequisite: 100

206f,s (Sociology 206) RESEARCH STATISTICS 4
Basic theory, principles and applications of statistics in behavioral science research.
Prerequisite: 100, priority given to psychology majors and minors.

207f,s RESEARCH DESIGN AND METHODS 4
Fundamentals of research methodology in psychology. Topics include experimental, quasi-experimental and descriptive research designs, internal and external validity and research ethics.
Prerequisite: 206, Priority given to psychology majors and minors.

210s PSYCHOLOGY OF LEARNING 4
Principles of learning, behavioral change and motivation in humans and other animals. Emphasis on current research in the field.
Prerequisite: 100

220s INTRODUCTION TO BIOPSYCHOLOGY 4
Neurophysiological basis of various mental and behavioral processes such as sensory-motor mechanisms, perception, emotion, motivation, thinking, memory, language, sleep and consciousness.
Prerequisite: 100

240f (Women's Studies 240) PSYCHOLOGY OF CROSS-CULTURAL CONTACT 4
Theories and research on how individuals confront and interact with members of other cultures, with special emphasis on factors that promote cross-cultural effectiveness among women.
Prerequisite: 100

305f SOCIAL PSYCHOLOGY 4
Behavior of the individual as influenced by the behavior and characteristics of other individuals.
Prerequisite: 100

310s PSYCHOLOGICAL ASSESSMENT 4
Principles and issues of psychological assessment with an emphasis on tests of personality and cognitive abilities.
Prerequisite: 206 or Mathematics 115

312f ABNORMAL PSYCHOLOGY 4
Coverage of the diagnostic characteristics, theoretical perspectives and treatments of the major psychological disorders.
Prerequisite: 100

314f,s INTRODUCTION TO COUNSELING 4
This course will provide an introduction to counseling principles, research and skills. Role-play practice sessions will be included.
Prerequisite: 100

315f COGNITIVE PSYCHOLOGY 4
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.
Prerequisite: 100

316s PERSONALITY 4
Theory and research in the field of personality.
Prerequisite: 100

324f,s SPECIAL TOPICS IN PSYCHOLOGY 4
A seminar focusing on a topic of contemporary interest in psychology. Each year the department will announce the topic(s) to be offered during the next academic year.
Credit hours and prerequisites beyond 100 vary according to topic. The nature of the topic determines the inclusion of a laboratory component.

400f,s RESEARCH IN PSYCHOLOGY 4
Seminars focusing on research in area of psychology. The specific research topic in each section of the class will be determined by the individual class instructor. Students will conduct collaborative research projects in the designated research area.
A) RESEARCH IN COGNITIVE PSYCHOLOGY
Original psychological research carried out in an area or areas selected from sensation, perception, attention, memory, language and thinking.
Prerequisite: 207, 315 and the instructor's permission
C) RESEARCH IN CLINICAL PSYCHOLOGY AND PSYCHOLOGICAL ADJUSTMENT
Individual and small-group research project(s) in clinical psychology and/or psychological adjustment will be conducted. Students may register for one or two semesters.
Prerequisite: 207 and the instructor's permission
E) RESEARCH IN BIOPSYCHOLOGY
An examination of the effects of the characteristics of the early rearing environment on central nervous-system structure and function. Students will conduct an original collaborative experiment from design through data collection and analysis.
Prerequisite: 207, 320 and the instructor's permission
F) RESEARCH IN SOCIAL PSYCHOLOGY
Students will examine selected research and issues in the areas of social and intercultural psychology and will conduct a collaborative research project involving data collection and analysis.
Prerequisite: 207 and the instructor's permission
I) RESEARCH IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
Students will conduct collaborative research project(s) in industrial/organizational psychology from research design through data collection and analysis.
Prerequisite: 207 and the instructor's permission

404f HISTORY OF THEORY AND RESEARCH IN PSYCHOLOGY 4
Historical background for current theories and research issues in psychology.
Prerequisite: Senior standing or the instructor's permission; priority given to psychology majors

405f,s SENIOR SEMINAR IN PSYCHOLOGY 4
This course considers controversial and important topics across broad areas in contemporary psychology. The format is a seminar, based on student-led discussions and presentations.
Prerequisites: 207, senior standing or the instructor's permission

406f,s PRACTICUM 4
Supervised field placement focusing on psycho-pathology, counseling, industrial/organizational psychology or related areas. Placement activities are supplemented by a weekly seminar and research literature reviews. Depending on availability, and with a different practicum placement, this course may be repeated once for credit.
Prerequisite: 100 and the instructor's permission. Priority given to seniors.

410f,s SPECIAL STUDY 2-4
Supervised intensive study in fields or problems of psychology. Interested students should see the department chair for a departmental application. Applications are due mid-semester the semester prior to the independent study.
Prerequisite: Permission of the department

490f,s INDEPENDENT STUDY 4-8
Independent research is arranged under the supervision of a department member. Interested students should see the department chair for a departmental application. Applications are due mid-semester the semester prior to the independent study.
Prerequisite: 207 and permission of the department.

RELIGIOUS STUDIES

Faculty

Gilbert Bond, *visiting associate professor*

Dennis McCann, *Wallace M. Alston Professor of Bible and Religion*

Tina Pippin, *professor and chair*

Hong Qu, *assistant professor*

Courses in this program cover the distinctive beliefs and practices, sacred literatures and cultural expressions of the great religious traditions of the world. Students explore some of the most creative expressions of the human spirit in its responses to personal and cultural concepts of a supreme deity. Special emphasis is placed on biblical literature and on contemporary expressions of religious thought in cultures.

Religious studies majors are strongly encouraged to study abroad through a faculty-led Coca-Cola Global Awareness or Global Connections program or any other college-approved study-abroad program.

Requirements for the Religious Studies Major:

A minimum 32-hour major (eight courses), with at least three courses at the 300 or 400 level within the department

One introductory course in sacred texts: 100, 101 or 120

One introductory course in world religions: 130 or 131

One course in area II

One course in area III

One course in area IV (other than 463)

463 junior-senior seminar

Two electives from within the major courses

Requirements for the Religious Studies Major with a Concentration in Religion and Social Justice:

The religion and social justice concentration requires nine courses on an approved list for religion and social justice.

We also recommend a variety of elective "tools courses," that is, courses in other departments that are essentially related to the broader study of peace and justice (e.g. political science, international relations, art, history (especially Holocaust studies), sociology, anthropology, Africana Studies, Women's Studies, Latin American studies, economics, mathematics, philosophy, psychology, modern foreign languages (especially with refugee work), environmental sciences and Coca-Cola Global Awareness/Global Connections, etc.). The concentration will have the flexibility to be geared toward particular student interests.

A concentration is a directed version of the religious studies major. Unlike a minor, a concentration involves additional coursework to develop within the major the appropriate learning and experiential components required for any course of study seriously intending to address issues of religion and social justice.

Required courses:

275 or FYS 190, The Bible and Human Rights in Atlanta (offered alternate years)

one 450 Internship or the Atlanta Semester (junior or senior year)

one of each:

one introduction to a sacred text: 100, 101 or 120

one introduction to a world religion: 130 or 131

one 400 level course (in addition to 450 or the Atlanta Semester): 463 when the topic applies, 410 or 490

Two courses from religious thought and social context (no more than one at the 200 level): 210, 224, 275, 280, 331, 340, 345, 350 or 370

The rest from the above and/or other related courses as approved by the department.

Requirements for the Minor in Religious Studies:

A minimum five-course minor (20 hours), with at least one of those courses at the 100 level and one at the 300 or 400 level within the department. One cross-listed course may be applied to the minor.

I. Sacred Text and Traditions

100s HEBREW BIBLE 4
Religious history and society of the people of ancient Israel as contained in their sacred scriptures with a link to contemporary Jewish practice and interpretation.

101f NEW TESTAMENT 4
Literature of the New Testament and its origins and development in the early Jesus movement and early Christianity, with links to contemporary Christian practice and interpretation.

120f SACRED TEXTS OF THE WORLD'S RELIGIONS 4
Investigates the major sacred texts of the world's religions and include such issues as textual authority, canons, primary and secondary texts and the function of sacred texts in religious communities.

130f RELIGIONS OF INDIA AND ASIA 4
A consideration of the origins and belief systems of Hinduism, Jainism, Sikhism, Zoroastrianism, Buddhism, Taoism, Confucianism and Shinto.

131s JUDAISM, CHRISTIANITY AND ISLAM 4
A consideration of the origins, divisions and beliefs of the three major religions of the Middle East.

150 RELIGIONS OF ATLANTA 4
Practically every religious tradition is represented in the Atlanta area. This course provides students with an excellent opportunity to gain a better understanding of the complex religious landscape in a major metropolitan area. In addition to relevant readings, students will engage in fieldwork where they spend time interviewing and interacting with particular religious communities in the area. Methods for conducting appropriate field research will be presented in class. Comparisons will be made between the religious makeup of Atlanta and other major U.S. cities

224s (Women's Studies 224)
FEMINISMS AND RELIGION 4
The roles of women in shaping religious history from the ancient to the modern period, accompanied by the development of feminist theories in various world religions. Primary historical writings and theological statements, as well as contemporary cultural expressions.

335f JESUS IN HISTORY AND CULTURE 4
An examination of the quest for the historical Jesus, with an analysis of literary and cultural sources (especially from film, music and art), and also the ethical implications of Jesus' life and message, from the 19th century to contemporary times.
Prerequisite: one course in Religious Studies

II. World Religions

201f INTRODUCTION TO CHRISTIANITY 4
The course will introduce students to the basic logic of Christian faith and practice, through a critical examination of the history of Christianity and will provide an opportunity to explore and evaluate various forms of Christian theology in the current period of globalization.

207s RELIGION IN AMERICA 4
Introduction to the major historical and cultural factors that have shaped the religious history of the United States, with some specific attention to regional phenomena. It will familiarize students with the diversity of religious groups and movements and a brief account of their development in the United States. It will also provide an opportunity to survey trends and issues facing religious groups in the United States. Religions other than Christianity will be examined and special attention will be given to marginalized groups and women writers/thinkers in American religious culture.

217 RELIGIONS OF AFRICA 4
This is an intermediary course in the basic elements of African religious beliefs and practices. It aims to treat in a coherent, though summary, way the principal themes and topics of African religious teaching and to examine how the various themes and topics cohere with one another and influence African life. The course will survey African traditional religions, along with the impact of Islam and Christianity in Africa.

221s JEWISH FAITH AND PRACTICE 4
Basic beliefs and practices of Judaism, from the exodus from Egypt to the present. Special attention given to Judaism as a dynamic civilization, women's roles, Jewish Feast Days, institutions, life cycle practices, values and major branches of the religion.

231 ISLAMIC FAITH AND PRACTICE 4
The course will focus upon Islam. It will survey Islamic history, its distinctive forms of faith and practice, its roles in society and its worldwide involvement in a host of issues related to social, economic and political developments. The course will explore sympathetic, critical and creative perspectives on Islam, particularly as related to the struggles of today's Muslim women. The course will include opportunities for experiential learning, primarily in the form of field trips to one or more Islamic communities in the Atlanta metropolitan area.

241s ROMAN CATHOLIC FAITH AND PRACTICE 4
Roman Catholicism, its history, distinctive institutional forms and beliefs and its worldwide involvement in a host of issues related to social and economic justice. The course will explore diverse perspectives on Catholicism, particularly as these relate to the struggles of today's women and will include opportunities for experiential learning, primarily in the form of field trips to one or more Catholic communities in the Atlanta metropolitan area.

255f PROTESTANT FAITH AND PRACTICE 4
Protestantism, its history, distinctive institutional forms and beliefs and the diversity of Protestant self-understandings of the church, its mission and ministry and its proper role in society. The course will explore sympathetic and critical perspectives on Protestantism, particularly as these relate to the struggles of today's women. The course will include opportunities for experiential learning, primarily in the form of field trips to one or more Protestant communities in the Atlanta metropolitan area.

260s CELTIC CHRISTIANITY 4
Exploration of Christianity in Celtic lands (including Scotland, Ireland and Wales) from its origins to the present day. Attention given to pre-Christian Celtic civilization, medieval Celtic saints, 19th-century "Celtic Romanticism," folk traditions and current popular interest in Celtic Christianity.

332 RELIGIONS OF CHINA 4
Explores the range of Chinese religious traditions, in both their ancient origins and their modern expression. We will explore the indigenous forms of religious practice and Chinese thinking about them, the development of the high traditions of Confucianism and Taoism the impact of foreign religions, such as Buddhism, Islam and Christianity, and seek to understand the ways in which all of these traditions are changing under the impact of China's current attempts at economic and social modernization. Wherever possible, the course will provide students with opportunities to explore the experience of Chinese women and their distinctive spiritual and religious concerns.
Prerequisite: one religious studies course

333 RELIGIONS OF NATIVE AMERICANS 4
A survey of a wide variety indigenous religions, histories and cultures of North America, with focus on the traditions of the Southeast, Plains and Southwest and the issues past and present.
Prerequisite: one religious studies course

III. Religious Thought and Social Context

210f (Women's Studies 210)
SCIENCE, RELIGION AND WOMEN 4
A consideration of various topics of mutual interest to science and religion, such as creation, origins of life, medical ethics and environmental concerns. Special emphasis will be given to the roles of women in the sciences and to the feminist science debate.

215s (History 215)
RELIGION, MAGIC AND SCIENCE IN EARLY MODERN EUROPE 4
See History 215 for description.

275f RELIGION AND MORALITY 4
Explores the religious presuppositions of various Eastern and Western moral traditions, with a primary emphasis on the biblical and philosophical foundations of Christian ethics. The course also will seek to explore the personal dimensions of religious ethics and focus attention on the ways in which questions of social justice emerge in various religious systems of morality.

280s RELIGIOUS AND MORAL VALUES IN BUSINESS AND THE PROFESSIONS 4
An exploration of the ethical dimensions of business and professional practice, designed specifically for women who are either planning careers in business and the professions or seeking to understand the religious and ethical basis of society's increased expectations for moral leadership in business and the professions. The course will be practical as well as theoretical and thus, in addition to introducing students to the major theories, philosophical and religious, that inform the study of business and professional ethics, it will focus on various case studies of actual conduct both ethical and unethical in business and the professions. Cases will be selected with careful attention to the needs and interests of women. In addition, the course will provide opportunity for field trips to Atlanta-area businesses and community organizations and will seek to involve alumnae as guest lecturers and resource persons for students.

309s (History 308)
RENAISSANCE AND REFORMATION EUROPE 4
See History 308 for description.

331s (Women's Studies 331)
FEMINIST AND WOMANIST ETHICS AND SPIRITUALITY 4
Exploration into the ethical and theological bases of women's ways of knowing and the broader religious conversation of white feminists and women of color.
Prerequisite: one religious studies or Women's Studies course

340s (History 335) (Africana Studies 335)
BLACK PROTEST THOUGHT IN AMERICA FROM SLAVERY TO THE PRESENT 4
See History 335 for description.

341 (Women's Studies 342)
GENDER AND ISLAM 4
An exploration into the diverse beliefs and practices of Islam around gender issues.

345f PHILOSOPHY OF RELIGION 4
This course is an introduction to the discipline known as philosophy of religion, that is, the philosophical analysis of the logic of religious language as expressed in religious faith and practice, primarily in the Western philosophical and religious traditions. This course will also feature the works of a range of contemporary women whose religious thought is conversant with or speaks to various issues that are perennially prominent in the philosophy of religion.
Prerequisite: one religious studies course

350f (Political Science 442)
RELIGION AND POLITICS IN LATIN AMERICA 4
See Political Science 442 for description.

363f RELIGIOUS SOCIAL ETHICS 4
Investigates how religious ethics, both Christian and non-Christian, address the social question(s): the nature of the social order and its religious significance, if any; the definition(s) and moral justifications of social justice and other central social virtues and imperatives; and the resources for social change offered by particular religious systems, i.e., each tradition's distinctive approach to politics.
Prerequisite: one religious studies course

390s THEORIES OF RELIGION 4
This course will survey the major theoretical perspectives that help to define the field of religious studies, particularly in relationship to philosophy and the social sciences. The course will also help students to develop criteria for making useful assessments of the relative strengths and weaknesses of the various theories, and their continued relevance to both the descriptive and the normative tasks of religious.
Prerequisite: one 100-level religious studies course

IV. Special Studies in Religion

202f (Art 202)
THE MIDDLE AGES: IMAGES AND IDEAS 4
See Art 202 for description.

208s (Music 208)
HISTORY OF SACRED MUSIC 4
See Music 208 for description.

225 TOPICS IN RELIGION AND LITERATURE 4
This course is an interdisciplinary exploration of the significance of religious writings as literature and literary works as avenues for the exploration of religious perspectives and practices. Each time the course is offered it will focus on a specific author or related group of authors whose works are distinguished for both their religious content and their literary merits.

308s (Music 308)
SACRED MUSIC OF WORLD RELIGIONS 4
See Music 308 for description.

312f (Art 312)
THE AGE OF THE CATHEDRALS 4
See Art 312 for description.

330f TOPICS IN WORLD RELIGIONS 4
Seminar focusing on a special problem within one of the world's historic religions or on new developments in the field of comparative literature. May be taken more than once if topic varies.
Prerequisite: one religious studies course

370 RELIGION AND POLITICS IN THE MIDDLE EAST 4
The religion, history, society, politics and cultures of the Middle East. Movements and the complexities of cultures are included.

410f,s SPECIAL STUDY 2-4
Directed reading course supervised by a department member
Prerequisite: the instructor's permission

463f JUNIOR/SENIOR SEMINAR IN RELIGION 4
Examination of a variety of topics of current interest in the study of religion. The seminar attempts to yoke the theory and practice of religion.
Prerequisite: one religious studies course

490f,s INDEPENDENT STUDY 4-8
Independent research arranged under supervision of a department member

SOCIOLOGY & ANTHROPOLOGY

Faculty

Douglas Falen, *assistant professor*

Brenda A. Hoke, *associate professor and chair*

Yvonne D. Newsome, *associate professor*

Rosemary Lévy Zumwalt, *professor, vice president for academic affairs and dean of the college*

Sociology focuses on the study of human society, including social action and social organizations. Sociologists use theories and scientific research methods to examine social life in its multitude of settings. They investigate the interconnections of race, class and gender in the lives of members of our society.

Anthropologists compare societies and cultures, both the unity of humankind and the diverse and unique ways different peoples meet basic human needs. Much of the information anthropologists have gathered comes from small-scale, non-Western societies. This represents an opportunity to step outside familiar experience and broaden our understanding of what it means to be a human being.

Students are encouraged to organize an internship of cross-cultural research or living experience and pursue fluency in a foreign language.

Sociology and anthropology majors are strongly encouraged to study abroad through a faculty-led Coca-Cola Global Awareness or Global Connections program or any other college-approved study-abroad program.

Requirements for the Major in Sociology & Anthropology:

Required discipline courses :

Anthropology: 101 or 202

Sociology: 101, 251

Anthropology or Sociology: 290, 391

Three electives: Two at the 300 level (two in sociology and one in anthropology or two in anthropology and one in sociology)

Recommended course for the major:

Sociology 206 (Psychology 206)

Requirements for the Minor in Sociology & Anthropology:

Anthropology: 101 or 202

Sociology: 101 and 251

Anthropology or Sociology: 290

Four additional hours in anthropology or sociology

Sociology

101f,s INTRODUCTION TO SOCIOLOGY 4
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.

206f,s (Psychology 206)
RESEARCH STATISTICS 4
See Psychology 206 for description.

211s (Women's Studies 212)
MARRIAGE AND THE FAMILY 4
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.
Prerequisite: Sociology 101 or Anthropology 101

214s (Political Science 211) (Women's Studies 211)
WOMEN IN LATIN AMERICA 4
See Political Science 211 for description.

214Ls (Political Science 211L) (Spanish 301L)
(Women's Studies 211L)
WOMEN IN LATIN AMERICA, SPANISH COMPONENT 1
See Spanish 301L for description.

217f (Education 217)
SCHOOLS AND SOCIETY 4
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.
Prerequisite: Sociology 101 or Anthropology 101 or Education 210

221f SOCIAL PROBLEMS 4
Examination of alternative ways of defining, measuring and intervening in social problems.
Prerequisite: Sociology 101 or Anthropology 101

230s (Women's Studies 231) (Africana Studies 230)
RACE, CLASS AND GENDER 4
Survey of the history, basic theories and recent research integrating these key concepts for modern society. Systematic examination of the effects of these variables on different groups in society.
Prerequisite: Sociology 101 or Anthropology 101

251f HISTORY OF SOCIAL THEORY 4
Introduction to theory in social science, review of the major theoretical constructs of the 19th century and application in modern social science.
Prerequisite: Sociology 101 or Anthropology 101

290f (Anthropology 290)
FOUNDATIONS OF SOCIAL RESEARCH 4
Introduction to social research, including developing research questions, reviewing literature, carrying out field research and data analysis. Involves teamwork. Basic skills include kinship, ethnography, interviews and surveys. Topic varies by semester. Offered every fall. Required for majors.
Prerequisite: Sociology 101 or Anthropology 101

301s COLLECTIVE BEHAVIOR AND SOCIAL MOVEMENTS 4
Examination of organized efforts at social change through discussion of traditional and contemporary perspective relative to collective action and American social movements, such as, but not limited to, civil rights and feminist movements.
Prerequisite: Sociology 101 or Anthropology 101
Offered 2007-2008 and alternate years

319f PRACTICUM IN THE SOCIAL SCIENCES 4
Bridges theory and practice by placing students in agencies or organizations with preparation and supervision. The objective is to expose the students to interactions with career professionals and connect practical experience with social theories.
Prerequisite: Sociology 101 or Anthropology 101 or the instructor's permission
Offered 2006-2007 and alternate years

325f URBAN LIVES 4
An exploration of social change, particularly the ways societal processes and social structures influence human behavior in urban settings. Issues such as deindustrialization, urban poverty, environmental pollution and gentrification will be discussed.
Prerequisite: Sociology 101 or Anthropology 101
Offered 2007-2008 and alternate years

341s (Classics 341) (Women's Studies 341)
WIVES, WARRIORS, SLAVES AND CITIZENS 4
See Classics 341 for description.

350f CONTEMPORARY THEORY IN SOCIOLOGY 4
Survey of current theories with a rotating concentration on particular theories and issues.
Prerequisite: 251

370s (Africana Studies 370)
AFRICAN-AMERICAN IMAGES IN POPULAR CULTURE 4
Emphasis given to the influence of race on U.S. culture and the interplay of race and culture with politics.
Prerequisite: Sociology 101 or Anthropology 101

391s (Anthropology 391)
SPECIAL AREAS IN SOCIAL SCIENCE INQUIRY 4
Topics vary by semester, according to professor teaching the course. Each student will design and carry out a research project. Required for majors.
Prerequisite: Sociology 101 or Anthropology 101

410f,s SPECIAL STUDY 2-4
Supervised intensive study in a special field of sociology.

482f SOCIOLOGY SEMINAR 4
An exploration of important sociological research topics. Topics include issues related to the intersection of race, class and gender. Open only to junior and senior sociology-anthropology majors or by the instructor's permission.

490f,s INDEPENDENT STUDY 4-8
Independent research arranged under the supervision of a program member.

Anthropology

101s CULTURAL ANTHROPOLOGY 4
Overview of cultural universals and cultural diversity, using comparative analysis of African, American, Asian and other cultures. Examination of the impact of contact between cultures and the contemporary condition of indigenous peoples, using case studies (ethnographies), ethnographic film and class activities.

202f HUMAN ORIGINS 4
Overview of evidence of the biological, social and ecological bases of human behavior, from East African fossils to the present; modern biological variation and its effect on society. Examination of fossil material, artifacts and contemporary skeletal material. Theoretical explanations for physical and cultural development of humans and other primates, including evolution and ecology, with specific attention to the origins of race and gender and implications for contemporary society.

270f (Women's Studies 270)
WOMEN, HEALTH AND SOCIETY 4
Cross-cultural concepts of women's bodies and health, including reproduction and child care, health practitioners and disease. Focus on gender, ethnic and class differences in health, health concepts and health practices.
Offered 2007-2008 and alternate years

290f (Sociology 290)
FOUNDATIONS OF SOCIAL RESEARCH 4
Introduction to social research, including developing research questions, reviewing literature, carrying out field research and data analysis. Involves teamwork. Basic skills include kinship, ethnography, interviews and surveys. Topic varies by semester. Offered every fall. Required for majors.
Prerequisite: Sociology 101 or Anthropology 101

304f PEOPLES OF MESOAMERICA 4
History and contemporary relations between indigenous, European and African-origin populations, including ethnicity, culture, identity and contemporary movements.
Prerequisite: Junior standing

307s (Women's Studies 307)
HOUSEHOLD AND WORLD SYSTEMS 4
An examination of feminist, political economic, household strategy and other theories explaining the relation between individuals, households, communities and the world. Narrative and quantitative life histories test these theories through the analysis of people's lives. Covers classical works, recent ethnographic studies and interviewing, data analysis and constructing life histories.
Prerequisite: Junior standing

331s (Classics 331)
GODS AND HEROES OF ANCIENT GREEK AND ROMAN MYTH 4
See Classics 331 for description.

354f CONTEMPORARY ANTHROPOLOGICAL THEORY 4
Survey of theories, plus special topic that varies by semester. Topics include postmodernism, feminism, Marxism, ecology and cultural change. Offered every fall.
Prerequisite: Sociology 101 or Anthropology 101

391s (Sociology 391)
SPECIAL AREAS IN SOCIAL SCIENCE INQUIRY 4
Topic varies by semester, according to the professor teaching the course. Each student will design and carry out a research project. Required for majors.
Prerequisite: Sociology 101 or Anthropology 101

410f,s SPECIAL STUDY 2-4
Supervised intensive study in a special field of anthropology.

490f,s INDEPENDENT STUDY 4-8
Independent research arranged under the supervision of a program member.

THEATRE & DANCE

Faculty

Wendy Atkins-Sayre, *visiting assistant professor*

Dudley Sanders, *associate professor*

David S. Thompson, *associate professor and choir*

Bridget Roosa, *visiting instructor*

Theatre

Theatre is perhaps the quintessential liberal art, taking for its subject matter what it means to be human. It promotes self-examination and self-discipline, fosters the development of artistic, analytical, critical and organizational capabilities and stimulates the student to realize her full creative potential. Now, as in Shakespeare's day, theatre holds a mirror up to nature, allowing us to see ourselves and our place in the universe in a manner that is at once both immediate and timeless.

The curriculum integrates theory, history and practice, including foundational training in acting, directing, dramatic writing and design, and culminates in a senior capstone project. In addition, the department works closely with Blackfriars, a volunteer student theatre organization, to create a student-centered production program that encourages individual leadership and responsibility.

With the Winter Theatre, an intimate 310-seat auditorium with a modified-thrust stage, serving as laboratory and home, the department and Blackfriars mount one major production, a play for children, and a number of student-generated projects annually.

Requirements for the Theatre Major:

Required discipline courses: 100, 308, 310 and 313

Three of the following: 131, 203, 250 and 326

One of the following: 400, 410 or 490, with department permission and approval

Major requires a minimum of 32 credit hours in the discipline.

Other requirements:

A student electing a theatre major must play an active participatory role in the Agnes Scott theatre production program as determined by the department.

Requirements for the Theatre Minor:

100 and four additional courses, not including 108 or 117

The student may design her program with the department guidance and approval to reflect a particular interest or emphasis, including performance, design, dramatic writing, history and criticism or some combination of the above. A student electing a minor in theatre must play an active participatory role in the Agnes Scott theatre production program as determined by the department.

100s INTRODUCTION TO THE THEATRE 4
Study and practice of the theatre as a performing art within its historical context. Explorations of and experiences in dramatic literature, acting, directing and design.

108f VOICE AND DICTION 4
Practices of effective voice and speech production, with an emphasis on articulation, pronunciation, flexibility and effectiveness of the speaking voice leading to good usage in standard American English.
Does not satisfy the fine arts distributional standard

117f,s INTRODUCTION TO PUBLIC SPEAKING 4
Techniques of effective oral communication including methods of organization, means of presentation and voice and diction, practiced in the context of group process and oral presentation.
Does not satisfy the fine arts distributional standard

131f,s ACTING I 4
As a foundation in acting technique, exercises and presentations contribute to the process of freeing the student's imagination and creativity for application to scene study and class performance.

203f (English 203)
DRAMATIC WRITING I 4
Principles of the craft of the playwright with an emphasis on dramatic structure and the resources of the theatre through the reading of playscripts and the writing of a one-act play.

205 (English 205 when the topic relates to dramatic writing)
TOPICS IN CREATIVE WRITING 4
See English 205 for description

235s ACTING II 4
Text analysis, scene study and acting theory with major emphasis on character and approach. Concentration on practice in the preparation and presentation of performance assignments.
Prerequisite: 131 or the instructor's permission

250f DESIGN FOR THE STAGE I 4
Principles of costume and scenic design for theatre. Emphasis on basic composition, script analysis, period research, rendering techniques and execution of designs in a color medium.

303s (English 303)
DRAMATIC WRITING II 4
Principles of the craft of the screenwriter with an emphasis on film structure and format through reading of screenplays and writing of a feature-length scenario.
Offered 2006-2007 and alternate years.
Prerequisite: 203 or permission of the instructor

308f HISTORY OF THEATRE I 4
Examination of the role of theatre in Western society from its origins to the 17th century. Additional examination of classical Asian forms. Emphasis on theatre as a reflection of political, religious and social contexts.
Offered 2006-2007 and alternate years.

310s HISTORY OF THE THEATRE II 4
Examination of performance trends and connections between theory and practice in Western theatre from the 18th century to present. Emphasis on development of realism, nonrealistic movements and contemporary theatre.
Offered 2006-2007 and alternate years.

313s SPECIAL TOPICS IN THEATRE 4
Study in selected areas of theatre history, dramatic literature, dramatic theory or performance theory. May be repeated if subject matter varies. Offered 2007-2008 and alternate years.
Topic for Spring 2006: Award-Winning Women Playwrights
A study of plays written by women that have received major dramatic prizes, including a consideration of the attendant theatrical trends, reception issues and societal concerns suggested by each citation.

326f DIRECTING I 4
Study in approaches to realizing a script in performance. Focus on text analysis, creation of a promptbook and the presentation of directed scenes.
Prerequisite: 100 and 131 or the instructor's permission

327s DIRECTING II 4
Practical and creative application of directing theories and techniques through the analysis, audition, rehearsal and public performance of a one-act play.
Prerequisite: 326

350s DESIGN FOR THE STAGE II 4
Advanced principles of scenic and lighting design. Emphasis on proscenium-design practice, theatrical drafting, mechanical perspective methods and lighting equipment and design.
3 LEC, 1 LAB
Offered 2007-2008 and alternate years.
Prerequisite: Theatre 250 or permission of the instructor

400f,s SENIOR PROJECT 4
Culminating project in acting, directing, design, dramatic writing, research or other approved theatre-related endeavor. Open only to senior theatre majors with the instructor's permission.
Prerequisites: 131 and 235 for acting; 326 and 327 for directing; 250 and 350 for design; 203 and 303 for dramatic writing; 308 and 310 for research.

410f,s 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 or directing.

415s ADVANCED CREATIVE WRITING 4
Individual conferences with emphasis on sustained dramatic writing projects in theatre, film or television. May be repeated if the subject matters varies.
Prerequisite: 203 or the instructor's permission

490f,s INDEPENDENT STUDY 4-8
Exploration of an area of intellectual or artistic interest that results in the creation of a major work of theatre arts or a significant research project.

Dance

The dance minor experiences dance as a cultural endeavor in the liberal arts tradition. This program prepares the student to dance and perform in a variety of settings and combines the discipline of dance with other areas of study.

One-credit dance-technique courses (111, 112, 113, 211, 212, 213, 311, 312 and 313) may be counted toward the physical education requirement. If the student elects this option, the course will carry no credit and will be graded on a pass/fail basis. Courses taken to fulfill the physical education requirement cannot apply to the dance minor.

Requirements for the Dance Minor:

The dance minor requires a minimum of 20 credit hours in the discipline.

Course requirements are as follows:

- A minimum of four-credit hours in dance technique (studio coursework):

  The dance minor must reach standing in the advanced level (300 level) in one dance technique (ballet, modern or jazz), typically two- to three-credit hours.

  The dance minor must reach standing in the intermediate level (200 level) in one other dance technique, typically one- to-two-credit hours.
- DAN 308 History of Dance
- DAN 315 Choreography I
- DAN 317 Choreography II
- One theatre or music course:

  THE 131 Acting I or

  MUS 108 Foundations of Music

All dance minors must audition. A panel of qualified dance professionals adjudicates these students to determine proper placement. Students who wish to excel beyond the minor are encouraged to talk with the dance director about an interdisciplinary self-designed major.

A dance minor is encouraged to pursue active participation in the Agnes Scott student dance company.

111f,s INTRODUCTION TO BALLET 1
Introduction to ballet technique, terminology and history.

112f,s INTRODUCTION TO MODERN DANCE 1
Introduction to modern-dance technique and improvisation.

113f,s INTRODUCTION TO JAZZ DANCE 1
Introduction to jazz dance elements along with jazz technique, terminology and history.

211f,s INTERMEDIATE BALLET 1
Intermediate ballet technique, terminology and history.

212f,s INTERMEDIATE MODERN DANCE 1
Intermediate modern dance technique, improvisation and elements of contemporary are emphasized.

213f,s INTERMEDIATE JAZZ DANCE 1
Intermediate elements of jazz dance are explored along with jazz technique, terminology and history.

308f HISTORY OF DANCE 4
Explorations from origins of dance to the present with concentration on court dance and beginnings of ballet through modern and contemporary forms.

311f,s ADVANCED BALLET 1
Advanced ballet technique and terminology.

312f,s ADVANCED MODERN DANCE 1
Advanced modern dance technique, improvisation and contemporary forms.

313f,s ADVANCED JAZZ DANCE 1
Advanced elements of jazz dance and jazz technique.

315s CHOREOGRAPHY I 4
Exploration of skills and techniques necessary for students to develop dance compositions.

317f CHOREOGRAPHY II 4
Exploration of all ranges of dance composition using the elements of levels, space, time, rhythm, dynamics, textures and styles.

410f,s SPECIAL STUDY 2 – 4
Supervised intensive study in dance technique or choreography. May be repeated if the subject matter varies.

WOMEN'S STUDIES

Faculty

Elizabeth Hackett, *associate professor and director*

Isa Williams, *assistant professor*

Women's Studies critically examines representations of women and employs gender as a primary category of analysis, both in itself and in relationship to other factors such as ability, age, class, ethnicity, nationality, race, religion and sexuality. Women's Studies courses expose students to feminist scholarship from around the world and across the disciplines, and more than one-third of the Agnes Scott faculty teaches in the program. Women's Studies courses address, for example, the roles of women in Latin America, how notions of masculinity influence global politics and the work of black women writers. In Women's Studies classrooms, controversial issues are approached from various viewpoints, inspiring lively debate and critical thinking. Program goals include increased knowledge about women and gender, a commitment to social justice, honed critical-thinking skills, effective oral and written expression and heightened self-awareness.

The Atlanta Semester affords Women's Studies students a unique opportunity to explore the connections between feminist theory and practice by combining an internship experience with a seminar focused on issues of women, leadership and social change. (Credits earned in the Atlanta Semester may be counted toward the Women's Studies major or minor.) Majors and minors also are encouraged to enhance their knowledge of women and gender globally by studying abroad.

The liberal education provided by Agnes Scott and in Women's Studies focuses on intellectual inquiry and developing habits of mind that will enrich students' lives well beyond their college years. Much of the knowledge and many skills honed here also have straightforward applications in employment contexts. Upon graduation, Women Studies majors commonly work in organizations dedicated to social justice, pursue graduate study or law school, work in social service or nonprofit organizations, work with agencies and businesses that focus on women and teach.

The Women's Studies Program's Mission

The Women's Studies program is committed to providing a curriculum, cocurricular programming, community activities and program governance that are feminist. We understand feminist efforts to be those that critically analyze the conditions of women's lives and that intentionally and consistently promote the flourishing of girls and women of all abilities, ages, classes, ethnicities, nationalities, races, religions and sexualities.

Requirements for the Major:

I. Core Courses (four)

A. Introduction to Women's Studies (WS 100)

B. Internship (WLSC 301 & 350 – i.e., the Atlanta Semester)*

C. Contemporary Feminist Theory (WS 340)

D. Capstone Seminar - Theories of Liberation: Feminism in Conversation (WS 499)

II. Elective Courses (six)

A. Topical: Three courses that share a common theme (at least one of which must be a Women's Studies course that serves to link the non-Women's Studies courses to Women's Studies), plus three Women's Studies courses of the student's choosing. At least three of the six must be at the 300-level or higher. (Must be approved by the Women's Studies executive committee.)

OR

B. Divisional: Six Women's Studies courses, at least two from the humanitites/arts list and two from the social sciences/natural sciences list. At least three of the six must be at the 300 level or higher.

III. Global Diversity (0-1)

One course with a non-U.S. focus.

Total: 40 credits

* In exceptional circumstances, WS 450 may be used to meet this requirement, with permission of the Women's Studies adviser.

Requirements for the Minor:

Students may minor in Women's Studies by selecting a program of at least six courses chosen in consultation with the Women's Studies director.

Required courses: 100, 340

Three additional courses chosen in consultation with the director.

100f,s INTRODUCTION TO WOMEN'S STUDIES 4
An introduction to Women's Studies. Using feminist perspectives and scholarship, this interdisciplinary course examines the experiences of women in the United States, analyzes institutions and practices that affect women and develops connections to women in other cultures.

130 (Psychology 130)
PSYCHOLOGY OF WOMEN 4
See Psychology 130 for description.

202 (Psychology 202)
PSYCHOLOGY OF SEXUAL BEHAVIOR 4
See Psychology 202 for description.

210 (Religious Studies 210)
SCIENCE, RELIGION AND WOMEN 4
See Religious Studies 210 for description.

211 (Political Science 211) (Sociology 214)
WOMEN IN LATIN AMERICA 4
See Political Science 211 for description.

211Ls (Political Science 211L) (Sociology 214L) (Spanish 301L)
WOMEN IN LATIN AMERICA, SPANISH COMPONENT 1
See Spanish 301L for description.

212 (Sociology 211)
MARRIAGE AND THE FAMILY 4
See Sociology 211 for description.

216 (English 216, when the topic pertains to Women's Studies) **TOPICS IN BLACK WRITING** 4
See English 216 for description.

219 (Music 219)
WOMEN IN WORLD MUSIC 4
See Music 219 for description.

220 (Music 220)
WOMEN IN MUSIC: THE WESTERN MUSICAL TRADITIONS 4
See Music 220 for description.

221 (English 220)
TOPICS IN WOMEN AND LITERATURE 4
See English 220 for description.

222 (History 220)
EUROPEAN WOMEN SINCE THE MIDDLE AGES 4
See History 220 for description.

224 (Religious Studies 224)
FEMINISMS AND RELIGION 4
See Religious Studies 224 for description.

231 (Sociology 230)
RACE, CLASS AND GENDER 4
See Sociology 230 for description.

235 **WOMEN AND THE LAW** 4
Selected aspects of American constitutional and statutory law that have a particular impact on women. Likely topics include: legal guarantees of race and gender equality, employment discrimination (including sexual harassment), affirmative action, marriage, rape, domestic violence, reproductive rights, pornography and prostitution.

240 (Psychology 240)
PSYCHOLOGY OF CROSS-CULTURAL CONTACT 4
See Psychology 240 for description.

263 **TOPICS IN WOMEN'S STUDIES** 4
A detailed, critical analysis of a specific topic in Women's Studies. Previous topics have included: Theorizing the Female Body, Women in Families, Marginalized Women Redefining Feminism, and Audre Lorde: Challenging and Transforming Feminist Thought. Course may be repeated for credit when subject matter warrants.
Prerequisite: 100

270 (Anthropology 270)
WOMEN, HEALTH AND SOCIETY 4
See Anthropology 270 for description.

304 (Art 304)
WOMEN AS ARTISTS AND PATRONS FROM THE 12TH TO THE 17TH CENTURIES 4
See Art 304 for description.

306 (English 306, when the topic pertains to Women's Studies)
AUTHORIAL STUDIES 4
See English 306 for description.

307 (Anthropology 307)
HOUSEHOLD AND WORLD SYSTEMS 4
See Anthropology 307 for description.

310f **FEMINISM AND SEXUALITY** 4
Feminism is understood by many to have implications for understanding not only gender, but sexuality as well. This course explores these implications by investigating such issues as the social construction of sex, gender and sexuality; heterosexuality as a site of women's oppression; lesbianism as feminist practice; and queer theory.
Prerequisite: one course in women's studies or permission of the instructor

313 (Political Science 313)
GENDER POLITICS 4
See Political Science 313 for description.

322 (English 322, when the topic pertains to Women's Studies)
STUDIES IN 19th-CENTURY LITERATURE 4
See English 322 for description.

330 (History 330)
HISTORY OF WOMEN IN AMERICA 4
See History 330 for description.

331 (Religious Studies 331)
FEMINIST AND WOMANIST ETHICS AND SPIRITUALITY 4
See Religious Studies 331 for description.

340 (Philosophy 315)
CONTEMPORARY FEMINIST THEORY 4
A cross-disciplinary study of feminist theorists representing a variety of approaches.
Prerequisite: 100 or any philosophy course

341 (Classics 341) (Sociology 341)
WIVES, WARRIORS, SLAVES AND CITIZENS 4
See Classics 341 for description.

342 (Religious Studies 341)
GENDER AND ISLAM 4
See Religious Studies 341 for description.

343 (History 343)
FAMILY, LOVE AND MARRIAGE IN PREMODERN EUROPE 4
See History 343 for description.

345 (English 340)
STUDIES IN GENDER AND SEXUALITY 4
See English 340 for description.

350 (English 350, when the topic pertains to Women's Studies)
STUDIES IN MODERNISM 4
See English 350 for description.

365 (French 365)
WOMEN AND FRENCH CULTURE 4
See French 365 for description.

370 **(Spanish 370, when the topic pertains to Women's Studies)**
TOPICS IN LATINO LITERATURE 4
See Spanish 370 for description.

410s **SPECIAL STUDY** 2-4
Supervised intensive study of selected texts or a particular field within Women's Studies.

450 **INTERNSHIP** 1-10

481 **(Spanish 480, when the topic pertains to Women's Studies)**
TOPICS IN HISPANIC THEMES 4
See Spanish 480 for description.

490 **INDEPENDENT STUDY** 4-8
Independent research arranged under the supervision of a faculty member.

499f **THEORIES OF LIBERATION: FEMINISM IN CONVERSATION** 4
Examines feminist theory's relationship to other libertory theoretical work (e.g., human rights discourse, queer theory, anti-racist theory, post-colonial theory, disability studies, etc.) Required of Women's Studies majors and highly recommended for Women's Studies minors.
Prerequisite: 100; Corequisite: 340

Physical Education and Athletics

Joeleen Akin, director of athletics

Agnes Scott recognizes that physical activity is an essential component of the total growth and education of women. Physical education is required of all students in the academic program, not only for physical well-being, but to develop lifetime activities for health fitness and recreation.

Two semester courses of physical education are required for graduation. These are in addition to the 128 academic hours required. One-credit dance-technique courses (111, 112, 113, 211, 212, 213, 311, 312 and 313) may count toward the physical education requirement. If the student elects this option, the course will carry no credit and will be graded on a pass/fail basis. Courses taken to fulfill the physical education requirement cannot apply to the dance minor.

Although courses taken to fulfill the two-semester requirement may be selected from any area, it is strongly recommended that students take at least one course from the area of lifetime activities.

The Robert W. Woodruff Physical Activities Building provides quality facilities for classes, NCAA intercollegiate sports, club sports, intramurals and recreation activities. Facilities include a basketball court and volleyball courts; an eight-lane, 25-meter competition swimming pool; a sports-medicine center; a cardiovascular/strength training room; an all-weather six-lane track and soccer field; and six tennis courts.

Fitness & Health Assessment

101f,s WOMEN'S HEALTH AND FITNESS
Students will examine an array of health, exercises and wellness issues related to women and then apply these issues to their personal lifestyles to develop a personal exercise program that they will implement and carry out.

102f,s STRENGTH TRAINING
Fitness through use of weight training.

103f FITNESS SWIMMING
Fitness through lap swimming and interval workouts.
Prerequisite: Intermediate-level swimming strokes

104f,s LIFETIME FITNESS
The first two weeks in each semester will focus on each student's personal-fitness assessment (body mass index, body fat, Harvard Step Test, etc). Following personal assessment, each participant will be exposed to multiple "cross-training" aerobic activities such as: jogging, step aerobics, swimming, weight training and cycling (indoor and outdoor).

107f,s POWER WALKING
Fitness through power walking. Emphasis on techniques and aerobic endurance, flexibility, strength, speed, agility and nutrition.

109f,s STEP AEROBICS
Fitness achieved through continuous movement using levels to vary intensity, resistance and speed.

Lifetime Activities

112f,s FENCING
Foil fencing for the individual with little or no experience. Skills, techniques and bouting covered.

115s GOLF
Basic skills covered. Rules and golf etiquette are included. Several trips made to the driving range and golf course. (Fee required)

117f,s RIDING I
Beginning riding; dressage seat geared toward combined training. Taught off campus. (Fee required)

118f,s RIDING II
Intermediate riding. Continuation of Riding I. Taught off campus. (Fee required)
Prerequisite: Riding I or the instructor's permission

119f,s RIDING III
Advanced riding. Students perform basic dressage on difficult horses. Includes possibilities for jumping. Taught off campus. (Fee required)
Prerequisite: Riding II or the instructor's permission

120f SWIMMING
Swimming for the beginner and intermediate. Five basic strokes covered.

121f,s YOGA
The first two weeks will be dedicated to teaching students yoga postures and proper breathing techniques. Students will participate in a yoga exercise routine progressing from basic to complex yoga postures for remainder of the semester.

123f,s TENNIS
Tennis for the individual with little or no prior experience. Forehands, backhands and serves with game procedures and rules covered.

128f,s CARDIO COMBO
A cardio-aerobic combination exercise class to include low-impact aerobics, power walking, introduction to step aerobics and floor work for toning the major muscle groups.

211s INTERMEDIATE GOLF
Continuation of beginning golf with emphasis on advanced stroke techniques.
Prerequisite: 115

213 INTERMEDIATE TENNIS
Building on beginning skills while developing advanced shot techniques and strategy for singles and doubles.
Prerequisite: 123

221f,s YOGA II
The first two weeks will be spent reviewing familiar postures and breathing techniques. From there, the focus will move to teaching new, more challenging and vigorous practice. Students will learn intermediate-breathing techniques and meditation.
Prerequisite: 121

244 FENCING II
Will allow Fencing I students the opportunity to continue the development of basic fencing skills and include epee and sabre instruction while working toward a competitive level of fencing.
Prerequisite: 112

Team Sports

113f INTRODUCTION TO TEAM SPORTS
First two weeks in each semester will focus on personal fitness assessment (body mass index, body fat, Harvard Step Test, etc). Following the fitness assessment, each student will be introduced to the following activities: soccer, softball, flag football, volleyball, basketball and field hockey.

Specialized Activities

142s LIFEGUARD TRAINING
Red Cross-certified lifeguard-training course.
Prerequisite: Advanced level swimming; ability to swim 500 yards; current first-aid and CPR certificates required no later than 10 days after the completion of the course to receive certification.
(Fee required)

145f,s SELF DEFENSE
Emphasis on awareness or warning signs that may prevent an assault from taking place. Basic attacks and counter attacks will be addressed.

147 WATER-SAFETY INSTRUCTORS
Red Cross water-safety instructor course. Students perfect swimming skills, learn techniques of teaching all swimming levels.
(Fee required)
Prerequisite: Introduction to Health Services Education course taught at Red Cross service centers (four hours); advanced lifesaving; the instructor's permission; screening test given.

245 SELF DEFENSE II
Self Defense II provides students with the opportunity to build upon the foundation of self-defense options, both verbal and physical, that they have learned in Self Defense I.
Prerequisite: 145

Varsity Intercollegiate and Club Sports

Varsity student-athletes and approved club-sport participants fulfill their two semester physical education requirement by participating on two or more varsity athletic teams, or approved club sports. For club-sport activities, the chair of physical education department must approve participation for credit prior to initial engagement in the activity. Team selections for competitive play are made each preseason by the head coach and her/his assistants.

200s VARSITY BASKETBALL TEAM
Prerequisite: the instructor's permission

202f VARSITY CROSS COUNTRY
Prerequisite: the instructor's permission

205f VARSITY SOCCER TEAM
Prerequisite: the instructor's permission

206s VARSITY SWIMMING TEAM
Advanced competitive swimming including home and away-varsity competitions.
Prerequisite: the instructor's permission

207s VARSITY TENNIS TEAM
Prerequisite: team tryouts and the instructor's permission

209f VARSITY VOLLEYBALL TEAM
Prerequisite: the instructor's permission

212s VARSITY SOFTBALL TEAM
Prerequisite: the instructor's permission

Agnes Scott College Faculty

Nancy C. Albert (2002)
Registrar
A.B., Harvard University
M.S., The John Hopkins University

Juan A. Allende (1993)
Associate Professor of Political Science
B.S., Iowa State University
M.S., University of North Carolina
M.Div., Emory University
Ph.D., University of North Carolina

Patricia Andino (2000)
Visiting Instructor in Spanish
B.A., Georgia State University
M.A., Georgia State University

Charlotte Artese (2003)
Assistant Professor of English
B.A., Yale University
Ph.D., Northwestern University

Wendy Atkins-Sayre (2005)
Visiting Assistant Professor of Theatre; Director of the Speaking Center
B.A., Texas State University
M.A., Texas State University
Ph.D., University of Georgia

David P. Behan (1974)
Professor of Philosophy
B.A., Yale University
Ph.D., Vanderbilt University

Anne E. Beidler (1992)
Associate Professor of Art
B.A., Earlham College
B.F.A., University of Connecticut
M.F.A., University of Massachusetts, Amherst

Barbara J. Blatchley (1990)
Associate Professor of Psychology
B.A., Indiana University
Ph.D., University of South Carolina

Gilbert Bond (2005)
Visiting Associate Professor of Religious Studies
B.A., Lawrence University
M.Div., Bethany Theological Seminary
Ph.D., Emory University

Sandra T. Bowden (1968)
Charles A. Dana Professor of Biology
B.S., Georgia Southern College
M.A., University of North Carolina
Ph.D., University of North Carolina

Arthur L. Bowling Jr. (1977)
Associate Professor of Physics
B.S., College of William and Mary
M.S., University of Illinois, Urbana
Ph.D., University of Illinois, Urbana

Mary Brown Bullock '66 (1995)
President of the College; Professor of History
B.A., Agnes Scott College
M.A., Stanford University
Ph.D., Stanford University

Irmtraud Burianek (2004)
Visiting Assistant Professor of German Studies
Ph.D., Ludwig-Maximilians-Universität München

Mary C. Cain (1999)
Assistant Professor of History
B.A., Yale University
M.A., Emory University
Ph.D., Emory University

Augustus B. Cochran III (1973)
Adeline A. Loridans Professor of Political Science
B.A., Davidson College
M.A., Indiana University
Ph.D., University of North Carolina
J.D., Georgia State University College of Law

Lesley Coia (2002)
Associate Professor of Education
B.A., University College London, England
M.A., The Institute of Education University of London
Ph.D., The Institute of Education University of London

Eileen L. Cooley (1988)
Associate Professor of Psychology
B.A., University of Colorado
M.S., University of Oregon
M.A., Emory University
Ph.D., Emory University

Christine S. Cozzens (1987)
Professor of English
B.A., Stanford University
M.A., Stanford University
Ph.D., University of California, Berkeley

Rosemary T. Cunningham (1985)
Hal and Julia T. Smith Chair of Free Enterprise
B.A., Fordham University
M.A., Fordham University
Ph.D., Fordham University

Christopher G. De Pree (1996)
Associate Professor of Astronomy
B.S., Duke University
M.S., University of North Carolina
Ph.D., University of North Carolina

Julia K. De Pree (1996)
Associate Professor of French
B.A., Duke University
M.A., University of North Carolina
Ph.D., University of North Carolina

Lara Denis (2002)
Associate Professor of Philosophy
B.A., Smith College
M.A., Cornell University
Ph.D., Cornell University

Amber Dermont (2005)
James T. and Ella Rather Kirk Visiting Assistant Professor of English
B.A., Vassar College
M.A., Emerson College
M.F.A., University of Iowa

James K. Diedrick (2005)
Associate Dean of the College; Professor of English
B.A., Western Washington University
M.A., University of Washington
Ph.D., University of Washington

Douglas Falen (2005)
Assisant Professor of Anthropology
B.A., Emory University
Ph.D., University of Pennsylvania

Douglas A. Fantz (2004)
Assistant Professor of Chemistry
B.S., Furman University
Ph.D., University of South Carolina

Timothy S. Finco (1999)
Associate Professor of Biology
B.S., University of Georgia
Ph.D., University of North Carolina

Amber Garcia (2005)
Visiting Assistant Professor of Psychology
B.A., St. Mary's College of California
M.A., Claremont Graduate University
Ph.D., Purdue University

J. Phil Gibson (1995)
Associate Professor of Biology
B.S., Oklahoma State University
M.S., University of Georgia
Ph.D., University of Colorado

Steven R. Guthrie (1985)
Professor of English
B.A., Antioch College
Ph.D., Brown University

Elizabeth Hackett (1999)
Associate Professor of Women's Studies and Philosophy
B.A., University of Notre Dame
M.A., University of Pennsylvania
Ph.D., University of Pennsylvania

Sarah Haydock (2005)
Visiting Assistant Professor of Chemistry
B.S., University of New Castle upon Tyne
Ph.D., University of Oxford, Oxford, UK

Lilia C. Harvey (1994)
Associate Professor of Chemistry
B.S., Florida International University
Ph.D., Georgia Institute of Technology

Andrew Hebard (2004)
Visiting Assistant Professor of English
B.A., Yale University
M.A., University of Chicago
Ph.D., University of Chicago

Brenda A. Hoke (1993)
Associate Professor of Sociology
B.A., North Carolina Central University
M.A., Atlanta University
M.A., SUNY at Stony Brook
Ph.D., SUNY at Stony Brook

Gué P. Hudson '68 (1974)
Vice President for Student Life and Community Relations and Dean of Students
B.A., Agnes Scott College
M.A.T., Emory University

Marquita Jackson-Minot (2002)
Assistant Professor of Education
B.S., Boston University
M.A., Cambridge College
Ph.D., Emory University

Calvert Johnson (1986)
Charles A. Dana Professor of Music
B.A., Kalamazoo College
M.M., Northwestern University
D.M., Northwestern University

Krista Johnson (2005)
Assistant Professor of Political Science
B.A., The Johns Hopkins University
Ph.D., Northwestern University

Violet M. Johnson (1992)
Professor of History
B.A., Fourah Bay College, University of Sierra Leone
M.A., University of New Brunswick
Ph.D., Boston College

Robert A. Kachelski (1999)
Assistant Professor of Psychology
B.A., University of Notre Dame
Ph.D., University of Wisconsin-Madison

Katharine D. Kennedy (1981)
Charles A. Dana Professor of History
B.A., Duke University
M.A., Stanford University
Ph.D., Stanford University

Waqas A. Khwaja (1995)
Associate Professor of English
LL.B., Punjab University Law College, Lahore
M.A., University of the Punjab
M.A., Emory University
Ph.D., Emory University

Alan Koch (2000)
Associate Professor of Mathematics
B.A., University of Vermont
M.A., State University of New York at Albany
Ph.D., State University of New York at Albany

Tracey E.W. Laird (2000)
Assistant Professor of Music
B.A., Loyola University
M.A., University of Michigan
Ph.D., University of Michigan

Myrtle H. Lewin (1983)
Professor of Mathematics
B.Sc., University of the Witwatersrand, Johannesburg
B.Sc.Hons, University of the Witwatersrand, Johannesburg
M.A., University of Wisconsin
Ph.D., University of Wisconsin

Amy J. Lovell '90 (2000)
Assistant Professor of Astronomy
B.A., Agnes Scott College
Ph.D., University of Massachusetts Amherst

Jennifer L. Lucas (1998)
Associate Professor of Psychology
B.S., Auburn University
M.S., Kansas State University
Ph.D., Kansas State University

Jennifer A. Lund (2000)
Director of International Education; Assistant Professor of Education
B.A., University of Tennessee
M.A., Peabody College of Vanderbilt University
Ph.D., University of Florida

Michael R. Lynn (1998)
Associate Professor of History
B.A., Pacific Lutheran University
B.S., Pacific Lutheran University
M.A., University of Wisconsin-Madison
Ph.D., University of Wisconsin-Madison

Sally A. MacEwen (1982)
Associate Professor of Classical Languages and Literatures
B.A., Mount Holyoke College
Ph.D., University of Pennsylvania

Dennis McCann (1999)
Wallace M. Alston Professor of Bible and Religion
A.B., St. Charles Borromeo Seminary
S.T.L., Gregorian University (Rome, Italy)
M.A., University of Chicago Divinity School
Ph.D., University of Chicago Divinity School

Terry S. McGehee (1976)
Professor of Art
B.A., Queen's College
M.F.A., Washington University (St. Louis)

Christopher R. McRae (2004)
Visiting Associate Professor of French
B.S., Georgetown University
M.A., University of Alabama
Ph.D., Vanderbilt University

Virginia F. Moreland (1993)
Director of Library Services
B.A., University of Rhode Island
M.A., Boston College
M.L.I.S., University of California, Berkeley

Laura Mungavin (2001)
Visiting Instructor in Spanish
B.A., State University of New York at Plattsburgh
M.A., State University of New York at Albany

Yvonne D. Newsome (1998)
Associate Professor of Sociology
B.A., University of Memphis
M.A., University of Memphis
Ph.D., Northwestern University

Gisela Norat (1993)
Associate Professor of Spanish
B.S., St. Peter's College
B.A., Montclair State College
M.A., New York University, Madrid
Ph.D., Washington University (St. Louis)

Rafael Ocasio (1989)
Professor of Spanish
B.A., University of Puerto Rico
M.A., Eastern New Mexico University
Ph.D., University of Kentucky

Adegboye Philip Ojo (2003)
Assistant Professor of French
B.Ed., University of Ibadan, Ibadan, Nigeria
M.A., University of Ibadan, Ibadan, Nigeria
Ph.D., University of Oregon

Richard Parry (1967)
Fuller E. Callaway Professor of Philosophy
B.A., Georgetown University
M.A., Yale University
Ph.D., University of North Carolina

John F. Pilger (1979)
William R. Kenan Jr. Professor of Biology
B.S., University of Southern California
Ph.D., University of Southern California

Tina Pippin (1989)
Professor of Religious Studies
B.A., Mars Hill College
M.Div., Candler School of Theology
M.Th., Southern Baptist Theological Seminary
Ph D., Southern Baptist Theological Seminary

Li Qi (2005)
Assistant Professor of Economics
B.S., University of International Business and Economics, Beijing
Ph.D., University of Pittsburgh

Hong Qu (2002)
Assistant Professor of Religious Studies
B.A., Northwest University (China)
B.A., Beijing University
Ph.D., Chinese Academy of Social Sciences

Lawrence H. Riddle (1989)
Professor of Mathematics
B.S., Carnegie-Mellon University
M.S., University of Illinois
Ph.D., University of Illinois

Ruth E. Riter (1999)
Associate Professor of Chemistry
B.S., Tennessee Technological University
M.S., Tennessee Technological University
Ph.D., Vanderbilt University

Bridget Roosa (2002)
Visiting Instructor in Dance
B.A., Southern MethodistUniversity
M F A , Florida State University

Nell Ruby (1999)
Visiting Assistant Professor of Art
B.A., Rice University
M.F.A., Washington University

Donna L. Sadler (1986)
Professor of Art
B.A., Boston University
M.A., Indiana University
Ph.D., Indiana University

Dudley Sanders (1979)
Associate Professor of Theatre
A.B., Kenyon College
M.F.A., Northwestern University

Edward Sayre (2001)
Assistant Professor of Economics
B.A., University of Texas, Austin
M.S., University of Texas, Austin
Ph.D., University of Texas, Austin

Michael Schlig (1998)
Associate Professor of Spanish
B.A., Dickinson College
M.A., Middlebury College
Ph.D., University of Texas at Austin

Catherine V. Scott (1984)
Professor of Political Science
B.A., University of Florida
M.A., Emory University
Ph.D., Emory University

Katherine A. Smith (2003)
Assistant Professor of Art
B.A., University of Georgia
M.A., New York University
Ph.D., New York University

John Starks (2005)
Visiting Assistant Professor of Classics
B.A., Washington and Lee University
M.A., University of North Carolina, Chapel Hill
Ph.D., University of North Carolina, Chapel Hill

David S. Thompson (1998)
Associate Professor of Theatre
B.A., University of Tennessee
M.F.A., University of Tennessee
Ph.D., University of Texas at Austin

Karen Thompson (1992)
Associate Professor of Biology
B.A., Occidental College
Ph.D., University of Oregon

Peggy Thompson (1985)
Ellen Douglass Leyburn Professor of English
B.A., Arizona State University
M.A., (Philosophy) Emory University
M.A., (Humanities) Arizona State University
M.A., (English) Indiana University
Ph.D., Indiana University

Willie Tolliver (1996)
Associate Professor of English
B.A., Williams College
M.A., University of Chicago
Ph.D., University of Chicago

Rachel Trousdale (2002)
Assistant Professor of English
B.A., Yale University
M.A., Yale University
M. Phil., Yale University
Ph.D., Yale University

T. Leon Venable (1983)
Associate Professor of Chemistry
B.S., Davidson College
Ph.D., University of Virginia

David Williams (2000)
Visiting Instructor in Economics
B.S., Auburn University
M.E., Georgia State University

Isa Williams (1995)
Assistant Professor of Women's Studies
Director of Experiential Learning
Director of Atlanta Semester
B.A., Spelman College
M.A., Georgia State University
Ph.D., Emory University

John D. Winzenburg (2004)
Assistant Professor of Music
B.A., Hamline University
M.M., University of Minnesota
D.M., University of Iowa

James S. Wiseman (2005)
Assistant Professor of Mathematics
S.B., Massachusetts Institute of Technology
M.S., Northwestern University
Ph.D., Northwestern University

Harry Wistrand (1974)
Professor of Biology
B.A., Austin College
M.A., University of North Texas
Ph.D., Arizona State University

Shu-chin Wu (2005)
Assistant Professor of History
B.A., Fu Jen Catholic University
M.A., University of Wisconsin-Madison
Ph.D., University of Wisconsin-Madison

Madeline Zavodny (2004)
Associate Professor of Economics
B.A., Claremont McKenna College
Ph.D., Massachusetts Institute of Technology

Rosemary Lévy Zumwalt (2001)
Vice President for Academic Affairs and Dean of the College; Professor of Anthropology
B.A., University of California, Santa Cruz
M.A., University of California, Berkeley
Ph.D., University of California, Berkeley

Emeritae/i Faculty and Staff

(Dates in parentheses indicate the beginning and ending of service at Agnes Scott College.)

FACULTY

Mary Virginia Allen '35, Ph.D.
(1948-1951; 1954-1979)
Professor of French

Gunther Bicknese, D. Phil.
(1976-1991)
Professor of German

Bona W. Ball, Ph.D.
(1967-2001)
Professor of English

Sarah Blanshei, Ph.D.
(1990-1997)
Dean of the College;
Professor of History

Christabel P. Braunrot, Ph.D.
(1976-1995)
Associate Professor of French

Jack T. Brooking, Ph.D.
(1974-1985)
Professor of Theatre

Ronald L. Byrnside, Ph.D.
(1975-2000)
Professor of Music

Michael J. Brown, Ph.D.
(1960-1962; 1965-1998)
Professor of History

Gail Cabisius, Ph.D.
(1974-2004)
Associate Professor of Classical Languages and Literatures

Frances Clark Calder '51, Ph.D.
(1953-1969; 1974-1986)
Professor of French

Penelope Campbell, Ph.D.
(1965-2004)
Professor of History

John J. Carey, Ph.D.
(1989-1998)
Professor of Religious Studies

Kwai Sing Chang, Ph.D.
(1956-1986)
Professor of Bible and Religion

Huguette D. Chatagnier, Ph.D.
(1969-1993)
Associate Professor of French

Alice J. Cunningham, Ph.D.
(1966-1967; 1968-1992)
Professor of Chemistry

Marylin B. Darling, Ph.D.
(1971-2004)
Professor of Dance

Miriam Koontz Drucker, Ph.D.
(1955-1990)
Professor of Psychology

Julia T. Gary, Ph.D.
(1957-1984)
Dean of the College;
Professor of Chemistry

John Lewis Gignilliat, Ph.D.
(1969-1989)
Associate Professor of History

Nancy Pence Groseclose, Ph.D.
(1947-1979)
Professor of Biology

Mary Eloise Herbert, M.A.
(1954-1991)
Associate Professor of Spanish

Linda L. Hubert '62, Ph.D.
(1968-2004)
Professor of English

Mary K. Jarboe '68, B.A.
(1974-2002)
Registrar

Judith B. Jensen, M.L.S.
(1977-1993)
Librarian

Edward C. Johnson, Ph.D.
(1965-1995)
Associate Professor of Economics

C. Benton Kline Jr., Ph.D.
(1951-1969)
Dean of the Faculty

Robert A. Leslie, Ph.D.
(1970-2005)
Professor of Mathematics

Raymond Jones Martin, S.M.D.
(1950-1986)
Professor of Music;
College Organist

Theodore K. Mathews, Ph.D.
(1967-2004)
Professor of Music

Kate McKemie, Ed.D.
(1956-1988)
Professor of Physical Education

Mollie Merrick '58, M.A.
(1959-1999)
Associate Dean of Students

Jack L. Nelson, Ph.D.
(1962-1995)
Professor of English

Lillian Newman, M.Ln.
(1948-1991)
Associate Librarian

Patricia G. Pinka, Ph.D.
(1969-2003)
Professor of English

Marie Sophie Huper Pepe, Ph.D.
(1951-1986)
Professor of Art

Margaret W. Pepperdene, Ph.D.
(1956-1985)
Professor of English

Régine P. Reynolds-Cornell, Ph.D.
(1986-1997)
Professor of French

Sara L. Ripy, Ph.D.
(1958-1989)
Professor of Mathematics

Ruth Schmidt, Ph.D.
(1982-1994)
President of the College

Edmund J. Sheehey, Ph.D.
(1987-2004)
Professor of Economics

John A. Tumblin Jr., Ph.D.
(1961-1990)
Professor of Sociology and Anthropology

Ingrid Wieshofer, Ph.D.
(1970-2004)
Professor of German

STAFF

Mary Alverta Bond '53, B.A.
(1960-1994)
Administrative Assistant to the President

Administration and Staff

OFFICE OF THE PRESIDENT

Mary Brown Bullock '66, B.A., M.A., Ph.D.
President of the College; Professor of History

Lea Ann Grimes Hudson '76, B.A.
Director of the Office of the President; Secretary of the Board of Trustees

ACADEMIC AFFAIRS

Rosemary Lévy Zumwalt, B.A., M.A., Ph.D.
Vice President for Academic Affairs and Dean of the College; Professor of Anthropology

James K. Diedrick, B.A., M.A., Ph.D.
Associate Dean of the College; Professor of English

Nancy C. Albert, A.B., M.S.
Registrar

Virginia F. Moreland, B.A., M.A., M.L.I.S.
Director of Library Services

Nancy Devino, B.A., Ph.D.
Director of the Science Center for Women

Laura Palucki Blake, B.A., M.A., Ph.D.
Director of Assessment

Jennifer Lund, B.A., M.A., Ph.D.
Director of International Education; Assistant Professor of Education

LaNeta Counts, B.S., M.E.
Director of Information Technology Services

Peggy Thompson, B.A., M.A., Ph.D.
Director of the Center for Teaching and Learning; Ellen Douglass Leyburn Professor of English

Isa Williams, B.A., M.A., Ph.D.
Director of the Atlanta Semester; Assistant Professor of Women's Studies; Director of Experiential Learning

STUDENT LIFE AND COMMUNITY RELATIONS

Gué Pardue Hudson '68, B.A., M.A.T.
Vice President for Student Life and Community Relations and Dean of Students

Stephanie S. Balmer, B.S., M.B.A.
Dean of Admission and Associate Vice President for Enrollment Management

Betty Derrick '68, B.A., M.A.
Special Assistant to the Vice President for Student Life and Community Relations

John Lucy, B.B.A., M.A., Ph.D.
Associate Dean of Students

Michelle M. Thompson, B.A., M.S.
Associate Dean of Students

Joeleen Akin, B.S., M.A.
Director of Athletics

BUSINESS AND FINANCE

John P. Hegman, B.S., M.B.A.
Vice President for Business and Finance

Lai Chan, B.S., M.B.A.
Controller

Robert Gaskins, B.B.A.
Senior Financial Analyst

Henry Hope, B.S.
Director of Public Safety

Karen Gilbert, B.S.
Director of Human Resources

INSTITUTIONAL ADVANCEMENT

Mary G. Ackerly, B.A.
Director of Communications

Board of Trustees

2005-2006 OFFICERS OF THE BOARD

Harriet M. King '64
Chair

Christopher M. Little
Vice Chair

Lea Ann Grimes Hudson '76
Secretary

Mary Brown Bullock '66
President of the College
ex officio

MEMBERS OF THE BOARD

Ann Stein Alperin '58
Executive Director (retired)
Young Audiences of Atlanta
Atlanta, Ga

Kathy Blee Ashe '68
State Representative
Atlanta, Ga.

Robert L. Brown Jr.
President
R L Brown and Associates Inc.
Decatur, Ga.

JoAnn Sawyer Delafield '58
New York, N.Y.

John Walter Drake
Attorney
McCurdy & Candler
Decatur, Ga.

Anne Jones Fears '79
Director of Education Services
DeKalb Medical Center
Decatur, Ga.

Suzanne C. Feese '84
Attorney
King & Spalding LLP
Atlanta, Ga.

Larry L. Gellerstedt III
Chairman and CEO
The Gellerstedt Group
Atlanta, Ga.

J. William Goodhew III
Vice President
Intelligent Systems
Norcross, Ga.

Audrey L. Grant '77
Regional Medical Director
Team Health, Inc.
Fairfax, Va.

Elizabeth Rhett Jones '73
Attorney
Mendham, N.J.

Harriet M. King '64
Senior Vice Provost for
Academic Affairs
Emory University
Atlanta, Ga.

Nancy Moore Kuykendall '61
Davidson, N.C.

Christopher M. Little
President (retired)
Meredith Co. Publishing Group
McDowell, Va.

Jeanne Kaufmann Manning '72
Sea Island, Ga., and
Santa Fe, N.M.

Sallie T. Manning '82
Augusta, Ga.

Phil Noble Jr.
Phil Noble and Associates
Politics Online
Charleston, S.C.

Marsha Norman '69, H '05
Playwright
New York, N.Y.

Mildred Love Petty '61
Atlanta, Ga.

James D. Philips Jr.
Managing Partner
La Querencia LLC
Atlanta, Ga.

Louise Hill Reaves '54
Stone Mountain, Ga.

B. Clayton Rolader
President (retired)
Balentine & Co.
Atlanta, Ga.

Susan E. Gamble Smathers '75
Attorney
Jacksonville, Fla.

O. Benjamin Sparks
Pastor
Second Presbyterian Church
Richmond, Va

Linda Grant Teasley '61
Tampa, Fla.

Jean Hoefer Toal '65
Chief Justice
Supreme Court of South Carolina
Columbia, S.C.

Clyde C. Tuggle
Senior Vice President
The Coca-Cola Company
Atlanta, Ga.

David L. Warren
President
National Association of Independent Colleges and Universities
Washington, D.C.

J. Scott Wilfong
President and CEO
SunTrust Bank, Atlanta
Atlanta, Ga.

Robert C. Williams
Vale Professor of History Emeritus, Davidson College
Center Lovell, Maine

TRUSTEES EMERITI AND EMERITAE

Dorothy H. Addison '43
Atlanta, Ga.

Elizabeth H. Cameron '43
Wilmington, N.C.

Evelyn B. Christman '40
New Orleans, La.

Katherine A. Geffcken '49
Atlanta, Ga.

Nancy T. Hill '56
Richmond, Va.

Anne R. Jones '46
Atlanta, Ga.

Suzella B. Newsome '57
Atlanta, Ga.

Betty S. Noble '44
Decatur, Ga.

Douglas D. Oldenburg Jr.
Davidson, N.C.

M. Lamar Oglesby
Atlanta, Ga.

J. Davison Philips
Decatur, Ga.

Hansford Sams Jr.
Decatur, Ga.

B. Franklin Skinner
Atlanta, Ga.

Samuel R. Spencer Jr.
Davidson, N.C.

W.G. Tittle Jr.
Nashville, Ga.

John H. Weitnauer
Atlanta, Ga.

Mary Alverta Bond '53
Secretary Emerita
Decatur, Ga.

2005-2006 Academic Calendar

FALL SEMESTER 2005

International students arrive ....Tuesday, Aug. 23

New student orientation.....Friday-Sunday, Aug. 26-28

Registration for returning students .....Monday, Aug. 29

Registration for new students .....Tuesday, Aug. 30

First day of classes.....Wednesday, Aug. 31

Labor Day .....Monday, Sept. 5

Fall break.....Thursday-Sunday, Oct. 13-16

Thanksgiving break .....Wednesday-Sunday, Nov. 23-27

Last day of classes.....Monday, Dec. 12

Reading days.....Tuesday-Wednesday, Dec. 13-14

Exams .....Thursday-Tuesday, Dec. 15-20

SPRING SEMESTER 2006

Students arrive.....Tuesday, Jan. 17

Registration .....Wednesday, Jan. 18

First day of classes .....Thursday, Jan. 19

Spring break .....Monday-Friday, March 13-17

Easter break .....Friday-Sunday, April 14-16

Last day of classes .....Tuesday, May 2

Reading days .....Wednesday-Thursday, May 3-4

Senior final exams .....Thursday-Tuesday, May 4-9

Final exams .....Friday-Wednesday, May 5-10

Baccalaureate.....Friday, May 12

Commencement.....Saturday, May 13

SUMMER SESSION 2006 (Tentative)

Session I

First day of classes .....Tuesday, May 30

Last day of Classes .....Tuesday, June 27

Reading day .....Wednesday, June 28

Final exams .....Thursday, June 29

Session II

Independence Day Holiday ...Tuesday, July 4

First Day of Classes.....Wednesday, July 5

Last Day of Classes .....Wednesday, Aug. 2

Reading day.....Thursday, Aug. 3

Final exams .....Friday, Aug. 4

2006-2007 Academic Calendar

FALL SEMESTER 2006 (Tentative)

International students arrive	Tuesday, Aug. 22
New students orientation	Friday-Monday, Aug. 25-28
Registration for returning students	Monday, Aug. 28
Registration for new students	Tuesday, Aug. 29
First day of classes	Wednesday, Aug. 30
Labor Day	Monday, Sept. 4
Fall break	Thursday-Sunday, Oct. 19-22
Thanksgiving break	Wednesday-Sunday, Nov. 22-26
Last day of classes	Monday, Dec. 11
Reading days	Tuesday-Wednesday, Dec. 12-13
Exams	Thursday-Tuesday, Dec. 14-19

SPRING SEMESTER 2007 (Tentative)

Students arrive	Tuesday, Jan. 16
Registration	Wednesday, Jan. 17
First day of classes	Thursday, Jan. 18
Spring break	Monday-Friday, March 12-16
Easter break	Friday-Sunday, April 6-8
Last day of classes	Tuesday, May 1
Reading Days	Wednesday-Thursday, May 2-3
Senior final exams	Thursday-Tuesday, May 3-8
Final exams	Friday-Wednesday, May 4-9
Baccalaureate	Friday, May 11
Commencement	Saturday, May 12

SUMMER SESSION 2007 (Tentative)

Session I

First day of classes	Tuesday, May 29
Last day of classes	Tuesday, June 26
Reading day	Wednesday, June 27
Final exams	Thursday, June 28

Session II

First day of classes	Monday, July 2
Independence Day Holiday	Wednesday, July 4
Last day of classes	Tuesday, July 31
Reading day	Wednesday, Aug. 1
Final exams	Thursday, Aug. 2

Index

A

About Agnes Scott College 7
Academic Acceleration 59
Academic Accommodations for Disabled Students 48
Academic Advising 30
Academic Calendars (2005-2007) 139, 140
Academic Dismissal 44
Academic Probation and Academic Status Warning 44
Academic Program Restrictions 35
Accounts
  Delinquent 24
  Monthly Statements 24
Adding Courses 39
Administration 137
Admission, General Information 16
Advanced Placement Credit 18
Africana Studies Program 76
Agnes Scott College
  At a Glance 4
  Foundations 5
  "Main" Hall 8
  Mission 5
  Values 6
A-Levels (Cambridge) 19
Alston Campus Center 10
Anthropology Courses 121
Application, The 16
Applying as Secondary School Student 17
Art Department 77
Astronomy Courses 112
Athletic Facilities 10
Atlanta Semester 59, 79
Auditing Courses 39

B

Biochemistry & Molecular Biology Program 80
Biology Department 81
Business Preparatory Program 84
Buttrick Hall 9

C

Campus Safety 10
Career Planning 14
Center for Writing and Speaking, The 48
Chemistry Department 84
Class Attendance 39
Classical Languages & Literatures Department 86
Coca-Cola Global Awareness Program, The 54, 96
Completion of Semester Courses 40
Computer Facilities 8
Confidentiality of Awards, Financial Aid 27
Confidentiality of Student Records 40
Courses, Academic Program 38
  Course Loads 38
  Course Numbering 38
Credit, Restrictions on 19
Credit for Study Abroad 55
Cross Registration 59
Curricular Initiatives 53

D

Dana Fine Arts Building 9
Dance Courses 125
Dean's Honor List 51
Degree Requirements 31
Depth Standard (Major) 34
Disabled Students
  Academic Accommodation 48
Disciplinary Probation, Suspension and Dismissal 45
Disputed Final Grades Policy 40
Distributional Standards (also see Specific Standards) 32
Dual-Degree Program in Art and Architecture with Washington University 63
Dual-Degree Program with Georgia Institute of Technology 63

E

Early Admission 18
Economics Department 88
Education Department 90
Educational Technology Center 48
Emergency Withdrawal 45
Emeritae/i Faculty and Staff 135
Employees, Admission of 20
English Department 92
  Literature Courses 93
  Creative and Expository Writing Courses 95
Entrance Examinations 16
Entrance Requirements 16
Environmental Studies Program 95
Evaluation of Transfer Credit 21
Evans Hall 10
Exchange Program with Mills College 63
Experiential Education (See Special Curricular Opportunities) 59
Extracurricular Activities
  Clubs and Organizations 15
  NCAA Athletics 15
  Recreation, Intramural and Club Sports 15

F

Faculty 131
Final Examinations 40
Financial Aid 26
- Appeals and Reinstatement of Aid 28
- Application Procedures 27
- Awards Based on Other Factors 26
- Determination of College Awards 27
- Duration of Aid Eligibility 28
- Federal Programs 27
- Government Sources of Financial Assistance 26
- Need-based Assistance 26
- Notification of Awards, Financial Aid 27
- Satisfactory Academic Progress 28
- Student Responsibilities 28

First-Year Seminars 96
French Program 102

G

Georgia, State of Georgia Grants 26
German Studies Program 104
Global Awareness Program 54, 96
Global Connections Program 54
Goldwater Scholars 62
Grades 38
Graduation 43
Graduation Fee 23
Graduation Honors 50
Greek Courses 86

H

Health Insurance 25
Health Record 17
Health Services 13
History Department 96
Homeschooled Students 18
Honors List (also see Dean's Honor List) 51
Honor System 11
Hubert Scholars Program 60

I

Incompletes (see Grades) 38
Independent Study (490) 60
Information Technology Services 48
Intercollegiate Athletics and Other Sports 13
International Baccalaureate Credit 19
International Education 53
International Relations Program 99
International Students
- Orientation 58
- Support 58

International Transfer Students 19
Internship (450) 60
Interviews, Admission 17, 22

J, K

Japanese Courses 105
Joint Enrollment 17
Judicial Review Committee 47

L

Language Across the Curriculum 61
Latin Courses 87
Leave of Absence 37
Library, McCain 8

M

Majors (Depth Standard) 34
Master of Arts in Teaching Secondary English 67
Mathematics Department 100
Mathematics-Economics Program 102
Mathematics-Physics Program 102
Mathematics Learning Support Center, The 49
McCain Library Services 48
Minors 35
Mission of the College 5
Modern Foreign Languages and Literatures Courses 102
Music Department 107
- Applied Music 109

N, O

Observatory, Bradley 9
Official College Communication 30
Orientation 11
Other Financing Options 29
Overnight Visits 17

P

Pass/Fail Option 38
Payment Policy 23
Personal Counseling 13
Philosophy Department 111
Physical Education and Athletics Department 129
Physics & Astronomy Department 112
Planetarium, Delafield 9
Political Science Department 114
Post-Baccalaureate Programs 67
- Master of Arts in Teaching Secondary English 67
- Post-Baccalaureate Pre-Medical Program 70
- Post-Baccalaureate Program Early Childhood Education 72

Year-Five Post-Baccalaureate Studies 74

Presbyterian Scholarships 26
Presser Hall 10
Professional and Graduate Schools 65
Preparation for Arts and Sciences 65
Preparation for Business 66
Preparation for Law 66
Preparation for Medicine 65
Psychology Department 117
Public Leadership Education Network 64

Q, R

Readmission 20
Refund Policy 24
Registering for Courses 39
Religious Studies Department 118
Repeating Courses 39
Research Scholars Program 62
Residence Life 11
Residency Requirement 36
Residential Options 8
ROTC 64

S

Science Center 9
Social and Cultural Analysis Standard 34
Sociology & Anthropology Department 121
Spanish Program 105
Special Study (410) 61
Specific Standards (also see Distributional Standards) 31
Spiritual Life 13
Standards of Progress 43
Student Activities 12
Student-Designed Majors 61
Student Government 11
Student Right-to-Know Act 42
Studio Art Courses 79
Study Abroad
Approval 55
Eligibility for Faculty-Led Programs 54
Eligibility for Exchange and Study-Abroad Programs 56
Faculty-Led International Experiences 54
Funding Assistance for Study Abroad 56
Federal and Other External Aid 56
Prestigious International Scholarships and Fellowships 57
Predeparture Orientation 55
Study Abroad Opportunities, Other 56
Through Exchange Programs 55
Summer Research Scholars in Science, Julia T. Gary 62
Summer School at Agnes Scott 20
Transient Credit away from Agnes Scott 36

T

Teaching Certification 62
Technology Fee 23
Telephone Service 25
Tests 40
Theatre & Dance Department 123
Transfer Credit 36
Transfer Students 19
Transient Credit 36
Transient Students 19
Truman Scholars 62
Trustees 138
Tuition and Fees 23
Tutoring Services 49

U, V

Vehicle Registration 25

W

Washington Semester 64
Withdrawing from the College 37
Withdrawing from Courses 39
Women's Studies Program 126
Woodruff Scholars, Irene K. 21
Admission 21
Course Loads 22
Evaluation of Transfer Credit 21
Financial Aid for Woodruff Scholars 21
Health Record 21
Interviews and Visits 22
Nondegree Candidates 22
Time Limits for Completing a Degree 22

X, Y, Z

Year-Five Post-Baccalaureate Studies 74

How to Find Us

BY AIR
Hartsfield Atlanta International Airport is serviced by 30 airlines. For 80 percent of the U.S. population, the flight is two hours or less. For international passengers, non-stop and one-stop single plane service is offered from 58 cities around the world. Taxi fare from the airport is approximately $30.

BY SUBWAY
Agnes Scott's campus is a short three-block walk from Atlanta's subway system, known as MARTA. Take the East-West line to Decatur Station. Exit the terminal on the Church Street side and head south (toward the corner of Trinity and Church). Use the pedestrian tunnel to pass beneath the railroad tracks; you will merge at the College Avenue entrance to campus.

BY CAR (mileage approximate)
From I-75 Take I-75/85 to the Freedom Parkway exit. Continue on Freedom Parkway (at the fork, bear to the left) until it ends at Ponce de Leon Avenue. (1.9 miles) Turn right and follow W. Ponce de Leon towards Decatur. At the traffic light immediately following arched railroad trestle, bear to the right as W. Ponce de Leon forks to the right. (2.8 miles) Turn right onto W. Trinity Place. (0.5 miles) Turn right onto N. McDonough Street. (0.6 miles) Follow N. McDonough cross over the railroad to Agnes Scott College. (0.3 miles)

From the North on I-85 Southbound Take I-85 to the Clairmont Road exit. Turn left onto Clairmont Road. Turn right onto Commerce Drive. (4.9miles) (Disregard directional sign pointing left; continue right) Turn left onto W. Trinity Place. (0.4 miles) Turn right onto N. McDonough Street. (0.1 miles) Follow N. McDonough Street over the railroad to Agnes Scott College. (0.3 miles)

From the East on I-285 or I-20 Take I-285 to Stone Mountain Freeway, Highway 78 exit. Go west on Highway 78 (Street name changes to Scott Boulevard.) Turn left onto Clairmont Road. (4.1 miles) Turn right onto Commerce Drive. (0.7 miles) (Disregard directional sign pointing left; continue right) Turn left onto W. Trinity Place. (0.4 miles) Turn right onto N. McDonough Street. (0.1 miles) Follow N. McDonough Street over the railroad to Agnes Scott College. (0.3 miles)

VISITOR PARKING
Visitor parking at Agnes Scott is on the "Main Loop" in front of the campus on East College Avenue and in the West Parking facility on South McDonough Street.

For more information

Here are Web sites you might find useful in planning your trip to Agnes Scott.

Amtrak
www.amtrak.com

Atlanta Convention & Visitors Bureau
www.atlanta.com

City of Decatur
www.decaturga.com

Hartsfield Atlanta International Airport
www.atlanta-airport.com

MapQuest
www.mapquest.com

MARTA
www.itsmarta.com

The Next Best Thing to Being Here

Request your complimentary copy of the Agnes Scott College video in DVD format at www.videc.com or by calling VIDEC at 800 255-0384

Agnes Scott College

1 **Agnes Scott Hall ("Main")**
Office of the President
Dean of Students
Financial Aid

6 **Alston Campus Center**

12 **Anna Young Alumnae House**

28 **Avery Glen Apartments**

26 **Bradley Observatory and Delafield Planetarium**

4 **Buttrick Hall**

22 **Byers Tennis Courts**

19 **Campbell Hall**

29 **Central Receiving/Office of Facilities**

20 **Dana Fine Arts Building**
Dalton Gallery
Winter Theatre

21 **Dance Center**

11 **Hopkins Hall**

10 **Inman Hall**

8 **Letitia Pate Evans Hall**
Dining Hall
Conference Facilities/ Meeting Rooms

1 **"Main" (Agnes Scott Hall)**

5 **McCain Library**

15 **President's Home**

3 **Presser Hall**
Gaines Chapel
Maclean Auditorium
Human Resources

30 **Public Safety**

2 **Rebekah Scott Hall**
Office of Admission
Office of Development
Office of Communications

32 **Residential Village (Theme Houses)**

25 **Retention Pond**
Wildlife Habitat
Science Research Area

17 **Science Center**

7 **Walters Hall**

13 **Winship Hall**

27 **Woodruff Physical Activities Building**

24 **342 S. McDonough St.**

Parking for Visitors and Events

9 **"Main Loop"**
(Visitors Parking only)

14 **East Parking**

18 **Central Parking**

23 **South Parking**

31 **West Parking**

AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

141 E. College Ave.
Decatur, GA 30030-3797

Nonprofit
Organizatio
U.S. Postag
PAID
Decatur, GA 30
Permit No. 4