

Rhodes College Catalogue

General Information

The Rhodes Vision

Rhodes College aspires to graduate students with a life-long passion for learning, a compassion for others, and the ability to translate academic study and personal concern into effective leadership and action in their communities and the world. We will achieve our aspiration through four strategic imperatives:

1. Student Access

To attract and retain a talented, diverse student body and engage these students in a challenging, inclusive and culturally-broadening college experience.

2. Student Learning

To ensure our faculty and staff have the talent, the time and the resources to inspire and involve our students in meaningful study, research and service.

3. Student Engagement

To enhance student opportunities for learning in Memphis.

4. Student Inspiration

To provide a residential place of learning that inspires integrity and high achievement through its beauty, its emphasis on values, its Presbyterian history, and its heritage as a leader in the liberal arts and sciences.

Rhodes College's Commitment to Diversity

A diverse learning community is a necessary element of a liberal arts education, for self-understanding is dependent upon the understanding of others. We, the members of Rhodes College, are committed to fostering a community in which diversity is valued and welcomed. To that end, Rhodes College does not discriminate – and will not tolerate harassment – on the basis of race, gender, color, age, religion, disability, sexual orientation, gender identity or expression, genetic information, and national or ethnic origin.

We are committed to providing an open learning environment. Freedom of thought, a civil exchange of ideas, and an appreciation of diverse perspectives are fundamental characteristics of a community that is committed to critical inquiry. To promote such an academic and social environment we expect integrity and honesty in our relationships with each other and openness to learning about and experiencing cultural diversity. We believe that these qualities are crucial to fostering social and intellectual maturity and personal growth.

Intellectual maturity also requires individual struggle with unfamiliar ideas. We recognize that our views and convictions will be challenged, and we expect this challenge to take place in a climate of open-mindedness and mutual respect.

Revised February 13, 2015

Accreditation and General Policies

Rhodes College is an accredited four-year college of liberal arts and sciences. With an endowment of \$340 million and a physical plant valued at \$450 million, the College has one of the largest investments per student (\$391,000) in the nation. Rhodes College is accredited by the Southern Association of Colleges and Schools – Commission on Colleges (SACS COC) and all potential substantive changes-- whether proposed by students, faculty, staff, or Board of Trustees-- must be discussed with and reviewed by the SACS COC Accreditation Liaison, who is appointed by the Rhodes College President. It is the responsibility of the SACS COC Accreditation Liaison to ensure that potential substantive changes are reported to, and approved by the SACS COC, prior to implementation. The purpose of this Policy and Procedures document is to comply with the Substantive Change for Accredited Institutions of the Commission on Colleges, Policy Statement, Institutional Obligations, Item #2, that “Member institutions are required to have a policy and procedure to ensure that all substantive changes are reported to the Commission in a timely fashion” (p. 1). What Is a Substantive Change? Substantive change is a significant modification or expansion in the nature and scope of an accredited institution. Under federal regulations, substantive change includes:

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.

- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.
- The establishment of a branch campus
- Closing a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement that includes only the initiation of a dual degree program or a joint degree program with another institution
- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
- Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution's programs

What Are the Procedures for Reporting Substantive Change? SACS COC has identified three procedures for addressing the different types of substantive changes. These include: **Procedure One** – for the review of substantive changes requiring notification and approval prior to implementation, **Procedure Two** – for the review of substantive changes requiring only notification prior to implementation, and **Procedure Three** – for closing a program, site, branch campus or institution. The different types of substantive change, the specific procedure to be used for each, their respective approval notification requirements, and their reporting time lines are included in the document “Substantive Change for Accredited Institutions of the Commission on Colleges - Policy Statement” located on pages 6-9 at: www.sacscoc.org/pdf/081705/Substantive%20change%20policy.pdf. Procedures for the institutional changes such as mergers, acquiring or adding programs, or changes in governance or legal status can be found in a separate document, “Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status.” at: www.sacscoc.org/subchg/policy/Mergers.pdf. The initiation or revision of programs not offered for academic credit and that are not eligible for federal financial aid does not require reporting; however, such programs are subject to review at the time of reaffirmation. Identifying and reporting substantive change The President is responsible for:

- Submitting substantive change notification letters and associated documentation to the President of the SACS COC and providing a copy of the letters and documentation to the Accreditation Liaison

or

- Designating the Accreditation Liaison as his representative to submit substantive change notification letters and associated documentation to the President of the SACS COC

The President and Vice Presidents are responsible for:

- Informing relevant personnel under their supervision about the existence of the SACS COC Policy on Substantive Change and the need to check with the Accreditation Liaison regarding any and all significant changes in policy to determine if they meet the criteria for a substantive change as defined in the policy
- Consulting with the College's SACS COC Accreditation Liaison regarding questions about substantive changes within their divisions
- Providing sufficient time to notify the SACS COC prior to the implementation of any changes
- Assisting with the writing of appropriate documentation and notification of substantive changes as needed by the SACS COC

The SACS COC Accreditation Liaison is appointed by the President and is responsible for:

- Staying up to date with the SACS COC Substantive Change Policy Statement
- Serving as the contact person and communication liaison between SACS COC staff and the College regarding substantive change matters
- Meeting with the President and Vice Presidents yearly to review the policy and planned initiatives
- Working with the appropriate Vice President to develop a plan of action and timeline for any substantive change actions requiring approval from the SACS COC
- Preparing substantive change prospectus in collaboration with the appropriate administrators and faculty
- Submitting substantive change notification letters and associated documentation to the President of the SACS COC as requested by the President
- Maintaining a database of substantive changes, initiatives, action plans and their status

Attendance at Rhodes, a privately endowed college, is a privilege which may be forfeited at any time by any student who refuses or fails to conform to the regulations and standards of the College, or who is unwilling to adjust to the College's traditions and environment. Among these traditions are the Honor System and the Social Regulations Council that are administered by students and are described elsewhere in the catalogue. Certain offenses and violations of College rules are considered serious enough to merit suspension or expulsion. Additionally, the College reserves the right to suspend or expel any student, if, in the sole discretion of the administration, such suspension or expulsion is necessary to protect the best interests or welfare of the College, including the health and well-being of other students, faculty, or staff. Rhodes welcomes applications for admission from all persons and does not discriminate on the basis of gender, race, color, age, religion, disability, sexual orientation, or national and ethnic origin in its admissions policies, loan programs, or other college educational programs, policies and activities. In compliance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Rhodes will make every reasonable effort to accommodate the needs of its students with disabilities. The information, policies, and procedures listed in this catalogue are current and up-to-date as of March 1, 2013. Policies

stated in this catalogue are expected to be in effect through the academic year 2013-2014 but are subject to revision. Normally, policy revisions are implemented in the next academic year, following notice thereof and are effective for all students who graduate in or after that academic year. However, occasionally a policy must be changed and implemented in the same academic year. In such cases, written notification of the revision will be mailed to all students currently enrolled. The faculty of Rhodes College has the authority and the responsibility for establishing and maintaining those policies and procedures governing the academic standing of students at the College. Any deviation from the policies and procedures stated in this catalogue relating to academic standing requires the prior formal approval of the faculty. A compendium of all current policies and procedures in regard to the College is maintained in the office of the President.

Admission

Application Procedure

A student who wishes to apply for admission to Rhodes may do so any time after the end of his/her junior year in high school. Students may apply using the Common Application (www.commonapp.org). No application fee is required for first-year or transfer students.

Admission to Rhodes is competitive.

In addition to the application for admission, first-year students must submit an official high school transcript, standardized test scores (SAT or ACT), a secondary school report, a teacher evaluation, and a midyear report. In addition to submitting the same application supporting documents as all other first-year students, home-schooled students must submit the results of two SAT Subject Tests from areas other than English or mathematics. The deadlines for submitting the application for admission and all supporting documents are referenced in the following Early Decision Plans, Early Action Plan, and Regular Decision Plan sections. Please note that all accepted students are automatically considered for competitive scholarships and fellowships. Transcripts and other documents required for admission become part of the permanent file of an enrolled student and cannot be returned or legally copied for the student or parent.

The College is a member of the National Association for College Admission Counseling (NACAC) and endorses the principles contained in the Association's Statement of Principles of Good Practice.

Admission Selection Process

Academic Record. A student's academic record is of primary importance in the admission selection process. Applicants must complete in high school sixteen or more academic units, including at least four years of English, two years of the same foreign language (classical or modern), two years of laboratory science and two years of history or social science. Furthermore, applicants are expected to have completed the mathematics course sequence Algebra I, Geometry, and Algebra II or their equivalent. A fourth year of high school mathematics, including trigonometry and advanced algebra is especially important for students who plan to study mathematics, natural science, computer science, economics or business administration. Students with slightly different high school curricula may be considered only if their records in other respects clearly indicate readiness for Rhodes' program of study. Applicants are expected to be in the process of receiving a high school diploma or G.E.D.

Special note is taken in the decision making process of honors, Advanced Placement, International Baccalaureate, accelerated or enriched courses. Students who have taken college-level courses and wish to receive credit at Rhodes for those courses should refer to "Transfer Credit" in the Requirements for a Degree section of this catalogue.

Standardized Test Scores. All applicants for admission to the entering class are required to take either the SAT or the ACT. It is advisable for the student to take the test in the junior year as a means of adjusting to this type of examination or for Early Decision, Early Action or Early Admission purposes. Any student applying for Regular Decision should take the test no later than December of the senior year so that their scores will be available to the admission staff by January 15. If the secondary school record does not include the student's scores from the SAT or ACT, the student must have the scores sent to the Office of Admission from the testing agency.

Test application forms may be obtained from high schools or by registering for them online at www.collegeboard.org (SAT) or www.act.org (ACT). **Supporting Documents.** Additional supporting documents will be considered when deciding on a student's admissibility to the College. These documents include a listing of extracurricular involvements, leadership positions or summer experiences, short-answer questions, an application essay, a secondary school report, and a teacher's evaluation.

Student Interest. A visit to the Rhodes campus (in addition to other demonstrations of interest) can be a deciding factor in making an admission decision. Interest may also be demonstrated by meeting with an admission officer locally or personally corresponding with the admission office. A student's ability to pay may be a deciding factor when considering applicants who rank within the lowest range of admissible students.

The Dean of Admission has the discretion to deny any student admission to Rhodes College.

Students who wish to appeal their admission decision may do so by writing to the Dean of Admission requesting reconsideration.

Campus Visit and Personal Meeting

A campus visit is the best way to experience life at Rhodes. Students are encouraged to visit between Monday and Friday so that, in addition to a personal meeting with an admission representative or information session and a campus tour, they may attend a class and meet faculty (during the academic year). High school seniors and transfer students may also arrange, through the Office of Admission, to spend one night in a residence hall.

While on campus, students may participate in an information session or have a personal meeting with an admission representative. The Office of Admission is open year round from 8:30 am to 5:00 pm Monday through Friday and on select Saturdays.

Students may arrange a campus visit online at www.rhodes.edu/visit. Questions concerning a campus visit may be addressed to our Campus Visit Coordinator at 1-800-844-5969 or, locally, 901-843-3700.

Early Decision Plans

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

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

Under the Early Decision Plans, the College agrees to render a decision on admission by December 1 for Early Decision I and February 1 for Early Decision II. Accepted students who are applying for need-based financial aid and have submitted the PROFILE will be contacted by the Financial Aid Office concerning their request by December 10 for Early Decision I and February 10 for Early Decision II.

Early Decision is a binding agreement, designed for students for whom Rhodes is their top college choice. If accepted under the Early Decision Plan (and provided with financial assistance considered adequate by the student), the applicant is expected to submit the required deposit (as explained under Enrollment Deposit) by December 15 for Early Decision I and February 15 for Early Decision II. Offers of admission and financial aid to accepted students who do not enroll at the college will be rescinded.

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

Early Action Plan

Students who wish to know of their admission decision earlier in the year but are not prepared to make an enrollment decision prior to May 1 may wish to apply under our Early Action Plan. Early Action is an excellent option for students who are comfortable presenting their application earlier in the process.

Under this plan, the student must submit an application for admission, high school transcript, letters of recommendation, and standardized test scores by November 15.

Early Action candidates who wish to be considered for need-based financial aid must complete and submit the College Scholarship Service's PROFILE to the Financial Aid Office by December 1 in order to determine eligibility for non-federal financial assistance and estimated eligibility for federal financial assistance. The financial aid package offered under Early Action must be verified by filing the Free Application for Federal Student Aid (FAFSA) by March 1. This will determine actual eligibility for federal financial assistance.

Under the Early Action Plan, the admission staff will render an admission decision by January 15. Students will be notified of any scholarships or need-based aid they are eligible to receive by February 15. Admitted students have until May 1 to submit their enrollment deposit.

For various reasons, the Admission Committee may choose to defer a student's application to Regular Decision. The student will be notified that the application will be deferred and reconsidered under Regular Decision.

Regular Decision Plan

Under this plan, students must submit an application for admission, high school transcript, letters of recommendation, and standardized test scores by January 15.

Regular Decision candidates who wish to be considered for non-federal need-based financial aid must complete and submit the College Scholarship Service's PROFILE by February 1. Regular Decision candidates who wish to be considered for federal financial assistance

must complete and submit the Free Application for Federal Student Aid (FAFSA) by March 1.

Under the Regular Decision Plan, the admission staff will render an admission decision by April 1. Students will be notified of any scholarships or need-based aid they are eligible to receive by April 15. Admitted students have until May 1 to submit their enrollment deposit.

Early Admission Plan

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

To be eligible for consideration, a student must submit an application for admission, a high school transcript including grades for five semesters of course work, a secondary school report, a teacher's evaluation, SAT or ACT test scores, and have a personal meeting with an admission representative. Successful candidates will have satisfied Rhodes' normal admission requirements, including the academic units requirements outlined under "Admission Selection Process" above. Normally it will be necessary for an Early Admission student to enroll at a local college or university in the summer prior to their enrollment at Rhodes in order to fulfill the College's English unit's requirement.

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

Deferred Enrollment

Students who have been accepted for admission and wish to delay their enrollment at Rhodes for a semester or a year may request Deferred Enrollment by writing the Dean of Admission. The letter requesting Deferred Enrollment must indicate the length of time requested for deferral, the reason for requesting the deferral, and the proposed actions of the student during the time of the deferral. The Dean of Admission will respond to the deferral request in writing. If deferred enrollment is granted, the student must submit a nonrefundable \$1,000.00 enrollment deposit to the Office of Admission. Students who have been accepted from the wait list are normally not offered deferred enrollment.

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

Deferred students may not enroll in additional high school course work or in more than two college courses for credit in any one semester/term during their time of deferral. Doing so nullifies their admission and scholarship offers (if any) and requires new admission and scholarship decisions to be rendered. Students wishing to enroll in college courses are advised to consult with the Office of Admission to ensure credit will transfer to Rhodes.

Admission of Transfer Students

Rhodes welcomes applications from students who wish to transfer from other accredited colleges or universities. Students who have enrolled in more than two courses in any one semester or term at another college or university are considered transfer students. Students who have not graduated from high school, but have taken college course work, are not considered transfer students.

An applicant for admission as a transfer student should write or call the Office of Admission for an application or may go to www.commonapp.org to access the Common App online for transfer students. Applicants may also print the Common Application transfer packet available at www.commonapp.org. The student should have official transcripts from his or her secondary school and all postsecondary institutions attended sent directly to the Office of Admission. If the secondary school transcript does not include the student's scores on the SAT or ACT, the student must have these sent to the Office of Admission from the testing agency. Transfer students must submit a college instructor evaluation, a college official's report and a personal letter explaining the reason(s) for wanting to transfer to Rhodes. Transfer applicants applying for January entrance must also submit a Mid-Semester Grade Report (available on www.rhodes.edu) containing grade estimates from their professors. Admission and scholarship decisions are made in the context of both the secondary and post-secondary academic record. Prior college work is evaluated in light of Rhodes' established degree requirements. Transfer students whose prior work is not compatible with a Rhodes degree program may find it necessary to extend their college career in order to complete all requirements for a degree.

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

Transfer from an unaccredited college requires a more thorough analysis of academic credentials. If accepted, the student will be placed on probationary status for one academic year and will be expected to maintain a record satisfactory to the Faculty Standards and

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

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

Admission of International Students

Rhodes encourages international students living both abroad and in the United States to apply for admission. International students are those individuals who are not citizens or permanent residents (resident alien status) of the United States.

In addition to those documents required of all first-year or transfer students, international applicants must have the official results of the Test Of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) forwarded to the Office of Admission from the appropriate testing agency. The TOEFL/IELTS exams are not required for native English-speaking students. All transcripts must include a certified English translation. International students who have studied at other colleges or universities must have official transcripts from those institutions sent to Rhodes.

All international applicants must submit the College Board's International Student Certification of Finances which is required for issuance of a student visa from the United States government. International applicants may be eligible and competitive for merit-based scholarships ranging from US \$6,000 to full tuition.

Rhodes meets the demonstrated financial need of international students. Need-based financial aid for international students (non-U.S. citizens) is determined from the international student CSS PROFILE or the College Board's International Student Financial Aid Application. Aid is awarded in the form of grants or "gift" aid, which varies in dollar amounts according to each student's demonstrated financial need. International students may also be considered for on-campus student employment.

Admission of Special Students (Non-degree Candidates)

Applicants who give evidence of sufficient academic ability may be admitted as special students to a course of study not leading directly to a degree, but allowing them to pursue that work for which they are best prepared and/or which they particularly need. Special students may enroll in no more than two classes, or for no more than eight credits per semester. Special students who wish to audit classes are limited to taking one course per semester.

Special students are not eligible to live in the residence halls or participate in intercollegiate athletics, fraternity or sorority membership, or other extracurricular activities. In addition, special students are not eligible for any Rhodes or federal financial aid funds. Directed Inquiries are not ordinarily available to special students. Should a special student subsequently become a degree candidate, credits earned while a special student are applicable towards the degree sought.

The deadline for submission of a special student application, along with a \$45.00 nonrefundable application fee and most recent transcript from high school or college, is two weeks prior to the beginning of a new semester/term.

Special student admission material is submitted only once. Students who have attended Rhodes as a special student and wish to continue their studies as a special student should report directly to the Registrar's Office and register for classes during the first three days of a new semester/term.

Special students who have enrolled in two or more courses at another institution must reapply for special student status through the Office of Admission. A student seeking readmission as a special student will normally be held to the same academic standards as full-time, degree-seeking students at Rhodes.

Special students are held to the same standards of academic progress regarding academic probation and suspension as degree students.

Readmission of Students

Students who have voluntarily withdrawn from the College and have taken two courses or less in any one term at another institution, and students who have been academically suspended from Rhodes and wish to return, must apply for readmission through the Faculty Standards and Standing Committee.

Returning students, including students who have already graduated from Rhodes, must complete an Application for Readmission (obtained from the Registrar's Office) which requests current information about the student, including an account of activities and educational experiences during the absence from Rhodes. In many cases interviews with the Dean of the Faculty and the Dean of Students will be necessary to complete the readmission process. Students seeking to be readmitted must initiate their requests at least two months prior to the beginning of a new semester.

Students who have voluntarily withdrawn from Rhodes and have taken more than two courses in any one term or semester at another institution are considered transfer students. These students must apply for readmission to Rhodes through the Office of Admission submitting the required applications and supporting documents.

Rhodes High School Scholars Program

Rhodes allows high school students who have demonstrated exceptional ability and motivation to begin their college work while completing their secondary school course of study. Such a student may enroll in up to two courses per semester at Rhodes.

To be eligible for the Rhodes High School Scholars Program, a student must complete an admission application; have scored at least 1140 on the SAT Critical Reading and Math tests or 25 on the ACT; rank in the upper one-fifth of his or her class; have a positive high school recommendation; and have a personal interview with an admission representative.

Course fees per credit hour are the same as Special Student tuition (see “Special Fees and Deposits” in the Expenses section). Financial aid is normally not available for students participating in the program. Participation in the High School Scholars Program will require coordination of the student’s college and high school course schedules. Rhodes’ Office of Admission will gladly assist the students, teachers, and counselors with these arrangements.

Advanced Placement

Rhodes will normally grant advanced placement and course credit to entering students who score either 4 or 5 on a College Board Advanced Placement examination. Students who score 3 on an Advanced Placement examination may enroll in advanced course work if the relevant department recommends it. A maximum of thirty-two (32) credits may be earned through Advanced Placement examinations. A maximum combined total of thirty-two (32) credits may be earned through Advanced Placement, Cambridge Pre-U, and International Baccalaureate examinations.

Advanced Placement and International Baccalaureate credit may not be used to satisfy Rhodes’ Foundation requirements except for scores in English and, in certain subjects, scores of 5 on AP exams, D3 or higher on Cambridge Pre-U exams, and 6 or 7 on IB higher-level exams. All students must take the Rhodes placement test in the appropriate language to determine proficiency and placement, including students who took an AP language exam in that language. For more information about Advanced Placement and International Baccalaureate credit, go to rhodes.edu/registrar/1330.asp.

Cambridge Pre-U and The International Baccalaureate Degree Program

Rhodes recognizes the Cambridge Pre-U and International Baccalaureate academic program and welcomes for review the submission of Cambridge Pre-U and IB examination scores. Course credit is normally granted for each Cambridge Pre-U Principal Subject examination passed with a score of M3 or higher and each IB Higher Level examination area passed with a score of 5, 6 or 7. An IB score of 4 may qualify a student for advanced course work, subject to review by the appropriate academic department. A maximum combined total of thirty-two (32) credits may be earned through Advanced Placement, Cambridge Pre-U, and International Baccalaureate examinations.

A student, who has successfully completed advanced secondary school education, including the British Advanced Level Examinations, the French Baccalaureate, the German Abitur, or the equivalent, may receive some advanced standing or transfer credit at Rhodes for that work. Such credit is not granted, however, until the student has been admitted and has enrolled at Rhodes, at which time his or her credentials will be reviewed by the Registrar and the academic departments in which the credit(s) will be applied.

Enrollment Deposit

In order to reserve a place in the class, all accepted students must submit a non-refundable \$400.00 enrollment deposit to the College. Mailed deposits must be postmarked no later than our deadline of May 1 (December 15 for Early Decision I; February 15 for Early Decision II; June 15 for transfer students). The deposit is not an extra charge but is credited to the student’s account and deducted from other expenses. The balance of the first tuition, fees, room and board payment is due in early August. The College cannot guarantee that a residence hall room will be available unless this balance is paid at that time.

Orientation and Registration

All new students are expected to attend the Open Rhodes Orientation program during the summer prior to enrollment and to be present for Welcome Week, which immediately precedes the opening of the College. Orientation is designed to acquaint new students with the traditions, ideals, academic expectations and regulations of Rhodes and to give them an opportunity to plan their courses of study in consultation with members of the faculty. During orientation and Welcome Week, the new students will also meet with the representatives of various student organizations, take placement tests, receive instruction in the use of the library, participate in social events and attend discussions with administrative officers of the College. Additional information about the Open Rhodes summer orientation program is available online at rhodes.edu/parents/24518.asp.

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

Additional Information

Office of Admission business hours are 8:30 a.m. to 5:00 p.m., Monday through Friday (Central Time). Additional information is available upon request. Contact:

Office of Admission
Rhodes College
2000 North Parkway
Memphis, Tennessee 38112-1690
Telephone: 901-843-3700 or toll-free 1-800-844-5969
Fax: 901-843-3631
E-mail: adminfo@rhodes.edu
Online: rhodes.edu/admission

Expenses

The cost of an education at Rhodes is of concern to students, their families, and to the College. Rhodes has been able to hold charges for tuition, room, and board to about 75% of the total cost of a student's education. The College's success in annual fundraising and the substantial income derived from the endowment have enabled Rhodes to hold costs below those at many comparable colleges. The tuition charge includes some services in the College Health Services Center, admission to athletic events, and a wide range of activities sponsored by academic departments or the College at large. The student activity fee supports student publications and student organizations, as well as many College-sponsored social activities which are held throughout the year. A summary of costs for the 2016-2017 academic year is listed below; students should bear in mind that charges for textbooks and supplies are not included.

	Semester	Year
Tuition	\$22,316.00	\$44,632.00
Activity Fee	155.00	310.00

Room Type	Meals Per Week	Semester	Year
Standard Multiple	15	5,331.00	10,662.00
Single Standard	15	5,871.00	11,742.00
Standard Multiple	21	5,534.00	11,068.00
Standard Single	21	6,074.00	12,148.00
East Village Multiple	7	4,975.00	9,950.00
East Village Single	7	5,233.00	10,466.00
East Village Multiple	15	6,037.00	12,074.00
East Village Single	15	6,295.00	12,590.00
East Village Multiple	21	6,240.00	12,480.00
East Village Single	21	6,498.00	12,996.00
West Village Multiple	15	5,768.00	11,536.00
West Village Single	15	6,071.00	12,142.00
West Village Multiple	21	5,971.00	11,942.00
West Village Single	21	6,274.00	12,548.00
Parkway Hall Multiple	7	4,975.00	9,950.00
Parkway Hall Single	7	5,233.00	10,466.00
Parkway Hall Multiple	15	6,037.00	12,074.00
Parkway Hall Single	15	6,295.00	12,590.00
Parkway Hall Multiple	21	6,240.00	12,480.00

Parkway Hall Single	21	6,498.00	12,996.00
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The regular college plan provides for payment of tuition, room and board in two installments. The payment for the Fall Semester is due August 9th, and the payment for the Spring Semester is due November 22nd. Students are billed less deposits already made.

If monthly payments are preferred by parents and/or guardians, Rhodes allows such payments through one agency: Tuition Management Systems (1-800-356-8329, www.afford.com/rhodes). Information on the various plans offered by TMS will be mailed to all parents well before the first payment is due. If a monthly plan is chosen, arrangements should be made prior to the date the first payment is due. The College has also made arrangements with A.W.G. Dewar, Inc. to offer a tuition refund plan to Rhodes parents that will provide a refund in case of illness or accident causing the student to withdraw before the semester is completed. Information concerning the tuition refund plan that details the protection provided and cost of the coverage will be provided to parents before the first payment is due.

Regulations Regarding Billing and Payment

A bill for the tuition charge along with applicable room and board and other charges will be sent electronically before each due date to the student and those whom the student has set up as authorized payers in the QuikPay billing and payment system. Unless prior arrangements acceptable to the Bursar of the College are made, a student's account not paid in full at the due date will be regarded as delinquent. A student whose account is delinquent will be denied the privileges of registration, attending classes, obtaining academic transcripts, using College facilities, or being admitted to graduation.

Students may enroll in courses totaling nineteen credits in each semester. The student desiring to take more than a normal academic load during a semester should consult the section of the catalogue on "Registration" appearing under "Academic Regulations." A student who enrolls in more than nineteen credits in a semester must pay the extra credit fee even if the student eventually withdraws from the overload credit.

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

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

Students living in the residence halls are required to choose either the 15 meals per week dining plan or the 21 meals per week dining plan. Students living in the East Village resident hall or Parkway Hall also have the option of choosing the 7 meals per week dining plan. There are no exceptions to this policy. Meals may be taken in either the Burrow Refectory or with a cash equivalency in the Lynx Lair. Students will be given the opportunity to choose the board plan they prefer prior to the start of the school year. Students may change their board option by contacting Rhodes Express prior to the beginning of the next semester. Once the board plan has begun for a semester, no further changes may be made. Non-resident students may also purchase one of the meal plan options by contacting Rhodes Express prior to the beginning of the semester.

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

If at some point it becomes necessary to turn the student account over for collection, the student will be required to reimburse the College the fees of any collection agency, which may be based on a percentage of the debt, and all costs and expenses, including reasonable attorney's fees, incurred by the College in such collection efforts.

Withdrawal Policy

All requests for withdrawal must be initiated by the student through the Office of Student Development and Academic Services. The official date of withdrawal will be the last day that the student attended class. Once the Bursar has received all the necessary information concerning the withdrawal, the financial accounts of the student will be settled based upon the policies below. Involuntary withdrawals (i.e. suspensions or expulsions) are handled the same as voluntary withdrawals in that tuition and other fees remain due for the semester in which the suspension or expulsion occurs.

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

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

FINANCIAL AID: Rhodes financial aid remains credited to the account on the same basis as the charge for tuition above. When a student leaves the college, however, federal, state, and/or institutional financial aid funds may need to be returned to the entity providing the funding. The Bursar will determine the amount of unearned financial aid received by the student. The return of those funds may create a balance due to the college, and it is the student's responsibility to pay that balance.

ROOM AND BOARD: The full room and board charges for the semester remain due and payable for any semester the student occupies a residence hall room. The charges remain due regardless of the date or reason for withdrawal. There are no pro-rata refunds of room and board charges.

ACTIVITY FEE: The full activity fee charge for the semester remains due and payable for any semester the student attends classes, regardless of the date or reason for withdrawal.

Special Fees and Deposits

Application Fee. \$45.00

Enrollment Deposit. \$400.00. Applies to incoming students only. The deposit, due by May 1, is non-refundable.

Open Rhodes (orientation) Fee. \$200.00

Part-time Tuition (Non-resident degree candidates taking 11 credit hours or less). \$1,865.00 per credit hour.

Special Student Tuition (Students not seeking a degree at Rhodes). \$980.00 per credit hour plus \$45.00 application fee.

Special Student Tuition, Audit Rate. \$490.00 per credit plus \$45.00 application fee.

Summer Course Tuition, 2016. \$900.00 per credit hour.

Summer Directed Inquiry and Internship Tuition, 2016. \$490.00 per credit hour. All students earning Rhodes credit for directed inquiries and internships during the summer must be charged this rate in order to receive the credit.

Extra Credit Hour Fee. \$690.00 per credit hour. This fee is charged of degree-seeking students enrolling in more than nineteen (19) credits in a semester.

Applied Music Fee. Students enrolled in applied music will be charged an additional fee of \$490.00 per credit for private lessons. After the first applied music lesson, this applied lesson fee is nonrefundable.

Once declared, Music majors will have the Applied Music fees waived for up to eight (8) credits of their principal applied instrument. Music majors taking more than eight (8) credits of Applied Music and lessons taken prior to declaration of the major will be charged the applied fee for those credits.

Once declared, Music minors will have the Applied Music fees waived for up to four (4) credits of Applied Music and lessons taken prior to declaration of the minor will be charged the applied fee for those credits.

If a student fails to graduate as a music major or minor, the applied lesson fees that would have otherwise been assessed will be retroactively added to the student's account.

NOTE: Music Talent Award and Fine Arts Award recipients' conditions for waivers of Applied Music fees are outlined in their award letters, which supersedes music major and minor fee waivers as contained here.

Late Enrollment Clearance Fee. \$50.00

Late Payment Fee. \$25.00

Key Fob Replacement Fee. \$25.00

Student ID Card Replacement Fee. \$10.00

Financial Aid

Rhodes invests substantial funds in institutional financial assistance to help make it possible for students who are admitted to the College to attend. Currently, approximately 90% of Rhodes students receive some form of federal, state, institutional, or outside financial assistance, with total assistance amounting to over \$100 million.

Most aid awarded by the College is offered as a combination of grant, loan and student employment. Rhodes takes full advantage of the available federal and state financial assistance programs when awarding financial aid to students. Additionally, through the generosity of loyal alumni and other friends of the College, Rhodes students benefit from a generous competitive fellowship and scholarship program.

Definitions

COA: Cost of Attendance (tuition, fees, room, and board, estimated cost of books, estimated personal/living costs and estimated transportation costs). The term "Direct COA" only includes tuition and fees. Room and board are included as "Direct COA" only for students who reside at or have purchased a meal plan through Rhodes College.

EFC: Expected Family Contribution; the minimum amount a family is expected to contribute for the student's education for a given academic year. The EFC is calculated by the FAFSA and the CSS PROFILE and assumes families will finance education utilizing current income, past savings, and student and/or parental borrowing.

Demonstrated Need: The difference between the COA and the EFC.

FAFSA: Free Application for Federal Student Aid; used in awarding federal and state grants and scholarships as well as loans and student employment.

CSS PROFILE: A financial aid application that Rhodes uses to award Rhodes Grant funding. The CSS PROFILE is a product of The College Board.

SAP: Satisfactory Academic Progress: federal and institutional requirement that students must consistently progress toward completion of degree requirements; includes GPA and earned hours measured at the end of each academic year.

Financial aid APPLICATION PROCEDURES for prospective students

- Submit the CSS PROFILE (<https://profileonline.collegeboard.com/>): Early Decision applicants should complete the CSS PROFILE by November 1; Early Action by December 1; Early Decision II by January 1; and Regular Decision by February 1. The code for Rhodes to receive the CSS PROFILE results is 1730.
- Submit the FAFSA (www.fafsa.ed.gov) between January 1 and March 1. The Title IV Code for Rhodes to receive the FAFSA results is 003519. All prospective students who want consideration for financial assistance, including Early Decision applicants, must complete the FAFSA. Prospective students seeking institutional grants must also complete the CSS PROFILE by the deadlines indicated above. Early applicants who received a financial aid award package based on the CSS PROFILE must complete the FAFSA in February to confirm the package. Failure to complete the FAFSA may result in the reduction or elimination of awarded federal aid.
- Notification of financial aid awards for admitted Early Decision applicants will occur by December 10, with admitted Early Action applicants receiving financial aid awards by February 10 and admitted Regular Decision applicants by April 10.
- Students accept or decline financial aid awards online at <https://banweb.rhodes.edu>.

Financial aid APPLICATION PROCEDURES for currently enrolled/returning students

Currently enrolled/returning students who wish to continue eligibility for need-based financial aid (and for the Tennessee Education Lottery Scholarships for Tennessee residents) must complete the FAFSA each year. Rhodes encourages students to complete the Renewal FAFSA as soon as possible between January 1 and March 1. Returning Tennessee students who qualified for the State grant (TSA) in previous years must complete the FAFSA by March 1 to be considered for renewal.

The Department of Education will send renewal notices to students in January of each year via email. Returning students who are reapplying for financial aid do not need to complete the CSS PROFILE. The CSS PROFILE is required of first-time financial aid applicants only.

Financial Aid Awards

If the results of the FAFSA reveal that a student has a financial need, Rhodes will normally offer the student a financial aid award that consists of gift aid (federal and state grants) and self-help (loans and student employment). Rhodes funds, federal funds, state funds and funds provided to the student through outside organizations are all considered a part of the need-based financial aid package and are applied to need first, per federal regulations. The need-based programs commonly available at Rhodes are described on the following pages.

Grants

Rhodes Grant: Students may receive a Rhodes Grant along with other forms of assistance such as competitive scholarships/fellowships, student loans, and student employment. Rhodes Grants are not always need-based. Rhodes uses this funding to meet need and/or to offer assistance based on the overall characteristics of students who show promise of success at Rhodes and the ability and desire to take full advantage of all Rhodes has to offer. The annual value of a student's Rhodes Grant remains constant throughout the student's tenure at Rhodes. Exceptions to this are within the purview of the Financial Aid Office in response to extreme increases in demonstrated financial need (per the FAFSA, CSS PROFILE or other supporting financial documents) from one year to the next.

Federal Pell Grant: The federal government provides direct assistance to eligible students through the Federal Pell Grant Program.

Eligibility for the Federal Pell Grant is determined by the results of the FAFSA.

Federal Supplemental Educational Opportunity Grant (SEOG): Federal Supplemental Educational Opportunity Grants are awarded by Rhodes to students with exceptional financial need, defined as those students who are eligible for Pell Grant. SEOG funds are limited and are awarded until funds are exhausted.

Tennessee Student Assistance Award (TSAA): Students who are residents of Tennessee apply for the TSAA via the FAFSA. To be eligible, a student must have graduated from a Tennessee high school, have been a continuous resident of Tennessee for the twelve-month period preceding the start of the academic year for which the grant is made, and have an EFC of or below \$2100 (subject to change per state funding). Returning students wishing to renew the award must complete the FAFSA before March 1st to remain eligible. Further information may be obtained from the Tennessee Student Assistance Corporation, Suite 1950, Parkway Towers, 404 James Robertson Parkway, Nashville, TN 37243-0820. The phone number is (800) 342-1663 or (615) 741-1346. The web site is www.TN.gov/collegepays. The state of Tennessee is the final authority on eligibility for the program. Rhodes is not responsible for replacing lost state grant funding.

Ministerial Grant: As a church-related college, Rhodes will assist children of Presbyterian Church (U.S.A.) ministers with a \$1,000 ministerial grant above any Rhodes grant or scholarship previously awarded. Dependents of PCUSA ministers should indicate their interest in the Ministerial Grant on the Rhodes Part I Application for Admission/Common Application Supplement.

Tennessee Education Lottery Scholarship Program (TELS): The state of Tennessee offers scholarships of up to \$5,000 for Tennessee residents who attend an approved college or university in Tennessee. The FAFSA is the application for the TELS funding and must be completed by state-established deadlines, as indicated on FAFSA on the Web at www.fafsa.gov. Information on all requirements for the TELS may be found at www.TN.gov/collegepaystn.com. The state of Tennessee is the final authority on eligibility for the program. Rhodes is not responsible for replacing lost state grant funding.

Loans

Federal Perkins Loan: Rhodes awards Federal Perkins Loans to students who demonstrate exceptional financial need. The Perkins Loan is a 5% interest loan on which no interest is charged and no payments are made as long as the student is enrolled at Rhodes for at least 6 credits. Repayment begins nine months after the student ceases being at least a half-time student. Repayment of the Perkins Loan may extend over a 10-year period. Perkins funds are limited and loan amounts may vary from year to year.

Federal Direct Student Loan Program: These federal loans up to \$5,500 are available to first-year undergraduate students. Upon earning 30 credits, students may obtain loans up to \$6,500 for the sophomore year, and, upon earning 63 credits, students may obtain loans of up to \$7,500 per year for the remaining years of undergraduate study.

Federal Direct Loans are either subsidized or unsubsidized. In the case of a subsidized loan, the federal government pays the interest while the student is enrolled in an eligible institution on at least a half-time basis. In the case of an unsubsidized loan, the student is responsible for interest payment while enrolled at least half-time. Repayment begins six months after the student graduates or ceases to be enrolled at least half-time. The standard repayment period is ten years, and the current year's interest rate is fixed at 4.29% for both subsidized Federal Direct Loans and unsubsidized Federal Direct Loans. This rate may change on July 1st each year as determined by federal allocation.

Student Loan of the Presbyterian Church (U.S.A.): Up to \$1,000 annually may be borrowed from the Student Loan Fund administered by the General Mission Board on behalf of the Presbyterian Church. The student must have been a member of the denomination continuously for at least one year immediately preceding the date of application. Evidence of financial need is required. Students interested in this loan should address all communications to:

Presbyterian Church (U. S. A.)
Office of Financial Aid for Studies
100 Witherspoon Street
Louisville, KY 40202-1396
Telephone: (888) 728-7228
<http://www.pcusa.org/financialaid>

Student Employment

Student employment programs at Rhodes include the Federal Student Employment Program and the Rhodes Student Employment Program. When an offer of student employment of any type is extended by the College and accepted by the student, this offer does not guarantee that the student will earn the full amount of the award. The student will be paid only for the hours worked, and the award amount represents maximum gross wages a student may earn. Earnings are paid directly to the student; they are not credited to the student's account in the Bursar's Office. To receive a paycheck, a student employee must have an I-9 form on file in the Financial Aid Office and a current W-4 form on file in the Accounting Office.

Federal Student Employment Program (FWS): Through the Federal Student Employment Program, part-time employment is offered to students to help them meet their financial need. A student may work for no less than the prevailing minimum wage rate for as many as forty (35) hours per week during the summer and for an average of ten (10) hours per week while enrolled as a regular student during the academic year.

Rhodes Student Employment Program (CCE): Employment on the campus may be offered through the Rhodes Student Employment Program to students who do not demonstrate financial need. In these cases, employment will be offered only after those commitments made to students eligible for the FWS Program (described above) are honored. Students in this category (no demonstrated need) who desire employment on campus should contact the financial aid office. A student may work for no less than the prevailing minimum wage rate for as many as forty (35) hours per week during the summer and for an average of ten (10) hours per week while enrolled as a regular student during the academic year.

Rhodes Student Associate Program (RSAP): Through the RSA Program employment may be offered on a part-time basis regardless of financial need. Employment earnings count toward the students cost of attendance. A student may apply for RSAP beginning in the fall of their freshman year as applications become available. A student may work up to fifteen (15) hours per week during the academic year only. Summer employment is not available in this program. A student may not hold another job on campus in conjunction with their RSA position including the Bonner and CODA fellowships.

Withdrawal From Rhodes and Return of Funds

Return of Federal Title IV Student Aid: When a student who has Federal Title IV student aid withdraws from the College or does not return from an approved leave of absence, or takes an approved leave of absence for longer than 180 calendar days (including summer), the unearned portion of those funds must be returned to the federal student aid programs. Federal Title IV funds that may have to be returned include the Federal Pell Grant, the Federal Direct Loan, the Federal Direct Parent Loan for Undergraduate Students (PLUS), the Federal Perkins Loan and the Federal Supplemental Educational Opportunity Grant (SEOG). The unearned portion of Federal Title IV funds is determined by dividing the number of days in the term that have passed as of the date of withdrawal (last date of class attendance) by the total number of days in the term. If the withdrawal occurs after 60% of the term has elapsed, no return of Title IV funds is required. The Bursar's Office calculates the Return of Title IV funds amount and informs the Financial Aid Office and the student of the results of the calculation.

Federal regulations require funds be returned to federal programs in the following order: Unsubsidized Federal Direct Loans, Subsidized Federal Direct Loans, Federal Perkins Loans, Federal Direct PLUS Loans. If funds remain after repaying all loan amounts, the remaining funds are repaid to Federal Pell Grants and Federal Supplemental Educational Opportunity Grants (SEOG).

Return of State and Institutional Student Aid: When a student who has state and/or institutional student aid withdraws from the College or does not return from an approved leave of absence, or takes an approved leave of absence for longer than 180 calendar days (including summer), the College returns the unearned portion of those funds to the state and/or the College.

Student Financial Responsibility: Students and parents should be aware that the requirement to return Federal Title IV assistance and the policy to return state and institutional aid might result in a balance due to Rhodes College; the student and/or student's family is responsible for paying any balance resulting from the return of Title IV aid and state and institutional funds.

Scholarships and Fellowships

Financial need is not a consideration in awarding scholarships and fellowships at Rhodes, with the exception of the Bonner Scholarship. Federal regulations, however, do require that any assistance, including competitive scholarships and fellowships, first apply towards the demonstrated need when awarding need-based aid.

Rhodes' competitive scholarships and fellowships are awarded only to entering students. Returning students not initially offered a competitive scholarship or fellowship will not be considered for a competitive scholarship or fellowship at a later time. Returning students who have been awarded a competitive scholarship or fellowship will not be considered for scholarships or fellowships of greater value as they progress through Rhodes.

All qualified applicants are automatically considered for Rhodes' competitive scholarships and fellowships, unless a separate application is required and specified.

Please note: A description of our broader FELLOWSHIPS PROGRAM, which provides opportunities for research, service, creative activities, internships and study abroad during the academic year and over the summer, can be found in the OPPORTUNITIES FOR INDIVIDUALIZED STUDY section of this catalogue. Many of these opportunities include stipends.

Competitive Scholarships

Competitive scholarships are awarded on the basis of a candidate's academic record, leadership, character, and personal achievements. Competitive scholarships may be renewed for a maximum of three renewals provided the student meets the financial aid satisfactory academic progress standards, enrolled in undergraduate program and maintains the GPA requirements of the scholarship; however, the student must maintain full-time student status (at least 12 credits) through the extended drop period of each semester. The total amount of Rhodes-funded scholarships, fellowships and grants may not exceed tuition, fees, room, and board.

Morse, Cambridge, Ralph C. Hon, Diehl, and Presidential Scholarships and Rhodes Awards. Scholarships are awarded to entering students based on the candidate's academic record, leadership, character, and personal achievements.

Dean's Scholarships. Dean's Scholarships are awarded to outstanding entering students who diversify the cultural demography of the college.

Competitive Fellowships

At Rhodes, we have taken traditional scholarships a step further by allowing students to invest in themselves through professional internships, community service, research or other requirements in exchange for financial assistance. In addition to funding, recipients of fellowships receive real-world experience that puts their education into action. Competitive fellowships for incoming students are awarded to students based on academic ability, leadership, character, personal achievement, or special talents and provide service, research, or internship opportunities to recipients. Most fellowships require the submission of a separate application.

Fellowships may be renewed for a maximum of three renewals provided the student meets the financial aid satisfactory academic progress standards, the GPA requirements of the fellowship, and the service, internship, research, or other requirements of the fellowship. In addition, the student must maintain full-time student status (at least 12 credits) through the extended drop period of each semester to continue to receive the fellowship. The total amount of Rhodes-funded scholarships, fellowships and grants may not exceed tuition, fees, room, and board.

Walter D. Bellingrath Fellowships. Bellingrath Fellowships receive a stipend equal to the full cost of tuition at Rhodes, are awarded to the College's most outstanding first-year students.

Fine Arts Fellowships. Fine Arts Fellowships are made each year to entering students who have demonstrated outstanding achievement in the areas of art, music and theater. Auditions are required in music and theatre, and art requires the submission of slides. The Fine Arts Fellowships are valued up to \$12,500 per year. If a student qualifies for a Fine Arts Fellowship and another competitive scholarship or fellowship, only one scholarship or fellowship (whichever is greater) will be awarded. Winners of these fellowships are required to major or minor in a Fine Arts discipline while at Rhodes.

Spencer Fellowships in Greek and Roman Studies. Spencer Fellowships are awarded to first-year students who have distinguished themselves in the study of Latin, ancient Greek or the civilizations of ancient Greece and Rome. Each year, up to three Spencer Fellowships are awarded in the amount of \$2,000 to \$3,000 in addition to any other Rhodes grant or fellowship received. The fellowships are renewable for three years provided the student meets the financial aid satisfactory academic progress standards, maintains a 2.75 cumulative GPA, and participates in the Greek and Roman Studies program.

Jack H. Taylor Fellowship in Physics. The Taylor Fellowship in Physics recognizes talented high school physics students and encourages their continued college development in physics. The Fellowship is valued up to \$15,000 per year based on the qualifications of the recipient and is in addition to any other Rhodes grant or fellowship the student may receive. At least one fellowship will be awarded to a first-year student each year.

Bonner Scholarships. The Bonner Scholarships are for students who have demonstrated an exceptional record of leadership and service participation in their communities and who wish to become effective leaders who promote positive change in the world. The Bonner Scholarships are awarded on a competitive basis and support fifteen first-year students who have competitive SAT or ACT scores, a strong high school record, and demonstrate an outstanding record of leadership, community service and/or social justice work.

To be eligible, the student's family must have a federal Expected Family Contribution (EFC) below \$10,500 (with a few exceptions made for outstanding candidates). Scholarships plus stipend are valued at \$12,500 and are in addition to any Rhodes grant or scholarship the student may receive during the standard academic year. Bonner Scholars are also awarded funding for two summer service projects, access to a community fund to support service projects, and up to \$2,000 for the purpose of reducing total educational loan indebtedness upon graduation from Rhodes.

Clarence Day Scholarship. Day Scholarships are made each year to entering students who are from Shelby County and who have demonstrated a strong interest in the Memphis community. Students must have a strong academic record and have intentions of staying in Memphis after graduation. The scholarship is renewable for three years provided the student meets the renewal criteria. The scholarship is valued at \$35,000 per year and an opportunity for a one-time fellowship experience with a stipend of \$5,000. In addition to the award amount, a student's financial need to cover direct costs is met with scholarship, grant, and work. Loans may be offered to assist with indirect costs or offset calculated family contribution.

Other Scholarships and Awards

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

The Presbyterian Partnership. Because Rhodes shares an important relationship with the Presbyterian Church (U.S.A.), a special scholarship program, called the Presbyterian Partnership, has been established. Through this program Rhodes seeks to strengthen its ties with the Church and to help students obtain the distinctive and high quality education available at Rhodes. In the program, the Session of a Presbyterian church may nominate a student to receive a Partnership grant of \$1,000, \$2,000 or \$4,000. The church contributes one-half of the Partnership grant to Rhodes, and the College supplies the other half and applies the total to the student's account. Any institutional grant or scholarship previously awarded by Rhodes will be used to match the Church's portion of the scholarship (i.e. no additional grant or scholarship aid will be awarded). Eligibility requirements for a Partnership Scholarship are:

- The student must be nominated by the Session of a local Presbyterian Church (U.S.A.).
- Only first-year students and transfer students are eligible for an initial Partnership Scholarship.
- The recipient must meet all requirements for admission to Rhodes as a full-time student and maintain satisfactory academic progress at all times.

Interested students should contact their pastor or Clerk of Session to see if their church is willing to enter into a Partnership agreement with Rhodes. If the church wishes to participate, the church should write a letter to the Rhodes College Financial Aid Office specifying the annual amount of the Presbyterian Partnership it wishes to partner with Rhodes. As mentioned above, one-half of that annual amount will be furnished by the church and the other half will be furnished by Rhodes, provided no other Rhodes scholarship/fellowship/grant has been awarded. For further information about the Presbyterian Partnership Program, contact the Financial Aid Office.

Program, contact the Financial Aid Office.

National Presbyterian College Scholarships. Rhodes participates in the National Presbyterian College Scholarship Program. Rhodes may co-sponsor one award each year to an entering first-year student. This award, based on financial need and ranging in value from \$700 to \$1,400, is renewable for up to three additional years provided the student meets the financial aid satisfactory academic progress standards.

The National Presbyterian College Scholarship Selection Committee will determine the winner from those applicants who indicate on the application that Rhodes is their first choice among the participating Presbyterian Colleges. Application forms may be obtained from and must be returned by January 31 to:

National Presbyterian College Scholarships

Presbyterian Church (U.S.A.)
Financial Aid for Studies
100 Witherspoon Street Mezzanine
Louisville, KY 40202-1396
<http://www.pcusa.org/financialaid/>

American Field Service Returnee Scholarships. Rhodes will provide up to five (5) AFS Returnee Scholarships valued at \$500 per year and renewable for up to three additional years provided the student meets the financial aid satisfactory academic progress standards. The scholarships are available on a competitive basis to any AFS returnee who is offered admission to the College.

HOBY Scholarships. These scholarships are available on a competitive basis to any participant in a HOBY seminar who is offered admission to the College. The scholarship is valued at \$500 per year and is renewable for three years provided the student meets the financial aid satisfactory academic progress standards. A maximum of five (5) HOBY Scholarships will be awarded each year.

Youth for Understanding Scholarships. Rhodes will provide up to five (5) YFU Scholarships per year valued at \$500 and renewable for three additional years provided the student meets the financial aid satisfactory academic progress standards. The scholarships are available on a competitive basis to any YFU participant who is offered admission to the College.

Army ROTC Scholarships. Rhodes students may compete for Army ROTC scholarships providing college tuition and educational fees. Awardees also receive a book allowance of \$600 per semester and a stipend varying from \$350 - \$500 per month from the Army (estimated).

Students awarded an Army ROTC scholarship may receive a Rhodes Grant equivalent to the cost of on-campus room and board based upon the 21 meal, standard multiple occupancy room rate. The Rhodes Grant will be awarded unless the student has already received a Rhodes College scholarship, fellowship or grant equal to or greater than the indicated grant amount. Rhodes Grants are renewable for three years as long as the student retains his/her ROTC Scholarship and meets the satisfactory academic progress standards for financial aid. Information about Army ROTC Scholarships may be obtained by writing to Army ROTC, The University of Memphis, Memphis, TN 38152, or by calling Army ROTC at (901) 678-2933.

Air Force ROTC Scholarships. Through an agreement between Rhodes and the United States Air Force, Rhodes students may participate fully in the AFROTC program based at the University of Memphis and can compete for AFROTC scholarships. Incoming freshman can

compete for four, and in certain cases, five year scholarships by applying for an AFROTC College Scholarship (CSP) online at www.afrotc.com. Applicants must apply no later than December 1 of the year prior to entering college as a first-year student. Scholarships awarded through the CSP program include: (1) full-tuition and fees (Type 1); (2) up to \$15,000 per year towards tuition and fees (Type 2); and (3) up to \$9,000 per year towards tuition and fees (Type 7). Students not selected for a CSP scholarship, if eligible, can compete for a scholarship through the In College Scholarship Program (ICSP) once they are enrolled at Rhodes and in AFROTC. These scholarships include: (1) up to \$15,000 per year towards tuition and fees (Type 2); (2) up to \$9,000 towards tuition and fees (Type 3); and up to \$3,000 towards tuition and fees (Type 6). Students who receive the Type 2 scholarships through CSP or ISCP are eligible to compete for an upgrade to 80 percent of tuition and fees. All AFROTC scholarship programs include a \$900 per year book allowance.

Scholarship awardees who receive the Type 1 scholarship are also eligible to receive a Rhodes grant equivalent to the cost of on-campus room and board based upon the 21 meal, standard multiple occupancy rate. Those students who are awarded the Type 2 scholarship may receive a Rhodes grant equivalent to fifty percent (50%) of the on-campus cost of room and board based upon the 21 meal, standard multiple occupancy rate. The Rhodes grant will be awarded unless the student has already received a Rhodes College scholarship, fellowship or grant equal to or greater than the indicated grant amount. Rhodes grants are renewable for up to three years as long as the student retains his/her ROTC Scholarship and meets the satisfactory academic progress standards for financial aid. Please note that if a Type I recipient chooses to live at home or with relatives, the amount of the Rhodes grant plus the Air Force Type I scholarship cannot be more than Rhodes' cost of attendance for a commuter student living with relatives.

For details regarding the AFROTC program or scholarships contact the Unit Admissions Officer, Air Force ROTC Detachment at (901) 678-2681 or visit the AFROTC Detachment 785 website at www.afrotc.memphis.edu.

Edscholar Scholarships. Normally one EdScholar Scholarship is awarded biannually to first-year students who are Tennessee residents. Selection of scholarship recipients is based on the student's community service/leadership record, academic achievements and financial need. The Edscholar Scholarship has a stipend of \$7,000 per year for four years and will be renewed yearly as long as the recipient remains a full-time student at Rhodes and maintains a 2.50 grade point average. The scholarship is funded by Edfinancial located in Knoxville, TN.

Outside Scholarships. Scholarships from other organizations may also be available to students who attend Rhodes. Some of these awards are administered through high schools. However, in most cases, the student applies directly to a club or association. Interested students should work with their high school counselors to learn of those scholarships available in their area. Please note that outside scholarships, like the above aid, become part of the financial aid package and assist in meeting demonstrated financial need. Students must notify the Rhodes Financial Aid Office of any outside funding he or she receives. A student may not receive more aid than the published cost of attendance at Rhodes. Federal and/or state aid may need to be reduced in instances when aid from all resources exceeds cost of attendance.

Tuition Exchange Programs

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

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

Each ACS Tuition Exchange recipient pays a participation fee of \$1,500 per academic year. The ACS Tuition Exchange benefit is equivalent to full tuition at Rhodes and is renewable for three years provided the student meets the financial aid satisfactory academic progress standards and meets the eligibility requirements indicated above. Recipients may be required to live in a residence hall at the College's discretion. Participants must be full-time degree candidates.

ACS Tuition Exchange benefits may be used for one of the following Rhodes study abroad programs: European Studies or Rhodes Exchange. All other study abroad programs are ineligible programs for ACS Tuition Exchange benefits.

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

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

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

The APCU Tuition Exchange benefit is equivalent to full tuition at Rhodes and is renewable for three years provided the student meets the financial aid satisfactory academic progress standards and meets the eligibility requirements indicated above. Recipients may be required to live in a residence hall at the College's discretion.

APCU Tuition Exchange benefits may be used for one of the following Rhodes study abroad programs: European Studies or Rhodes Exchange. All other study abroad programs are ineligible programs for APCU Tuition Exchange benefits.

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

Satisfactory Academic Progress (SAP) for Renewal of rhodes-funded Financial Aid and Competitive Scholarships/Fellowships

Normally, all forms of institutional financial aid offered by Rhodes are awarded for eight (8) semesters as long as the student meets the SAP standards for renewal of financial aid and, for competitive scholarships and fellowships, maintains the required GPA.

Rhodes scholarships, fellowships, and grants may only be used for study at Rhodes or for approved study in the Rhodes European Studies and Exchange programs.

Funds are not available for summer terms or for studies at or through other institutions. Rhodes funds are not available to students enrolled less than full-time (at least 12 credits) unless an exception is formally approved by the Disability Support Committee (see Students with Disabilities).

Satisfactory Academic Progress (SAP) for Renewal of federal (TITLE IV), state, and institutional aid, including Federal Direct PLUS (Parent Loan for Undergraduate Students)

A student will have financial aid renewed in succeeding years if the student meets the following requirements:

- attains a total cumulative grade point average of at least 2.00 in all course work at Rhodes; and,
- has earned at least 28 credits of course work by the beginning of his/her third semester of study at Rhodes;
- has earned at least 60 credits of course work by the beginning of his/her fifth semester of study at Rhodes;
- has earned at least 92 credits of course work by the beginning of his/her seventh semester of study at Rhodes.

NOTE: These standards apply to satisfactory academic progress for financial aid only and do not establish class standing. If changes to the policy above occur prior to the next publication of the Catalogue, the online version of the Catalogue will be updated while awaiting the next publication date for the bound Catalogue.

Additional requirements for renewal of federal (Title IV), state, and institutional aid, including Federal PLUS

- Students must be enrolled at least half-time (6 credits) in order to be eligible for any Title IV (except Pell Grant) or state assistance. Rhodes Grants requires full-time enrollment (at least 12 credits).
- For federal and state aid, the maximum time frame in which a student can complete a degree is six (6) years, and the minimum number of credits to be completed at the end of any one of the six years is one sixth of the total number of credits required for a degree (see Graduation Requirements). For any Rhodes-funded aid, the maximum time frame is four (4) years or eight (8) semesters. For the Tennessee Lottery Scholarships, the maximum time frame for receipt of these funds is 136 attempted credits of course work.
- Grades and cumulative earned credits are reviewed at the end of each academic year for all students, unless stated otherwise by the Director of Financial Aid.
- All students must maintain a minimum cumulative grade point average at Rhodes of 2.00. Should a student's aid eligibility be revoked due to the student not meeting the above minimum standards, the student may appeal for a variance from the satisfactory academic progress requirements for one term. The appeal should be submitted to the Director of Financial Aid in writing by email or by letter. If the variance request is approved, the student's aid will be reinstated based on the conditions and length of the approval as stated by the Director of Financial Aid. This decision is communicated via Rhodes email to the student.
- Enrollment status is based on the recorded enrollment at the end of the "extended drop period" each term.

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

Students With Disabilities

Students with disabilities who are taking a reduced course load and who have received approval of full-time status will not be denied consideration for Rhodes financial aid. The amount of aid awarded, however, will be reduced to the proportionate amount that corresponds with the student's course load. For example, a minimum of twelve (12) credits per semester is required to receive Rhodes-funded student aid as a full-time student. If a student has received approval from the Disability Support Committee to be considered a full-time student for a course load of eight (8) credits in a given semester, the Rhodes-funded aid will be reduced to 2/3 of the amount it would have been if the student were taking twelve (12) or more credits. A course load of six (6) credits will always be considered to be half-time. No Rhodes-funded aid will be available to any student who is enrolled less than half-time. Additionally, students with disabilities will be eligible to receive Rhodes-funded aid for a maximum of twelve (12) semesters or 150% of the standard time required for completion of a Bachelor's degree; the total Rhodes-funded aid will be limited to the amount the student would have received for eight (8) semesters taking standard course loads.

Renewal of Competitive Scholarships

Morse Scholarships may be renewed for three years as long as the student maintains a grade point average of 3.00 or better and meets the minimum satisfactory academic progress standards for renewal of financial aid described previously.

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

Dean's Scholarships, Presidential Scholarships, Hon, Diehl, Day and Memphis Scholars Scholarships may be renewed for three years as long as the recipient maintains a grade point average of 2.50 or better and meets the minimum satisfactory academic progress standards for renewal of financial aid described previously.

Rhodes Awards and Rhodes Grants may be renewed for three years as long as the recipient maintains a grade point average of 2.00 or better and meets the minimum satisfactory academic progress standards for renewal of financial aid described previously.

Renewal of Competitive Fellowships

Bellingrath Fellowships may be renewed for three years as long as the student maintains a grade point average of 3.25 or better, meets the minimum satisfactory academic progress standards for renewal of financial aid described previously, and provides ten hours per week of service to the admission office.

Fine Arts Fellowships may be renewed for three years as long as the student has declared, or is making satisfactory progress toward, a major or minor in one of the fine arts. The student must also maintain a grade point average of 2.75 or better and meet the minimum satisfactory academic progress standards for renewal of financial aid previously described.

CODA Fine Arts Fellowships may be renewed for three years as long as the recipient maintains a grade point average of 2.75 or better, meets the minimum satisfactory academic progress standards for renewal of financial aid described previously, and participates in a mentored fine arts research and leadership project that will involve approximately ten hours per week.

Spencer Fellowships in Greek and Roman Studies may be renewed for three years as long as the recipient maintains a grade point average of 2.75 or better, meets the minimum satisfactory academic progress standards for renewal of financial aid described previously, and has declared, or is making satisfactory progress toward, a major or minor in Greek and Roman Studies.

Taylor Fellowships may be renewed for three years as long as the student maintains a grade point average of 3.00 or better, meets the minimum satisfactory academic progress standards for financial aid as described previously, is making satisfactory progress toward a major or minor in physics (as determined by the Physics Department), and provides five hours per week of service to the Physics Department.

Bonner Scholarships may be renewed for three years as long as the recipient meets the minimum satisfactory academic progress standards for renewal of financial aid described previously, maintains a 2.50 grade point average, is involved in community service and leadership programs for an average of ten hours per week, completes two summers of full-time community service for a total of 280 hours over at least a seven-week period, participates in the College's Leadership Program, and participates in the Bonner Scholars service trip at the end of the student's first year at Rhodes.

Revision of Financial Aid Awards

Financial aid is dynamic and may change as new information becomes available to the Rhodes Financial Aid Office. Any financial aid package is subject to revision (even during the academic year) for any of the following reasons:

- In the process of verifying the information the student/parent reported on the need analysis form(s) (FAFSA and/or CSS PROFILE), an error is discovered which, when corrected, changes the student's eligibility.
- A change in regulations governing federal or state programs occurs and requires an adjustment to be made.
- Funding levels in federal or state programs are reduced.
- The student receives additional financial assistance, including, but not limited to, outside scholarships, from a source not listed on the most recent award notification or on the BannerWeb.
- The student fails to meet satisfactory academic progress standards for renewal of financial aid.
- The Financial Aid Office discovers any error, clerical or other, on an award.
- The student fails to complete required financial aid applications for need-based federal, state and institutional aid, including any documents required for verification of FAFSA information.

Please note that any aid reduced based on the above will not be replaced by Rhodes-funded grant.

Financial Aid for Study Abroad

Rhodes students enrolled in study abroad programs administered (sponsored) by Rhodes (European Studies and Rhodes exchange programs) are eligible for competitive-based and need-based financial aid from Rhodes on the following basis:

- The total cost of such a program will be defined as tuition, participation fee (if any), an allowance for round trip airfare, a reasonable allowance for ground transportation in the foreign country, an allowance for room and board, books and required

supplies and an allowance for incidental personal expenses. The student must report these costs to the Financial Aid Office via a Consortium Agreement.

- The Expected Family Contribution (EFC) will be calculated using the results of the FAFSA.
- All forms of financial aid for which the student would normally qualify will be applicable, including Rhodes grants and scholarships, campus-based Title IV and other Title IV funds, as well as any outside loans or scholarships the student might have. However, the sum of Rhodes need-based grant and competitive-based scholarship awarded for the term of the program may not exceed the tuition charge at Rhodes for one semester. Student employment income will be replaced by additional loan, if requested, and need in excess of the cost of attending Rhodes will be met by loan or by the student's family.
- In cases where the total cost of the study abroad program is less than the total cost of a semester at Rhodes (as a resident student), the financial aid package will be based on the cost of the study abroad program.
- Rhodes students receiving financial assistance from the College who choose to participate in one of Rhodes' exchange programs are considered to be Rhodes students. The financial aid awarded to the student to meet the costs of the exchange program are considered expended for the original length of the program. In other words, a student who elects to participate in a one year exchange program is considered to have been awarded two semesters of aid. If the student decides not to complete the full year of the program, the student should realize that two semesters of aid have been used, even though the entire program was not completed.

For students electing to participate in programs, other than European Studies or Rhodes Exchange, and if Rhodes is to be the degree-granting institution accepting credits from the program, Rhodes will assist the student in obtaining any Title IV funds and state funds for which the student may qualify. However, no Rhodes funds will be available. This policy also applies to off-campus study programs based in the United States (e.g., Washington Semester).

Students will not be eligible for either Rhodes need-based financial aid or for Rhodes competitive scholarship/fellowship aid for more than one study abroad program during their time at Rhodes.

The above policies apply to study abroad programs that occur during the fall and spring semesters of the academic year. Summer study abroad programs are excluded, as no Rhodes need-based aid or competitive scholarships/fellowships are available for summer study abroad.

Students using federal or state aid for study abroad programs must complete a Consortium Agreement as described in the literature from the Study Abroad Office on campus.

Transfer Students

A student transferring to Rhodes who is seeking financial assistance must submit the CSS PROFILE (<https://profileonline.collegeboard.com>) by March 1 and an accurately completed FAFSA (www.fafsa.gov) by March 1 in order to determine financial need for the upcoming year.

A transfer student shall be eligible for all forms of financial aid (except Bellingrath Fellowships, Bonner Scholarships and Memphis Scholars) provided:

1. the student's previous college academic record is commensurate with the requirements for the award (a 3.50 minimum grade point average is required for a Hon Scholarship and a 3.75 minimum grade point average is required for any scholarships or fellowships of greater value) and;
2. had the student entered Rhodes during the first year in college, such an award would have been awarded.

NOTE: The number of semesters for which a transfer student may receive Rhodes-funded aid is based on the classification of the student upon enrollment. For example, if a transfer student enrolls at Rhodes as a sophomore, that student may receive Rhodes-funded aid for a total of six (6) semesters. A student enrolling as a junior may receive Rhodes-funded aid for a total of four semesters, and so forth.

Alternative Financing

For families who prefer to pay college costs in interest-free monthly installments, Rhodes suggests Tuition Management Systems, 171 Service Avenue, Warwick, RI 02886 or by phone at (800)722-4867 or online at www.afford.com/rhodes. Arrangements must be made with this agency prior to the due date of the first tuition payment. The Bursar's Office is the primary on-campus contact for this program. Through the Federal Parent Loan for Undergraduate Students (PLUS) program, the parent of an undergraduate student may be eligible to borrow the cost of education at Rhodes less any financial assistance the student receives each year for educational expenses. The current year's interest rate is fixed at 6.84%. The interest rate changes each July 1st as determined by federal appropriations. PLUS applicants are subject to credit approval.

There are a number of alternative (private) loan programs available for interested students and their families. Please refer to the financial aid website at www.rhodes.edu/finaid for more information.

Additional Policies

- The main method of communication from the Financial Aid Office is to the student, via the student's Rhodes-assigned email address. Students must communicate with parents concerning financial aid award information, requirements, etc.
- Most information about the student's financial aid award(s), requirements for completing the financial aid process, costs of attendance, etc. may be found on the BannerWeb (<https://banweb.rhodes.edu>), utilizing the student's Rhodes ID and PIN. The Financial Aid Office does not mail paper award letters or "missing documents" letters home to Rhodes students.
- The total amount of Rhodes-funded gift aid (scholarships, fellowships and/or grants) a student is eligible to receive may not exceed Rhodes' direct cost of attendance (tuition, fees, room, and/or board). If the total amount of Rhodes-funded gift aid exceeds the direct cost of attendance, a portion of the Rhodes gift aid will be reduced accordingly.
- A student may not receive gift aid (scholarships, fellowships and/or grants) from all sources (Rhodes, federal, state, private) in excess of the total cost of attendance at Rhodes (tuition, fees, room, board as well as an estimated allowance for books, transportation, and personal/living expenses). If the total amount of gift aid from all sources exceeds Rhodes' total cost of attendance, Rhodes gift aid (scholarships, fellowships, and/or grants) will be reduced accordingly.
- All outside financial assistance or scholarships received by a student attending Rhodes must be reported to the Financial Aid Office, including the annual amount of the award and whether or not the award is renewable past the first year. Rhodes reserves the right to make adjustments in the financial aid package offered to students who receive assistance from other sources.
- When calculating Rhodes scholarships or grants based on tuition, fees, room and board, the amount used for room is the average amount charged by the College for a student at the multiple occupancy rate for that dorm; the amount used for board is the current on-campus 21-meal plan rate.
- Rhodes scholarships, fellowships and grants are based on a normal course load (12 - 18 credits under the Foundations Curriculum). Additional costs incurred by a student taking an overload will be incurred at that student's expense.
- Rhodes scholarships, fellowships and grants are provided only to students enrolled full-time (at least 12 credits) as of the last day of the extended drop period. Seniors who need less than twelve (12) credits to graduate in their final semester are NOT exempt from this policy.
- Institutional funds will be awarded for each classification year (i.e. first-year, sophomore, etc.) only once. A maximum of two semesters of assistance will be awarded for any classification. Exceptions to this may be made by formal approval of the Disability Support Committee for students with disabilities (see "Students with Disabilities" section above).
- Students who graduate early because of overloads, summer course work, etc., forfeit aid for the semester(s) not enrolled. In other words, if a student graduates a semester early, that student cannot have all of the year's aid in the last semester of enrollment.
- In most cases, financial aid is not available for summer terms. However, Tennessee Residents eligible for the HOPE Scholarship may be eligible for a prorated HOPE award if enrolled at least half-time. Students that have not exhausted their annual eligibility in loans may request a loan for the summer term if enrolled at least half-time. Students should contact the financial aid office for consideration.
- Recipients of the Tennessee Education Lottery Scholarship(s) who begin enrollment in any term as a full-time student must maintain full-time status throughout the semester to continue receiving this award. Exceptions to this rule must be approved by the Standards and Standing Committee prior to the student's dropping below full-time status. Only medical and family emergency issues are considered for exceptions. More information may be found at: www.collegepaystn.com. Recipients of the Tennessee Education Lottery Scholarship(s) must complete the FAFSA every year by the state-established deadline as printed on the FAFSA.
- Students who accept/decline financial aid awards via BannerWeb are electronically signing their award and agree to the terms of the financial aid package as listed in the Rhodes College Catalogue, in other Rhodes publications, and on the Rhodes website.
- The following are the definitions for enrollment status for financial aid, including Rhodes scholarships, fellowships and grants:
 - Full Time: 12 credits or greater
 - 3/4 Time: 9 - 11.99 credits
 - 1/2 Time: 6 - 8.99 credits
 - Less than 1/2 time: less than 6 credits
- The following are earned credit requirements which establish Federal Direct Loan amount eligibility:
 - Less than 30 earned credits: Freshman-level Federal Direct Loan (\$5,500)
 - 30 to 62 earned credits: Sophomore-level Federal Direct Loan (\$6,500)
 - 63 or more earned credits: Junior and Senior-level
 - Federal Direct Loan (\$7,500)

Student Life

Student Government

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

The Student Government oversees the allocation of the Student Activity Fund; nominates students for appointment to serve on faculty and administrative committees; directs the Student Government Committees; and generally entertains any matters of student interest or concern at meetings and campus-wide forums. Elections are held in the Spring for all positions except the First-Year Representatives, which are elected in the Fall.

Honor Societies

The Rhodes College Chapter of Phi Beta Kappa, Gamma Chapter of Tennessee, was established at the College in 1949. For over two hundred years, election to Phi Beta Kappa has been a recognition of exceptional academic achievement in the liberal arts and sciences. Rhodes students are elected to Phi Beta Kappa by the members of the chapter chiefly on the basis of outstanding academic achievement in the study of liberal subjects.

Omicron Delta Kappa, Phi Circle, was established at the College in 1927. The purpose of this national organization is to recognize leadership in college activities and to undertake various activities for the good of the College. Student members are chosen from the junior and senior classes, and not more than three per cent of the student body may be elected to membership. Members must have distinguished themselves in such activities as scholarship, athletics, and publications.

Sigma Tau Delta, national English honor society, was established at Rhodes in 1984. The purpose of this society is to promote the study of literature in English and to recognize outstanding achievement in this area.

Mortar Board, a national honor society for seniors, was established at Rhodes April 17, 1964, for the purpose of recognizing excellence in scholarship, leadership, and service.

The Pi Kappa Lambda honorary academic music fraternity was established in the spring of 1949. It recognizes outstanding achievement in music and may elect not over twenty per cent of those members of the senior class majoring in music.

Eta Sigma Phi, honorary society for students of classical language, was established at Rhodes in 1952. The purpose of this society is to promote interest in all aspects of ancient Greek and Roman culture. Those who have at least a B average in advanced courses in either Greek or Latin are eligible for membership.

The Rhodes chapter of Sigma Pi Sigma, the national physics honor society, was established May 27, 1963. The chapter receives into membership physics students and a limited number from closely related fields when such students attain high standards of scholarship, professional merit, and academic distinction.

Omicron Delta Epsilon is one of the world's largest academic honor societies. The objectives of Omicron Delta Epsilon are recognition of scholastic attainment and the honoring of outstanding achievements in economics; the establishment of closer ties between students and faculty in economics within colleges and universities, and among colleges and universities; the publication of its official journal, *The American Economist*, and sponsoring of panels at professional meetings as well as the Irving Fisher and Frank W. Taussig competitions. The minimum requirements for admission for undergraduates are completion of 12 semester hours economics courses and attainment of at least a 3.50 in economics courses and an overall 3.50 in all classes. Students do not have to be economics majors, but must have a genuine interest in economics in addition to meeting the above requirements.

Theta Chapter of Sigma Iota Rho, a national honor society in International Studies, is a charter chapter that was founded at Rhodes in 1986. The purpose of Sigma Iota Rho is to recognize academic excellence and to promote information about and study of contemporary international issues. Students are eligible for membership beginning in their junior year, and must have a 3.2 cumulative grade point average and a 3.3 within the major.

Psi Chi, the national honorary society in Psychology, was reactivated at Rhodes in 1987 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of Psychology as a profession. Membership in this society, which is affiliated with the American Psychological Association and which is a member of the Association of College Honor Societies, is by invitation and limited to Psychology majors. Theta Nu chapter of the National Order of Omega was chartered in the spring of 1987. It serves to recognize outstanding members of the fraternities and sororities on the basis of scholarship and leadership. A grade point average equal to or above the all-Greek average is required for consideration for membership. Applications for members are extended each year to eligible rising juniors and seniors.

Theta Nu chapter of the National Order of Omega was chartered in the spring of 1987. It serves to recognize outstanding members of the fraternities and sororities on the basis of scholarship and leadership. A grade point average equal to or above the all-Greek average is required for consideration for membership. Applications for members are extended each year to eligible rising juniors and seniors. The Alpha Epsilon Delta Chapter of Phi Alpha Theta, international honor society in History, was established at Rhodes in 1990. Phi Alpha Theta brings students, teachers, and writers of history together both intellectually and socially, and it encourages and assists historical research and publication by its members. Students who have completed the required number of history hours at the 3.3 level and maintain at least a 3.2 overall grade point average are eligible for membership. Student members host informational gatherings for first-year students, hold career workshops, sponsor speakers, and publish an annual journal of exemplary student papers.

Beta Beta Beta is an honorary and professional society for students of the biological sciences. The Mu Rho Chapter of this national society was founded at Rhodes College in 1992. It seeks to encourage scholarly attainment in this field of learning by reserving its regular membership for those who achieve superior academic records and who indicate special aptitude for and major interest in the life sciences.

Pi Delta Phi is an honorary society for students of French language, literature, and culture. The Nu Nu chapter of this national society was founded at Rhodes in 2004. The purpose of the society is to recognize outstanding scholarship in the French language and its literatures, increase the knowledge and appreciation of Americans for the cultural contributions of the French-speaking world, and to stimulate and encourage French and francophone cultural activities.

Iota Iota Iota is a national honor society that recognizes academic excellence in the field of women's studies while striving to maintain the feminist values central to women's studies: egalitarianism, inclusiveness, and a celebration of the diversity of women's experiences. Iota Iota Iota works to promote an interest in women's studies and research in social problems affecting all women. The Chi Chapter of Iota Iota Iota was chartered at Rhodes College in 2004.

Delta Phi Alpha, the National German Honor Society 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 which are of universal value and which contribute to man's eternal search for peace and truth.

Dobro Slovo, the National Slavic Honor Society, is an honorary organization for talented undergraduate and graduate students in the Slavic languages. It serves as a means for the recognition of academic excellence in the study of Slavic languages, literature, and history, and provides incentive for scholarly interest in Slavic life and culture. The Rhodes Chapter of the society was established in 2003.

Sigma Delta Pi is the national collegiate honorary society for students who distinguish themselves in the study of Hispanic language, literature and culture. The society was founded in 1919 at The University of California, and the Phi Epsilon chapter was established at Rhodes in 2005.

Theta Alpha Kappa is the only national honor society serving the needs of those involved in the study of religion and/or theology at both the baccalaureate and post-baccalaureate levels of higher education. Honoring excellence in these academic fields is its primary purpose, and it currently hosts over 140 local chapters throughout the United States at institutions both large and small, public and private. The Rhodes chapter, Alpha Epsilon Iota, was created in 2000 and serves approximately 40 members. Candidates for admission to Theta Alpha Kappa must have an overall GPA of at least 3.0, at least 12 credit hours in Religious Studies (including Humanities "Search" courses) and at least a 3.5 GPA in those classes.

Nu Rho Psi, national Neuroscience honor society, was established at Rhodes in 2014. The Rhodes chapter will be the first for Tennessee. The objectives of Nu Rho Psi are to encourage professional interest and excellence in scholarship in neuroscience, award recognition to students who have achieved such excellence, promote intellectual and social interaction between students, faculty, and professionals in the field, and encourage service to the community.

Academic Advising and Support

Academic Advising

The mission of academic advising at Rhodes is to promote student learning. Each entering student is assigned an academic adviser, who will function in that capacity until the student formally declares a major. This must be done prior to the registration period of the spring semester of the sophomore year. At that point, a faculty adviser from the major department is assigned to or selected by the student.

Assisted by the academic adviser, the student learns:

- To understand the nature of a liberal arts education;
- To assess his or her strengths and weaknesses;
- To formulate educational and career goals;
- To plan a course of action to achieve those goals.

Career Advising

Rhodes graduates have prominence in their chosen professional fields. The top occupational classifications for graduates are Business, Education (on all levels), Law, Medicine and Health Sciences, and Public Relations and Writing.

In addition to the programs and services offered by Career Services, students can seek pre-professional advisement from designated faculty advisers.

The academic program at Rhodes offers a variety of courses that may be used as preparation for graduate study or as preparation for particular professional careers. The prerequisites for professional courses of study vary greatly, not only among the various professions but also among individual institutions preparing students for the professions. Therefore, the faculty adviser should be consulted as soon as a student has decided upon aims for the future, in order that the best course of study may be planned according to individual purposes and needs.

In some cases very specific recommendations for pre-professional courses have been developed: Medicine and the Health Sciences, Business, and Law. The advisers named below have this information and should be consulted early in one's undergraduate work.

Pre-Professional Advisers

- Accounting: Professor Pam Church
- Architecture: Professor Erin Harmon

Business:

Accounting: Professor Pam Church

Finance: Professors Pam Church and Jade Planchon

Management: Professor Dee Birnbaum

Marketing: Professor Sujan Dan

Education: Professors Natalie Person and Zachary Casey

Engineering: Professor Ann Viano

Foreign Service: Professor Stephen Ceccoli

Health Care Management: Professor Dee Birnbaum

Health Professions: Professor Alan Jaslow and Charlie Snyder

Law: Professor Anna Smith (assisted by Professors Marcus Pohlmann and Jeffrey Jackson)

Ministry and Church-Related Professions: Professor Stephen Haynes and Reverend Walt Tennyson

Museum Careers: Professors Victor Coonin and David McCarthy

Music: Professor Courtenay Harter

Psychological Services: Professor Jonathan Cook

Social Services: Professor Thomas McGowan

Theatre: Professor David Mason

Veterinary Medicine: Professor Alan Jaslow

Preparation for Graduate Study

A student who plans to do graduate work leading to one of the advanced academic degrees should confer with the faculty adviser during the student's first year if possible, and certainly before entering the junior year. The student's undergraduate program should be planned in such a way as to include a maximum of study in the chosen major field and in related fields without lessening general knowledge of other fields. Since most graduate schools require a reading knowledge of at least one foreign language for all advanced degrees, the faculty adviser of the prospective graduate student should be consulted regarding the most appropriate foreign language(s) as early as possible in the college career.

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

Academic Support

Academic support services are available to all students through the academic advising system, the Counseling Center, individual meetings with faculty members, workshops, and peer tutoring programs. Many of these services are provided or coordinated by the Office of Student Academic Support. Students who find themselves in academic difficulty may receive assistance from a wide variety of programs in such areas as study skills and time management as well as personal academic counseling and assistance to achieve greater academic success.

PLEASE NOTE: This document reflects information as it was published in the 2015-16 Rhodes Catalogue. You may find more current information elsewhere on rhodes.edu.

Academic Calendar, 2016-2017**Fall Semester, 2016**

Opening Faculty Meeting	August 17, Wednesday
Orientation for New Students	August 19-23 Friday-Tuesday
*Opening Convocation	August 19, Friday
Classes Begin	August 24, Wednesday
Drop/Add Period Ends	August 30, Tuesday
**Enrollment Clearance Ends	August 30, Tuesday
Extended Drop Period Begins	August 31, Wednesday

Labor Day Recess	September 5, Monday
Pass/Fail Option Ends	September 14, Wednesday
Extended Drop Period Ends	September 14, Wednesday
Withdraw Period Begins	September 15, Thursday
Last Day to Remove Conditional Grades	September 21, Wednesday
End of First Seven Weeks Classes	October 12, Wednesday
Mid-Term Grades Due	October 14, Friday, 5 p.m.
Fall Recess Begins	October 14, Friday, 10:00 p.m.
Classes Resume	October 19, Wednesday
Spring, 2017, Registration Begins	October 26, Wednesday
Withdraw Period Ends	October 28, Friday
Thanksgiving Recess Begins	November 22, Tuesday, 10:00 p.m.
Classes Resume	November 28, Monday
Classes End	December 7, Wednesday, 10:00 p.m.
Reading Day	December 8, Thursday
Final Examinations	December 9-14, Friday-Wednesday
End of Fall Semester	December 14, Wednesday
Final Grades Due	December 16, Friday, 5:00 p.m.

Spring Semester, 2017

Classes Begin	January 11, Wednesday
Martin Luther King Day Observance	January 16, Monday
Drop/Add Period Ends	January 18, Wednesday
**Enrollment Clearance Deadline	January 18, Wednesday
Extended Drop Period Begins	January 19, Thursday
Pass/Fail Option Ends	February 1, Wednesday
Extended Drop Period Ends	February 1, Wednesday
Withdraw Period Begins	February 2, Thursday
Last Day to Remove Conditional Grades	February 8, Wednesday
End of First Seven Weeks Classes	March 1, Wednesday
Mid-Term Grades Due	March 3, Friday, 5:00 p.m.
Spring Recess Begins	March 3, Friday, 10:00 p.m.
Classes Resume	March 13, Monday
Fall, 2017, Registration Begins	March 22, Wednesday
Withdraw Period Ends	March 24, Monday
Easter Recess Begins	April 12, Wednesday, 10:00 p.m.
Classes Resume	April 17, Monday
Undergraduate Research and Creative Activity Symposium	April 28, Friday
*Awards Convocation	April 28, Friday, 9:00 a.m.
Reading Days	April 29, Saturday, and May 4, Thursday

Final Examinations	May 1 - May 6, Monday-Saturday
End of Spring Semester	May 6, Saturday
Final Grades Due	May 8, Monday, 9:00 a.m.
*Baccalaureate Service	May 12, Friday, 3:30 p.m.
*Commencement	May 13, Saturday, 9:30 a.m.

Summer Term 2017

Session I Begins	May 15, Monday
Session I Add Ends	May 16, Tuesday
Session I Drop and Pass/Fail Ends	May 19, Friday
Memorial Day Holiday, No Classes	May 29, Monday
Session I Withdraw Period Ends	June 2, Friday
Session I Last Day of Classes	June 16, Friday
Session I Final Exams	June 17, Saturday
Session I Final Grades Due	June 19, Monday, Noon
Session II Begins	June 21, Wednesday
Session II Add Ends	June 22, Thursday
Session II Drop and Pass/Fail Ends	June 27, Tuesday
Independence Day Holiday, No Classes	July 4, Tuesday
Session II Withdraw Ends	July 11, Tuesday
Session II Classes End	July 25, Tuesday
Session II Final Exams	July 26, Wednesday
Session II Final Grades Due	July 28, Friday, Noon
Full Session Final Grades Due	August 4, Friday, 5 p.m.

* Formal Academic Occasion

**Required of all students

Campus Regulations

Student Conduct

The College expects all students to conduct themselves as responsible citizens of an academic community. Persistent or extreme departures from this standard will lead to restrictions and may result in suspension or expulsion. Rhodes reserves the right to exclude at any time persons whose conduct is undesirable. In such cases, no refunds of tuition, fees, or room and board will be made, and the College, its students, faculty, administrative judicial committees and officers shall not be under any liability.

The administration of rules pertaining to student behavior is chiefly the responsibility of the Dean of Students, Director of Student Conduct, administrative designees, the Honor Council and the Social Regulations Council.

This section of the College Catalogue is intended only to provide a broad overview. The Student Handbook, available on the College web site, contains all policies pertinent to students.

The Honor Council and Social Regulations Council

The students of Rhodes assume responsibility for honorable conduct in campus life. They elect an Honor Council and a Social Regulations Council. Each Council is composed of elected representatives from each of the four classes. The Councils investigate alleged infractions of the Honor and Social Regulations Codes, and enforce regulations with sanctions up to and including expulsion. The decision may be appealed to the Faculty Appeals Committee or a designated Appeals Committee, respectively. These committees

may return cases to the appropriate Council for reconsideration, and in that case the Council's decision is final. Every entering student is expected at the time of matriculation to sign a pledge promising to uphold the Diversity Statement, the Honor Code, and the Social Regulations Code.

Statement on Alcohol Use

A complete description of the Rhodes College Alcohol Policy can be found in the Student Handbook available on the College web site. As a community we embrace the vision of a healthy and balanced social environment, grounded in trust and open communication among faculty, staff, and students. Such an environment fosters personal and community growth and embodies a sense of responsibility and accountability to self and others. This vision depends upon each member's commitment to achieve and maintain inclusiveness, consistency, continual education, and the growth of shared traditions. This is our duty to one another. Rhodes College supports behaviors that are legal, responsible, healthy, and reflective of our community values.

Rhodes is committed to providing the members of its community with factual information about alcohol as well as confidential referrals for professional assistance in the event that it is needed. An awareness of the positive and negative effects of alcohol consumption may assist in efforts to make safe and responsible choices about alcohol. Educational programs are organized and conducted annually to promote continued awareness and encourage an attitude of genuine concern and care for others.

Statement on Drug Use

The possession, use, sale or distribution of illegal drugs, the misuse or abuse of medications or other legal drugs on the Rhodes campus is prohibited. Such conduct:

- Violates the law;
- Violates one's physical and mental health; and,
- Violates the fabric of the community with serious security risks resulting from dealing with individuals operating outside the law.

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

Sexual Misconduct Policy

Rhodes College is committed to providing a working, educational, social, and residential environment for all members of our College community, including all faculty, staff, and students, that is free from sexual harassment. Sexual harassment or assault in any form is unacceptable behavior and will not be tolerated. It is a form of misconduct that undermines the institutional mission of the College. The complete sexual misconduct policy may be found in the Student Handbook.

Fraternization Policy

Rhodes College prohibits romantic, sexual, and exploitative relationships between college employees and students. In the event that any such relationship is reported and confirmed the college employee is subject to employee disciplinary procedures up to and including termination in the case of administrators and staff members, or dismissal for cause in the case of faculty members. There are exceptional circumstances in which the spouse or partner of a college employee is a student at the College. This policy does not apply in such circumstances. The Dean of the College, in consultation with the Director of Human Resources, is the administrative officer who determines whether an exceptional circumstance applies. The complete fraternization policy and employee discipline policy are available in the Student Handbook.

Involuntary Withdrawal or Removal From Campus

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

If the student's behavior occurs without such violation, if the student does not respond to the charges against him or her, or if the student did not know the nature or quality of the conduct in question at the time of occurrence, the Dean of Students will investigate the situation and the effect or the potential effect of the behavior on the student and the College community. The Dean may require a personal interview with the student and/or an evaluation of the student by a qualified professional. The Dean may require an interim removal of the student from campus pending conclusion of the investigation.

If, as a result of this investigation, the Dean of Students determines that the student's behavior indicates substantial risk of threat to self or others, or that the individual is otherwise unable to fulfill the expectations of a student at Rhodes, the pursuit of professional care or a withdrawal from the College may be recommended. The student will be provided with the option of voluntarily withdrawing from the College for the remainder of the term. If the student refuses to do so, the Dean of Students will consult with other College staff members as deemed appropriate. They will recommend to the Dean of Students a course of action, which may include removal of the student from

the College with conditions for readmission. If the student withdraws, he or she may be referred to an appropriate facility for additional assistance. The parents will be notified as soon as possible and must assume responsibility for the student's care.

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

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

Students who have voluntarily withdrawn or who have been removed from campus are not allowed to attend class and have no access to the campus or College sanctioned or sponsored events.

Campus Communication

There are two official means of communication on the Rhodes campus: campus mail and e-mail using Rhodes' accounts. All students, faculty, and staff have a personal e-mail address on the Rhodes e-mail system, and students are expected to check this account on a regular basis.

Most official notices to individuals and to the campus community are sent via e-mail, and such correspondence is considered official. In addition to e-mail, some official notices, communication, and information are sent via campus mail. For this reason, all students are required to maintain a P.O. Box with the mailroom located in Burrow Hall.

Residency Requirement

Living on campus is a vital part of the college experience and aids the student's adjustment to college. Therefore, all first-time first year students at Rhodes must live on campus for their first two full academic years. Transfer students must live in College housing until they have completed two full academic years; previous enrollment at other institutions counts toward fulfilling this requirement.

Exchange students must reside in College housing for the duration of their enrollment at Rhodes.

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

Services for Students With Disabilities

Rhodes is committed to ensuring that educational programs are accessible to all qualified students in accordance with the provisions of Section 504 of the Rehabilitation Act of 1973 and expanded by Title III of the Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act of 2008 (ADAAA). To guard against discrimination on the basis of disability, reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids are determined on a case-by-case basis for students who have a demonstrated need for these services. It is the student's responsibility to initiate any request for accommodation due to a qualifying disability. Prospective students with questions about special needs or accommodations should contact the Office of Admissions.

Once students are enrolled, the Director of Student Disability Services is the point of contact for students with physical, psychological, learning and attentional disabilities. The Director of Student Disability Services confers with students on an individual basis, then together with the Disability Support Committee, determines appropriate accommodations and identifies needed resources. Accommodations are designed to meet the student's needs without fundamentally altering the nature of the College's instructional programs and are determined on an individual basis. Since arrangements for reasonable accommodations may require several weeks of preparation, students who have been admitted to the College and who wish to request special services should contact the Director of Student Disability Services as soon as possible after admission.

Students with disabilities who seek accommodations from Rhodes must submit current, comprehensive documentation from a certified professional to the Director of Student Disability Services. This documentation will be used as a guide to develop an appropriate and supportive plan for the student. The Disability Support Committee will use this documentation as a guide to develop an appropriate and supportive plan for the student. Documentation requirements and additional information on services provided by the College to enrolled students with disabilities are available in the Student Disability Services Office and online at www.rhodes.edu/disability.

Courses of Instruction

A course at Rhodes is an academic activity undertaken by a student that is structured, directed, advised, and evaluated by a faculty member. Typically, a course requires a student to read, listen, discuss, and write while learning and developing specific abilities and sensibilities and while internalizing information and ideas from the specific subject areas outlined in the course syllabus. These activities

require many hours of work over a semester and involve regular meetings with the faculty member and other enrolled students. The meetings or class sessions provide opportunities for lecture by faculty, discussion among students, student presentations, and other activities directly related to students' learning that are naturally done in a collective setting. Class meetings and the final examination period together usually constitute only one-fourth to one-third of the time spent on a course, so the majority of time a student dedicates to a course is outside of the classroom or laboratory. Measured in academic credit, a typical student's work load each semester is sixteen credits. Such a load corresponds to approximately fifty to fifty-five hours of work per week and is consistent with the understanding that a student's academic work is considered to be his or her full-time job while enrolled in the College.

One credit is equivalent to one semester hour. A student is expected to spend a minimum of forty-six hours in academic study for every hour of academic credit. This principle applies to directed inquiries, tutorial study, and to all courses in the curriculum.

The College reserves the right to cancel any course for which there is insufficient enrollment.

"Fall" and "Spring" below the course titles indicate the semester in which the course is normally taught. However, course offerings are affected by semester or annual staffing patterns, so the semester class schedule should be consulted for the official course offerings for any one semester. Course credit is shown at the right of the line.

Courses taught in a two-semester sequence are normally scheduled with the Fall Semester course being the first in the sequence. In most cases, the second course in the sequence requires successful completion of the first course, but there are some sequential courses that allow the second course to be taken first. The course descriptions will identify such courses. Credit is given for half of a hyphenated course should the student not enroll the following semester.

Course Numbering

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

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

From time to time, special topics courses are offered by faculty members. These courses are not listed in the catalogue by title or description. They are conducted in a manner consistent with regular course offerings, governed by normal class schedules and examination policies; however, they may not be used to satisfy degree requirements unless so specified at the time the course was approved. Special topics courses are also used for transfer credit in some cases where no exact equivalent course is offered in the Rhodes curriculum.

Because the course topics and content vary from year to year, the courses offered through the British Studies at Oxford are not described in this catalogue. These courses are numbered from 800 to 899. Course descriptions of offerings of this program are available from the Office of British Studies or from the Registrar at Rhodes. In addition, several departments offer "Topics" courses for which the course description varies from semester to semester. Those course descriptions may be available from the appropriate department or faculty member.

Foundation Courses

Only certain courses in the Rhodes curriculum and in each department are approved to meet Foundation requirements. Each of these courses is designated in the course description in this catalog and on the class schedule for each semester online. It is the student's responsibility to be aware of what courses in which they may be enrolled satisfy foundation requirements. Such courses are submitted by faculty members to the Foundations Curriculum Committee for approval. It is not possible for students to request foundation credit approval by the Committee for any coursework with the exception of Foundation 11. Self-initiated requests for F11 credit for certain coursework or experiences may be requested using the appropriate form available online.

Directed Inquiries may not be used unless requested by the department and approved by the Foundations Curriculum Committee. With very few exceptions, the courses designated as fulfilling degree requirements carry four credits. An accumulation of one-credit applied music may be used to satisfy the Fine Arts or the F5 requirements.

Class Schedules

Courses carrying four credits normally meet for a total of 150 minutes per week. The four-credit classes meeting three days per week meet for fifty minutes during each class period. Those four-credit classes meeting two days per week meet for seventy-five minutes during each class period. Others will meet four or five times per week on other daily schedules. Laboratory courses carrying four credits will also meet one or two afternoons per week for the laboratory. The amount of credit does not necessarily equate to the time spent in the classroom. Outside of class assignments, readings, service-learning opportunities, and other activities supplement the actual class time.

The Academic Calendar

The academic year consists of two semesters, each containing fourteen weeks of instruction and a fifteenth week devoted to examinations. The first semester begins in late August and ends in mid-December; the second semester begins in January and ends in early May. A detailed calendar including dates of recesses and special academic days may be found elsewhere in the College catalogue or on the Rhodes web site. Students normally enroll in four courses, totaling sixteen credits, each semester. In each academic year a student should plan to earn a minimum of thirty-two credits in order to meet all graduation requirements in the standard four-year undergraduate program.

Anthropology and Sociology

Anthropology and Sociology offers students an opportunity to learn how to interpret and explain the structural and environmental forces that influence human action, and that have resulted in myriad cultural forms.

Anthropology/Sociology: Faculty and Staff

Professor

Susan M. Kus. 1984. B.A., University of Michigan; M.A. and Ph.D., University of Michigan. (Archaeology, state formation, symbolic anthropology, ethno-archaeology, sub-Saharan Africa and Madagascar.)

Associate Professor

Jeanne Lopiparo. 2009. Chair. B.A., Harvard University; M.A. and Ph.D., University of California, Berkeley. (Archaeology of Mexico and Central America, social archaeology, material culture, household archaeology.)

Thomas G. McGowan. 1988. B.A., M.S.S.R., Hunter College, City University of New York; Ph.D., University of New Hampshire. (Interpretive sociology, medical sociology, community-integrative education, evaluation research.)

Assistant Professors

Kimberly C. Kasper. 2011. B.A., Fordham University; M.Sc. Florida State University; M.Sc, Sheffield University; Ph.D., University of Massachusetts, Amherst. (Human-environmental interactions, paleoethnobotany, spatial analysis, North American archaeology, ethics.)

Evelyn Perry. 2010. B.A., Colorado College; M.A. and Ph.D., Indiana University. (Community and urban sociology, culture, inequality, race and ethnic relations, social theory.)

Zandria F. Robinson. 2015. B.A. and M.A., University of Memphis; Ph.D., Northwestern University. (Race, class, gender, popular culture and sociology of culture, feminist theory, urban sociology.)

Staff

Christy Waldkirch. Departmental Assistant

Requirements for a Minor in Anthropology/Sociology

A total of twenty-four (24) credits as follows:

1. Anthropology/Sociology 103 and 105.
2. Anthropology/Sociology 380. (To be taken junior or senior year)
3. Three additional courses (12 credits) in Anthropology/Sociology.

Requirements for a Major in Anthropology/Sociology

A total of forty-nine (49) credits as follows:

1. Anthropology/Sociology 103 and 105.
2. Anthropology/Sociology 351 and 352.
(To be taken junior year)

3. Anthropology/Sociology 380.
(To be taken junior year)
4. Anthropology/Sociology 485 and 486.
(To be taken senior year)
5. Six additional courses (24 credits) in Anthropology/Sociology.

The six elective courses are chosen in conference with departmental faculty members and should reflect the student's specific interests and needs. Students may count the following courses as electives towards the major: Field Research in Environmental Archaeology (ARCE 120), Learning From Things: Material Culture Studies (ARCE 210), Archaeological Methods (ARCE 220), Archaeological Field School (ARCE 450), Geographic Information Systems (INTD 225).

Honors in Anthropology/Sociology

1. Completion of all requirements for a Bachelor of Arts degree in Anthropology and Sociology, as well as a minimum overall grade point average of 3.50 and a minimum anthropology and sociology grade point average of 3.50.
2. Completion of Anthropology/Sociology 495 - 496
3. Completion of a substantial research project and paper in an area of special interest to the candidate.

Anthropology/Sociology: Course Offerings

103. Introductory Anthropology.

Fall and Spring. Credits: 4.

Degree Requirements: F9.

Anthropology, in the largest sense of the discipline, is the study of what it is to be human. In attempting to understand the diversity of thought and behavior that is characteristic of humans, we better understand ourselves, our potentials and our limitations. Further, the process of listening to and learning from others allows us to grant dignity and respect to those that we might otherwise naively dismiss as "primitives." This course covers the basic data, concepts, and theories of cultural anthropology placing emphasis on the foundations of human society, social organization, culture, and symbol systems. Not open to seniors.

Prerequisites: None.

105. Introductory Sociology.

Fall and Spring. Credits: 4.

Degree Requirements: F8.

Sociology emerged in the late nineteenth century as an attempt to understand and explain the unprecedented changes in social organization and human relations resulting from modernization. This course provides a general overview of the sociological concepts, theories, and empirical research that concern the problems of modernity and contemporary American society. The naive, popular view of individuals as "free-standing, autonomous subjects" is critically assessed and a more comprehensive understanding of individuals as "social" selves that are both products and producers of institutions and social relationships is examined. In addition to introducing students to the field of sociology, the course aims to cultivate self-understanding and critical insight into the conditions of contemporary existence, including social stratification by race, social class, and gender. Not open to seniors.

Prerequisites: None.

201. Human Evolution: The Intersections of Biology, Environment and Culture

Fall or Spring. Credits: 4.

Degree Requirements: Archaeology and Environmental Studies and Sciences Elective.

To understand our present physical and social condition, we must understand our evolutionary past. This course is an introduction the fundamentals that contribute to our understanding of human evolution--evolutionary biology, genetics, primatology, paleontology, physical anthropology, geology and archaeology. You will learn about the methods involved in reconstructing ancient human anatomy, behavior, and use of their environments, which have situated our own evolutionary history (both biological and cultural) within the current world. Through class lectures and discussions, we will address topics such as what makes us human, the validity of the concept of race, our relations to Neanderthals and the beginning of the human manipulations of plants.

Prerequisites: None.

202. Understanding the Past: Archaeological Perspectives on Culture.

Fall or Spring. Credits: 4.

Degree Requirements: Archaeology Elective.

What does it mean to be a human being and what makes us unique? The study of the past can shed light on the adaptability and variability of the human race as we expanded throughout the globe. In this course we will use archaeological data to understand the earliest cultures and how they gave rise to the myriad of human lifeways existing in the world today.

Prerequisites: None.

207. Archaeology of Sex and Gender.

Fall. Credits: 4.

Degree Requirements: Archaeology and Gender and Sexuality Studies Elective.

This course focuses on sex and gender in prehistory and in archaeological theory. This course seeks to reconstruct the lives and roles of women, men, and children in a range of ancient societies, examining the ways that gendered differences have been portrayed in the past and the present and considering how we can approach the study of social identities and relations of power. We will examine how women contributed to subsistence, technological innovation, symbolic and ritual activity, and how they shared in or were denied social, political, and religious authority and power. We will also explore the contributions of women archaeologists and the intellectual history of gender and sexuality studies in anthropological archaeology.

Prerequisites: None.

211. Peoples of Sub-Saharan Africa and Madagascar.

Fall. Credits: 4.

Degree Requirements: F9. Africana Studies Elective.

We all come from Africa, yet most of us know little about our origins and little about subsequent cultural developments on the continent and surrounding islands. Those developments include not only a wide-ranging variety of subsistence strategies, but also the origins of numerous and diverse independent complex states across the continent. This course provides an introduction to the prehistory, culture history, and contemporary cultures of sub-Saharan Africa and Madagascar. It also includes the study of various cultural practices and theoretical issues that have continued to fascinate anthropologists and animate ethnological discussion, including state formation, witchcraft beliefs, oral traditions, and indigenous philosophy. African fiction and film will also be examined as important sources that can contribute to a fuller appreciation of African and Malagasy culture.

Prerequisites: None.

215. The Final Frontier: Peopling and Peoples of the Pacific.

Fall. Credits 4

Degree Requirements: F9

The course will begin by examining why the Pacific Islands were the “final frontier” of the human occupation of the globe. The focus will then shift to the vast array of normal cultural strategies employed among Pacific Islanders regarding subsistence activities, social, political and economic organization, cosmological beliefs, and celebratory practices. Anthropologists also use the information they acquire to reflect upon theoretical arguments concerning cultural organization and human practices. Ethnographic studies in the Pacific have contributed to ongoing discussions concerning non-market based economies, “primitive” warfare, varieties of celebration and decoration (e.g., the hula and tattooing), and marketing the “exotic” to the West. This course will also examine the contribution of Pacific ethnography to such larger discussions in the field of anthropology.

Prerequisites: None.

221. North of the Rio Grande: Indigenous People of North America.

Fall or Spring. Credits: 4.

Degree Requirements: F9. Archaeology and Environmental Studies and Sciences Elective.

This is not a traditional course about Native Americans in North America. In this course, we will move beyond categorizing Native peoples, their cultural beliefs and practices, and historical experiences according to familiar anthropological categories (e.g., “prehistory”

and “band, tribe, chiefdom, state”). Instead, you are encouraged to question conventional assumptions and stereotypes about and depictions of indigenous peoples and cultures of North America. We will discuss the social, economic, and political facets of what make these communities complex whether they are hunter-gatherers, horticulturalists, and/or capitalists. Key topics, such as the historical development of the field of archaeology and anthropology, environmental interactions of Native communities, cultural change and continuity, colonialism, and power will be explored.

Prerequisites: None.

231. Gender and Society.

Fall or Spring. Credits: 4.

Degree Requirements: Gender and Sexuality Studies Elective.

This course examines how and why society prescribes different gender expectations to men and women. In turn, we will discuss how those expectations affect the experiences, attitudes, and opportunities of men and women in society. Students will gain the conceptual and theoretical tools to analyze the personal, interactional, and institutional consequences of different social constructions of gender.

Prerequisites: None.

235. The Sociology of Martin Luther King, Jr. in Practice: A Place-Based Study of King and the St. Augustine Civil Rights Movement

Summer. Credits: 4.

Degree Requirements: F9, F11.

It is an important but little known fact that Martin Luther King, Jr. earned his bachelor's degree in sociology before turning his postgraduate and professional attention to theology and religion. This course introduces students to the sociological nature of King's work through a three-week intensive place-based study of his role in the St. Augustine, FL civil rights movement. Taught on the campus of Flagler College in downtown St. Augustine, the course explores the intellectual and sociological roots of King's thought and his understanding of cultural difference, nonviolence, and social change. Morning lectures and discussions of assigned readings will be followed by afternoon activities in the community that will include walking tours of civil rights historic sites and meetings with community residents and leaders.

Prerequisites: None.

241. The City.

Spring. Credits: 4.

Degree Requirements: Educational Studies and Urban Studies Elective.

This course employs the sociological perspective to explore a broad range of urban problems in the United States, including crime, urban poverty, residential segregation, education, and health. It examines urban processes in an effort to better understand how social contexts affect people's lives and how inequality is reproduced and challenged. This course interrogates how certain issues are constructed as social problems, and how these constructions affect our efforts to address these problems. Students will develop the skills to critically assess the causes, consequences and solutions to urban social problems.

Prerequisites: None.

243. Social Movements.

Fall or Spring. Credits: 4.

Social movements are central forces shaping modern U.S. society and others around the world. In this course we will examine how social movements alter our political landscapes, transform cultural discourses, bring about sweeping cultural and policy changes, and transform those who participate. We will examine case studies of social movements and reflect on sociological theories explaining the trajectories of social movements. We will also examine how movement participants contend with raced, classed, and gendered dynamics as they work for change.

Prerequisites: None.

245. The Sociology of Community-Integrative Education

Fall or Spring. Credits: 4.

Degree Requirements: F11, F2i.

Community-integrative education occupies a central place in American higher education. Courses containing community-based learning can be found in virtually all disciplines and all types of colleges and universities. This course examines the historical emergence of community-integrative education, its institutional practice, variations and issues. Intensive writing assignments and reflexive classroom discussions will guide student reflection on their community experience, classroom learning and personal development.

Prerequisites: None.

254. Archaeological Methods.

Fall or Spring. Credits: 4.

Degree Requirements: Archaeology Requirement (ANSO 254 or ARCE 220) and Greek and Roman Studies Elective.

This class will examine how we use archaeological materials to learn about past societies by studying the traces that their inhabitants left behind. Students will explore the range of methods used in the field, laboratory, and museum to find, record, date, preserve, contextualize, and interpret material culture. Basic methods of investigation and research will be discussed through the examination of site survey, excavation, and the analysis of artifacts. Students will be introduced to various systems of archaeological classification and analytical techniques for understanding objects such as lithic artifacts, pottery, human skeletal remains, and other historic and prehistoric artifacts. Artifact illustration, photography, cataloguing, and curating will also be discussed. (This course is cross-listed as Archaeology 220).

Prerequisites: None.

255. Field Anthropology.

Fall or Spring. Credits: 1-4.

This course allows students to gain credit for participation in off-campus field projects under professional supervision in the fields of archaeological, social anthropological, and physical anthropological research. Students will be required to integrate academic and fieldwork experiences in an oral and/or written report at the end of the fieldwork experience. Maximum of 4 hours credit is possible.

Prerequisites: Permission of the instructor.

265. Selected Introductory Topics in Anthropology and Sociology.

Fall or Spring. Credits: 4.

Introduction to selected themes and topics in anthropology and sociology. Students may enroll and receive credit for this course more than once as the course themes and topics change.

Prerequisites: Anthropology/Sociology 103 or 105, or permission of instructor.

271. Ecological Anthropology.

Fall. Credits: 4.

Degree Requirements: Archaeology and Environmental Studies and Sciences Elective.

This course emphasizes the interconnectedness between people and nature. We will be concerned with people's perceptions of and interactions with their physical and biological surroundings, and the various linkages between biological and cultural worlds. The goals of the class are to expose you to a broader understanding of the role of culture in sustaining the diversity of plant and animal life and also reveal the variety of choices involved in our human-environmental interactions. Topics to be explored include human alteration of the environment, the processes of domestication, the ecology of indigenous and Western foodways, traditional ecological knowledge of plants, natural resource sustainability, and conservation policies and politics through time and space.

Prerequisites: None.

273. Gender and Environment.

Fall or Spring. Credits: 4.

Degree Requirements: Archaeology and Environmental Studies and Sciences Elective.

This course explores how gender shapes our understanding and interactions with the environment. We will analyze how we construct and maintain particular views of gender and sexuality, and examine how our identifications produce, change, and maintain particular

environments within both Western and non-Western worlds. Within this class, we will shift between 1) discussions of philosophical and theoretical debates that underlie feminist environmental thinking and practice, and 2) examinations of tangible struggles over environment and gender within historical and geographical contexts. Topics to be examined in this course include: feminist readings of “nature”; gender and the history of science; intersections between gender and sexuality in relations to global and local ecological issues, feminist political ecology; traditional ecological knowledge; environment and globalization; and environmental justice.

Prerequisites: None.

275. Food and Culture.

Fall. Credits: 4

Degree Requirements: Environmental Studies and Sciences Elective.

Food is not only important as nutrition, but as a symbol of identity, a marker of status, a sealer of alliances and an item of social and economic currency. This course examines the myriad uses, meanings and impacts of food cross-culturally. This contributes to the mission of the department, giving students an in-depth view of one of the basic aspects of human cultures. Students will come away with a more thoughtful and nuanced view of their own societal practices, as well as those of many others. We will take a critical view of human relationships with their environments, vis-à-vis food production in past and present communities. This class will serve not only for anthropology/sociology majors and minors, but also for students with an interest in archaeology and environmental studies and those in other disciplines who wish to broaden their understanding of one of the most important and basic aspects of our lives and societies.

Prerequisites: None.

290. Learning from Things: Material Culture Studies.

Fall. Credits: 4

Degree Requirements: Archaeology Requirement (ANSO 290 or ARCE 210) and Greek and Roman Studies Elective.

While we are symbol users and inhabitants of imagined worlds, we are also toolmakers whose hands are dirtied in manipulating the world. This course will focus attention on materiality and our engagement with the material world. Examples of material culture studies will be drawn from such disciplines as archaeology, anthropology, geography, history, folklore, popular culture, architecture, and museum studies. We will also use our everyday environments – from Rhodes dorm rooms to greater Memphis – as our laboratory, as we explore how our own material culture defines, enables, and circumscribes our cultural worlds. Material culture studies, while a rich source of information, is also a challenging arena for the study of individuals, societies, and cultures, because objects speak neither unambiguously nor directly to us. Students will come to appreciate how astute observation underpinned by theoretical acumen and the clever framing of questions can allow us to “learn from things.” (This course is cross-listed as Archaeology 210.)

Prerequisites: None.

325. The Maya and Their World.

Fall or Spring. Credits: 4.

Degree Requirements: F3, F9. Archaeology and Latin American Studies Elective.

This course draws on multiple perspectives to examine the shared practices, traditions, and worldviews that have defined Maya cultures in the past and the present. We will examine the means through which we have come to understand prehispanic Maya societies, exploring how archaeology, ethnohistory, anthropology, art history, and critical theory, as well as recent political history, activism, identity politics, and popular media have shaped our interpretations of the Maya past. Through the lens of 3000 years of continuities and transformations, we will consider the formation of ancient and modern Maya identities in the face of collapse, migration, conquest, political upheaval, and violence.

Prerequisites: Anthropology/Sociology 103, Latin American Studies 200, or permission of the instructor.

327. Gender and Power in Latin America.

Fall or Spring. Credits: 4.

Degree Requirements: Archaeology, Gender and Sexuality Studies, and Latin American Studies Elective.

This course looks at the construction of sex and gender in Latin American societies, both past and present, exploring anthropological approaches to the study of social identities, gender relations, and the complex negotiation of power that they entail. We will examine anthropological, ethnohistoric, and archaeological evidence to understand gender roles and ideologies and consider how sex and gender intersect with ethnicity and social class in a range of prehispanic, colonial, and postcolonial societies.

Prerequisites: Any one of the following: Anthropology/Sociology 103, Latin American Studies 200, Gender and Sexuality Studies 200, Anthropology/Sociology 231, or permission of the instructor.

331. Race and Ethnicity in American Society.

Fall. Credits: 4.

Degree Requirements: Africana Studies, Educational Studies, and Urban Studies Elective.

In this seminar course, students will explore how the socially-constructed categories of race and ethnicity shape the lived experiences of people in the United States. We will address the roots and current expressions of racial prejudice and discrimination, examining how everyday racism and institutional racism produce and maintain inequality. Together, we will work to understand how race and ethnicity influence our identities and opportunities. Along the way, we will also critically assess how our actions can reproduce or work against racial inequality and injustice. By the end of the course, students will have the conceptual and theoretical tools to think sociologically about race relations in the United States.

Prerequisites: Anthropology/Sociology 103 or 105, or permission of the instructor.

333. Sociology of Hip-Hop.

Fall or Spring. Credits: 4.

Degree Requirements: Africana Studies and Gender and Sexuality Studies Elective. This course uses an interdisciplinary and intersectional lens to examine the social, economic, and cultural significance of hip-hop domestically and globally in the post-civil rights era. Drawing on work in hip-hop studies and the fields of sociology, cultural studies, and gender studies, this course roots the genealogy of hip-hop in other musical forms and analyzes hip-hop as a modern and comprehensive expressive form that provides critical reflection on social phenomena.

Prerequisites: Not open to first-year students.

393. Black Feminist Thought.

Fall or Spring. Credits: 4.

Degree Requirements: Africana Studies and Gender and Sexuality Studies Elective. This course explores the micro-level and institutional intersections of race, class, gender, and sexuality from social scientific and humanistic perspectives by placing African American women's thought at the center of class discourse. It maps the genealogy of African American feminist thought from early American "race women" to contemporary, "third-wave," hip-hop, and digital black feminists. It will consider various instantiations of black feminist identity and activism and explore black feminist praxis.

Prerequisites: Not open to first-year students.

347. Medical Sociology.

Fall or Spring. Credits: 4.

Degree Requirements: Urban Studies Elective.

Medical sociology is the study of the socio-cultural factors that affect health, illness, disease, and medical care. Topics include epidemiology, social demography of health, the relationship between social stress and health, health and illness behavior, the physician-patient relationship, and the organization of health care and medical practice. These topics will be studied through classroom lectures and discussions. This course is recommended for pre-med, health science majors, and social science majors.

Prerequisites: Anthropology/Sociology 105, or permission of the instructor.

351. Introduction to Social Research.

Fall. Credits: 4.

Degree Requirements: Educational Studies Elective.

How do we produce knowledge that is useful? The social sciences have a set of powerful tools for investigating the social world. This course provides a general introduction to the sociological research, including research design, data collection, basic analysis and interpretation of data and research ethics. A range of quantitative and qualitative research methods, such as surveys, in-depth interviews and participant observation are covered. Students will translate their substantive interest into an empirical project. They will also develop the skills to make sense of published research and assess its quality.

Prerequisites: Anthropology/Sociology 105, or permission of the instructor. Majors and Minors only.

352. Ethnography at Home: Engaging in Another World.

Spring. Credits: 4.

Degree Requirements: F11, F2i.

Participant-observation is the methodological core of anthropology. Yet, participant-observation is a critical qualitative method that should be exercised across all disciplines and professions that address the human condition. We will explore this assertion in practice and in discussion around the seminar table. This course will focus on the “doing” of ethnography by asking you to respectfully, socially, meaningfully, and sensuously engage with a moment in another’s world in the larger Memphis community. One way to describe ethnography is as a compelling descriptive pause to appreciate another way of being in and giving meaning to the world before one begins sustained and systematic social analysis and theorizing. Students will write a series of short papers that contribute toward the writing of a descriptive ethnography and the presentation of their findings to a campus audience.

Prerequisites: Anthropology/Sociology 103, or permission of the instructor. Majors and Minors only.

361-362. Special Problems.

Fall or Spring. Credits: 1- 4.

Designed to encourage senior or advanced junior majors to study intensively in an area of their special interest.

Prerequisites: Permission of the instructor.

365. Cultural Motifs.

Fall or Spring. Credits: 4.

This course emphasizes contemporary and emergent themes in the respective disciplines as a means of keeping students abreast of substantial developments in these dynamic fields of social inquiry. Students may enroll and receive credit for this course more than once as the course theme changes.

Prerequisites: Anthropology/Sociology 103 or 105, or permission of the instructor.

371. Psychological Anthropology.

Spring. Credits: 4.

Degree Requirements: F9.

Anthropologists argue that rather than seeing the mind of “the other” as an imperfect or incomplete version of our own, we must approach it as an “alternative form.” In this course we will be investigating questions such as: Do members of non-Western cultures “sense and think” like members of Western cultures? Do individuals from a non-literate culture actually reason differently from members of a literate culture? Is one culture’s schizophrenic another culture’s saint? Are some psychological disorders specific to certain cultures? Why is it that close to 90% of the world’s cultures sanction some form of an altered state of consciousness? This course is recommended for students of both anthropology and psychology.

Prerequisites: Anthropology/Sociology 103, or permission of the instructor.

372. Alternative Realities: Symbols, Rituals, World Views.

Spring. Credits: 4.

Degree Requirements: F9.

Humans are always searching for meaning and order beyond the limits of the activities that are needed to guarantee their immediate survival. This course will consider the role of symbolic activity in the construction and maintenance of coherent and comprehensive systems of meaning that integrate human experience with the workings of the larger world or cosmos.

Prerequisites: Anthropology/Sociology 103, or permission of the instructor.

375. Anthropology and the Written Word.

Credits: 4.

This course examines various issues involving orality and literacy and their consequences for ourselves and others whose lives we wish to understand. The cultural contexts surrounding the invention and use of writing systems as well as the effects of literacy on mind and society will also be studied. Anthropologists use writing to record some of their knowledge about other peoples and cultures. While anthropologists have produced numerous “scholarly” texts, they have also pursued other writing projects: autobiographies of individuals from non-Western societies, poetry, novels, science fiction and literary texts, which may or may not conform to Western literary traditions. This course will not only explore some of these genres of writing but will involve a component of creative writing as well.

Prerequisites: Anthropology/Sociology 103, or permission of the instructor.

379. From the Global to the Local: Anthropology of Social Change.

Spring. Credits: 4.

Degree Requirements: Educational Studies and Latin American Studies Elective.

This course offers a critical examination of the interaction between industrial nations of the developed world and indigenous and tribal societies of the Third and Fourth Worlds. Geographical focus will vary according to the instructor’s area of expertise. Topics covered will include most or all of the following: a concept of “progress,” human rights, environmental ethics, indigenous movements, the politics of development, and cultural tourism.

Prerequisites: Anthropology/Sociology 103, or permission of the instructor.

380. Explorations in Social Theory.

Fall. Credits: 4.

The major goal of this course is to help students identify and understand explanations of the social world and social actors that have become elevated to the status of social theory. Lectures will present certain “classical” directions of thought in social analysis. Students will undertake “critical” analyses of primary sources and write a series of reflective essays on their intellectual engagement with theoretical schools. These essays will serve as foci for seminar format sessions during the semester.

Prerequisites: Anthropology/Sociology 103 and 105. Majors and Minors only.

391. Prejudice and the Human Condition.

Fall. Credits: 4.

It is a condition of being human to understand in terms of projected assumptions of meaning based on one’s historical, social, cultural and linguistic position. This course examines the phenomenon of the projective or “prejudiced” nature of human understanding and explores its implications for the self and the structure of interpersonal, institutional and cross-cultural experience. Students are assigned a question each week that must be answered in the form of an essay based on the student’s interpretation of assigned readings. Student essays provide a context for seminar discussions of lectures and readings in social epistemology, phenomenology, and philosophical hermeneutics.

Prerequisite: Anthropology/Sociology 105, or permission of the instructor.

392. The Sociology of Violence and Peacemaking.

Spring. Credits: 4.

This seminar examines violence and peacemaking from a constructionist sociological framework. Interpretive, interpersonal, institutional and structural forms of violence are examined by reading personal narratives, testimonials and sociological studies. Following the insights of a wide range of thinkers, the seminar also explores the sense in which the violence implicit in knowledge and language may be understood as a core form of violence. Shifting focus to the study of nonviolence, the relation between dialogic understanding and peacemaking is then explored in reference to the work of Gandhi and Martin Luther King, Jr. The seminar concludes with a case study of the civil rights movement in St. Augustine, Florida.

Prerequisite: Anthropology/Sociology 105, or permission of the instructor.

451-452. Research.

Fall or Spring. Credits: 1-4.

This course allows senior and advanced junior majors to become active participants in ongoing departmental research projects.

Prerequisites: Permission of the instructor.

460. Internship in Anthropology or Sociology.

Fall or Spring. Credits: 1-4.

Supervised experience for any anthropology/sociology major in applying anthropological and/or sociological knowledge and principles in a field or real-world setting, which might include non-profit agencies, museums, and cultural resource management firms. A journal and/or final paper on the experience will be required (and depending on the instructor also bi-weekly scheduled meetings). Prerequisites beyond Anthropology/Sociology 103 and 105 will depend on the individual project. Also note that specific instructors may have topical internships available (such as Environmental Sustainability) and students should register with the appropriate section. Only 4 internship credits may count towards the major or minor.

Prerequisites: Permission of the instructor and the department chair is required.

470. Fellowship in Anthropology and Sociology.

Fall or Spring. No Credit.

An Anthropology or Sociology (ANSO) fellowship is an extended activity outside the conventional classroom that complements and broadens the student's major of anthropology and sociology within the liberal arts setting. This fellowship offered in our department will help contextualize the students' engagement in the classroom, foster a sense of professional identity, include team-building or collaborative learning and develop critical reflection skills. Under the mentorship of an ANSO faculty member, these opportunities will typically take place over the course of a semester and may entail bi-weekly meetings.

485. Introduction to Senior Seminar.

Fall. Credits: 1.

In consultation with the Anthropology-Sociology faculty, senior majors will prepare for their spring capstone experience by developing a research question and project proposal that they will implement in the spring semester.

Prerequisites: Anthropology/Sociology 103, 105, 351, 352, and 380, or permission of the instructor.

486. Senior Seminar.

Spring. Credits: 4.

This capstone course requires students to integrate knowledge and skills that have been acquired throughout their studies as majors in the department. Students will engage in an ongoing critical analysis of contemporary contributions to theory and research in anthropology and sociology. Students will design and conduct a research project that culminates in a research paper and formal presentation.

Prerequisites: Anthropology/Sociology 103, 105, 351, 352, 380, and 485, or permission of the instructor.

495-496. Honors Tutorial.

Fall or Spring. Credits: 4-8.

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

Prerequisites: Permission of the instructor.

Art and Art History

The Department of Art and Art History offers to the student, regardless of experience or major, the opportunity to develop a sensitivity to visual language through studio work and the study of the history of art.

Art and Art History: Faculty and Staff

Professor

David P. McCarthy. 1991. B.A., Gettysburg College; Ph.D., University of Delaware. (Modern, contemporary, and American art history.)

Associate Professors

A. Victor Coonin. 1995. B.A., Oberlin College; M.A. Syracuse University; Ph.D., Rutgers University. (Medieval, Renaissance, and Baroque art history.)

Erin Harmon. 2003. Chair. B.A., San Diego State University; M.F.A., Rhode Island School of Design. (Painting and Drawing.)

Assistant Professors

Joel Parsons. 2014. B.A., Rhodes College; M.F.A., School of the Art Institute of Chicago. (Sculpture and Performance.)

Miriam G. Clinton. 2015. B.A., Yale University; M.A., Ph.D., University of Pennsylvania (Art and Archaeology of the Mediterranean World.)

Ryan Rasmussen. 2015. B.F.A., University of Minnesota; M.F.A., University of Iowa. (Sculpture and Drawing.)

Darren Douglas Floyd. 2016. B.A., The College of Wooster; M.F.A., Temple University. (Digital Arts, Video, Film and New Media.)

Director, Clough-Hanson Gallery

Joel Parsons. 2014. B.A., Rhodes College; M.F.A., School of the Art Institute of Chicago. (Sculpture and Performance.)

Curator, Visual Resources Collection

Rosanna Parrella Meindl. 2014. B.A., Lewis and Clark College; M.A., University of Oregon (Asian Studies.)

Staff

Karen M. Winterton. Departmental Assistant.

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

The Department of Art and Art History offers three majors to meet students' particular interests and post-graduate goals: Art, Art History, and a combined Art and Art History sequence.

Requirements for a Major in Art

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

A total of forty-eight (48) credits as follows:

1. Studio Art: two of the following 100-level courses: 101, 105, 107.
2. 485, 486.
3. Art History: 151, 152.
4. Three additional courses in studio at the 200 level or above (at least one of which must be at the 300 level)
5. Three additional courses in the department of Art and Art History (of which no more than one may be Art History with the exception of the Art 260-Curation in Context course, or by petition.)

Requirements for a Major in Art History

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

A total of forty-eight (48) credits as follows:

1. Studio Art: 101 and either 105 or 107.
2. Art History: 151, 152, 218, 223, 242, 485,
3. One additional course in each of the three areas, at least one of which must be 300 level:
 - a. Ancient studies (Prehistoric through Roman.) (may include 209, 219, 220, 353, and 265/365-Special Topics in Ancient Art History.)
 - b. Medieval through Baroque. (may include 221, 226, 228, 356, 265/365-Special Topics in Medieval through Baroque Art History.)
 - c. Modern (post 1800.) (may include 234, 241, 245, 330, 260, 265/365-Special Topics in Modern Art History.)
4. One additional course in Art History at 200 level or above.

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

Requirements for a Major in Art and Art History

A total of sixty-four (64) credits as follows:

1. Studio Art: 101 and either 105 or 107.
2. Art 485, Art 486, and Art History 485.
3. Art History: 151, 152, 218, 223, 242.
4. Three additional courses in studio at the 200 level or above (at least one of which must be at the 300 level.)
5. Three additional courses in the department of Art and Art History at the 200 level or above.

Requirements for a Minor in Art

A total of twenty-eight (28) credits as follows:

1. Studio Art: two of the following: 101, 105, 107.
2. Art History: either 151 or 152.
3. 485.
4. Three additional courses in studio Art at 200-level or above.

Requirements for a Minor in Art History

A total of twenty-eight (28) credits as follows:

1. Art: one of the following: 101, 105, 107.
2. Art History: 151, 152, 218, 223, 242.
3. 485.

Honors in Art and Art History

1. In the spring of the junior year, an art major, in consultation with an appropriate member of the art faculty, may write a proposal for honors work in the senior year. The department must approve the proposal.
2. An overall grade of A- on the thesis or project itself is required for honors credit.

Art and Art History: Course Offerings

Introductory Studio Art.

Students interested in commencing studio work are encouraged to enroll in the introductory studio courses in their first year. These courses are designed both for students with no previous background and those with some experience in the designated areas. Art courses which carry the F5 each uniquely offer students opportunities to make connections between medium, form and concept within a cultural and historical context. In these classes students are introduced to the techniques and processes of specific media and/or related conceptual challenges through slide lectures (and often readings and films) with visual examples of master and contemporary artists' solutions. The significance of these often revolutionary creative innovations provides students a context for which to understand the lineage of visual art but also the tools to develop original ideas and a personal voice that is relevant to our time. Studio courses require 138 hours of work per term for four credits. A studio fee may be required for studio courses to cover the expense of materials and equipment.

101. Drawing.

Fall or Spring. Credits: 4.

Degree Requirements: F5.

An introduction to drawing in various media.

103. Life Study.

Fall or Spring. Credits: 4.

Degree Requirements: F5.

An introduction to figure drawing in various media. A major component to the course is drawing from nude models.

105. Painting.

Fall or Spring. Credits: 4.

Degree Requirements: F5.

An introduction to the fundamentals of acrylic painting, including its formal and conceptual properties.

107. Sculpture.

Fall or Spring. Credits: 4.

Degree Requirements: F5.

Emphasis will be on the development of ideas as they relate to traditional and non-traditional approaches to making art. Students will develop skills in modeling, casting, wood working, and alternative media. This course situates students within the contemporary art world and challenges them to articulate thoughts and concepts through the art making process.

113. Digital Arts: Still Images.

Fall or Spring. Credits: 4.

Degree Requirements: F5.

An introduction to digital arts, focused on the exploration and production of still images, including but not limited to digital photography, through electronic media.

114. Digital Art: Moving Images

Fall or Spring. Credits: 4.

Degree Requirements: F5.

Minor Elective: Film Studies

Students will make digital projects, including, but not limited to: narrative, documentary, and experimental filmmaking, and/or animation projects. Cameras and editing software are provided

166. Topics in Studio Art.

Fall or Spring. Credits: 4.

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

Intermediate Studio Art.

Students taking intermediate studio courses will explore issues concerning media and methods relevant to individually designated concepts and investigations. Students are expected to spend twelve hours per week on research and production. Students must have permission from the instructor before registration. Studio courses require 138 hours of work per term for four credits. A studio fee may be required for studio courses to cover the expense of materials and equipment.

203. Intermediate Life Study.

Fall or Spring. Credits: 4.

Degree Requirements: F5.

Figure drawing from life.

Prerequisites: Art 101, 103, or 105.

205. Intermediate Painting.

Fall or Spring. Credits: 4.

Prerequisites: Art 105.

207. Intermediate Sculpture.

Fall or Spring. Credits: 4.

Prerequisites: Art 107.

212. Introduction to Performance Art: Making Everyday Actions Extraordinary

In 1973, Mierle Ukeles was invited to exhibit her art at the Wadsworth Athenium Museum. Her exhibition consisted of cleaning and maintaining the building, including a grueling 8 hours spent washing its front steps. In 1990, Rirkrit Tiravanija cooked and served curry in a commercial gallery in New York. The meal was free for anyone who wanted it. In 2010, Marina Abramović sat silently in the lobby of the Museum of Modern Art for 736 hours. Visitors waited in line for hours, some camping out for days, to sit in a chair across from her and look into her eyes.

How can simple actions like cleaning a staircase, cooking and serving food, or sitting across from a stranger be considered art? In this class we'll explore the ways in which carefully considered interactions with other people, objects, and spaces can become extraordinary experiences. We'll focus on everyday activities and examine how actions like recontextualizing, scripting, and repeating these activities can shift our understanding and impact an audience. We'll read about and recreate significant performances from the 1960's - today, and work individually and collaboratively to produce original works of performance art. No prior performance experience is necessary.

213. Digital Art: Intermediate Projects.

Fall. Credits: 4.

Minor Elective: Film Studies

Advanced studio work in digital arts, focused on creating electronic media-based projects geared toward individual student interests. Students can work with either still or moving images.

Prerequisites: Art 113 or 114.

266. Intermediate Topics in Studio Art.

Fall or Spring. Credits: 4.

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

Advanced Studio Art.

Students taking advanced studio courses will further explore issues concerning media and methods relevant to individually designated concepts and investigations. Students are expected to spend twelve hours per week on research and production. Directed Inquiries can be accommodated through any of the advanced studio offerings. Studio courses require 138 hours of work per term for four credits. A studio fee is required for every studio course to cover the expense of materials and equipment. A 300-level class may be repeated at the 400-level course designation, however, this is reserved for rare instances in which a student is already performing at a graduate school level. Permission of instructor is required.

366. Advanced Topics in Studio Art.

Fall or Spring. Credits: 4.

A studio, open to both majors and non-majors, on varying subjects. May be repeated for credit as long as topics are different. Topics courses include landscape painting and figure painting.

305. Advanced Painting.

Fall or Spring. Credits: 4.

Prerequisites: Art 205.

307. Advanced Sculpture.

Fall or Spring. Credits: 4.

Prerequisites: Art 207.

313. Digital Art: Advanced Projects.

Fall. Credits: 4.

Minor Elective: Film Studies

Advanced studio work in digital arts, focused on creating electronic media-based projects geared toward individual student interests. Students can work with either still or moving images.

Prerequisites: Art 213.

460. Art/Architectural Internship.

Degree Requirements: F11.

Fall or Spring. Credits: 1-4.

Students are placed with local artists and/or regional galleries, design firms or architectural firms.

Prerequisites: Art major with junior or senior standing; successful completion of all one-hundred level courses and at least one 200-level course in the department of Art and Art History as required for the appropriate track; and approval of the department of Art and Art History. May be repeated for a total of six credits. Students may apply a maximum of four credits towards the Art major or minor.

485. Senior Seminar.

Fall. Credits: 4.

Individually designed creative projects or research undertaken with the approval and guidance of the art faculty. Students are required to propose a fifteen-week program of research, develop a relevant body of work and artist statement, meet weekly for critiques with the instructor, and maintain a digital portfolio of their work. In addition each student will participate in two formal critiques with art faculty and a peer group at midterm and final. This course is only offered in the Fall of Senior year.

Prerequisites: Senior standing and successful completion of at least two 200-level courses required for both majors and minors.

486. Senior Thesis.

Spring. Credits: 4.

The continuation of the senior seminar in which students further develop and refine creative projects with the approval and guidance of the art faculty. This course culminates in a Thesis Gallery Exhibition. This course is only offered in the Spring of Senior year.

Prerequisites: Art 485.

Art History

Introductory Courses

151. History of Western Art.

Fall or Spring. Credits: 4.

Degree Requirements: F5, F3.

A survey of Western art from prehistory to the twentieth century. In the first half of the semester emphasis is placed on examining art within the producing cultures of ancient Egypt, the Near East, classical Greece and Rome, the Byzantine world, and medieval Europe. The second half of the semester emphasizes the development and expansion of Renaissance ideals of art, and the reassessment of these ideals in the Nineteenth and Twentieth Centuries. Students will be exposed to the basic methods of art historical analysis as well as the major techniques, artists, movements and objects in the history of Western art. (Course offered every semester.)

152. Survey of Contemporary Art.

Fall or Spring. Credits: 4.

Degree Requirements: F5, F3.

A comprehensive introduction to European and American art and art criticism since 1940. Movements and sensibilities to be studied include Abstract Expressionism, Pop, Minimal, Feminist, and Neoexpressionism. Themes examined will include modernism and postmodernism, mass culture, art and politics, gender, race, and other markers of identity. Artists include Pollock, Warhol, Spero, Chicago, and Ringgold.

Intermediate Courses

Before enrolling in these courses students are expected to have completed Art 151, earned AP credit, or obtained permission of instructor.

209. Art and Architecture of the Ancient Near East and Egypt.

Fall or Spring. Credits: 4.

Degree Requirements: F5.

Major Requirement: Ancient studies (Prehistoric through Roman.)

This course explores the art and architecture of the ancient Near East and Egypt. The chronological survey will examine the materials, techniques, categories of artifacts and conventions (of both form and subject matter) of these two cultures with a significant emphasis on the social, political, and religious contexts in which they were created. The rediscovery and study of these cultures in the 19th and 20th centuries and museological issues related to this material will also be discussed. Students will approach ancient cultures through the eyes of art historians, archaeologists, and anthropologists. (Course offered in alternate years; scheduled for Fall 2015.) (Course offered in alternate years; scheduled for 2016.)

218. Greek Art and Architecture.

Fall or Spring. Credits: 4.

Degree Requirements: F5.

Major Requirement: Ancient studies (Prehistoric through Roman.)

This course evaluates the visual culture and archaeological remains of the Greek lands from the "Bronze Age" to the end of the Hellenistic period. In this course, we not only examine the visual characteristics of the architecture, painting, and sculpture of ancient Greece, but also interpret those characteristics within their historical and cultural context. We study the major religious, funerary, and social rituals of the ancient Greeks and how the archaeological remains inform us of those activities. (Course offered in alternate years; scheduled for 2017/2018.)

219. Roman Art and Architecture.

Fall or Spring. Credits: 4.

Degree Requirements: F5.

Major Requirement: Ancient studies (Prehistoric through Roman.)

This course is a chronological introduction to the art, architecture, and archaeology of the ancient Roman world from the Republic to the time of Constantine. We will investigate what the Romans themselves considered "art" to be and how to historically contextualize the variety of Roman visual culture, including not only sculpture and architecture, but also fresco painting, coins, gemstones, and urban infrastructure and design. Other topics to be considered include the propagandistic and ideological use of visual culture by Roman emperors, issues of gender and class in private patronage, domestic architecture, funerary art, and the art of the Roman provinces. (Course offered in alternate years; scheduled for 2017/2018.)

220. Classical Archaeology.

Fall or Spring. Credits: 4.

Degree Requirements: F5, F3.

Major Requirement: Ancient Studies (Prehistoric through Roman.)

This course will address the material remains of the ancient Mediterranean, including Mesopotamia, Egypt, the Aegean, Greece, Etruria, and Rome. By examining the history of the rediscovery of the classical world we will come to understand “How do we know what we know about antiquity?” through the personalities and methodologies of more than two centuries of archaeological practice. We will also study ethical and legal questions related to classical archaeology and the broader question of “Who owns the past?” by looking into case studies of looting, theft, and museological issues. (Course offered in alternate years)

221. Art and Spirituality in the Middle Ages.

Fall. Credits: 4.

Degree Requirements: F5.

Major Requirements: Medieval through Baroque.

An examination of the visual arts in Europe during the period normally known as the Middle Ages, ca. 313-1348. Attention will also focus on the art emanating from the Byzantine east. Art works discussed will include both secular and religious objects, and topics covered will include issues of aesthetics, iconography, style, functionality, and spirituality. (Course offered in alternate years; scheduled for 2016-2017.)

223. Italian Renaissance Art.

Fall or Spring. Credits: 4.

Degree Requirements: F5.

Major Requirements: Medieval through Baroque.

This course examines Italian art from about 1300-1580, with emphasis on the historical and social context. Such themes as patronage, functions, theory, materials and techniques, style, and the profession of the artist will be discussed. Artists treated include Giotto, Brunelleschi, Masaccio, Donatello, Botticelli, Leonardo, Bramante, Raphael, Michelangelo, Titian, and Palladio. (Course offered in alternate years; scheduled for 2017/2018.)

226. Northern Renaissance Art.

Spring. Credits: 4.

Degree Requirements: F5.

Major Requirements: Medieval through Baroque.

An examination of painting, sculpture, and the graphic arts in the Netherlands, Germany, and France, from about 1400 to 1600, with emphasis on the historical and social context. Such themes as the status of the artist, art and mysticism, iconography, and the relationship of Northern European and Italian art and culture will be discussed. Artists include Jan van Eyck, Rogier van der Weyden, Hieronymus Bosch, Albrecht Dürer, and Pieter Bruegel. (Course offered in alternate years; scheduled for 2016-2017.)

228. Baroque Painting from Caravaggio to Rembrandt.

Fall or Spring. Credits: 4.

Degree Requirements: F5.

Major Requirements: Medieval through Baroque.

The course investigates European art ca. 1580-1750. Students will be introduced to the major artists, subjects, and stylistic developments during this time period. Additional emphasis will be placed on issues such as patronage, collecting, technique, women artists, and recent discoveries. Artists covered include Caravaggio, Bernini, Gentileschi, Rembrandt, Vermeer, Velasquez, and Rubens. (Course offered in alternate years; scheduled for 2017-2018.)

234. American Art.

Fall. Credits: 4.

Degree Requirements: F5.

Major Requirements: Modern.

A thematic examination of art produced in the United States from the colonial period to WWII with special emphasis on the place of art and artists within a democracy. Themes include the relationship between political and visual representation, landscape as metaphor, race and ethnicity in art, and the tension between private and public patronage. Artists include Thomas Jefferson, Stuart Davis, and Frank Lloyd Wright. (Course offered in alternate years; next scheduled for Fall, 2017.)

241. Modern Art I.

Fall. Credits: 4.

Degree Requirements: F5.

Major Requirements: Modern.

A survey of the major European art movements from about 1760 to 1880. Special emphasis is given to the interplay between politics and the emergence of new styles and subject matter in painting. Artists covered include David, Goya, Constable, Delacroix, Friedrich, Courbet, Manet, and Monet. (Course offered in alternate years; next scheduled for Fall 2016.)

242. Modern Art II.

Spring. Credits: 4.

Degree Requirements: F5.

Major Requirements: Modern.

A survey of European art from 1880 to 1960. Themes examined include primitivism, the tension between modern art and mass culture, the attempt to combine radical politics with formal innovation, and the development of non-objective styles of painting. Movements discussed include symbolism, fauvism, cubism, futurism, dada, surrealism, and abstract expressionism. (Course offered in alternate years; next scheduled for Spring 2017.)

245. Guernica and Antiwar Art

Fall or Spring. Credits: 4.

Degree Requirements: F5, F3.

Major Requirements: Modern.

This course investigates how modern artists have opposed war over the past two centuries. It begins with a focus on Pablo Picasso's monumental painting, Guernica, considers the historical precedents from which he drew inspiration, acknowledges the prevalence of war reporting and propaganda in shaping public opinion of combat, and then traces the legacy of his example. Much of the art under consideration was produced in the United States, so the course will provide one perspective on the so-called American Century. In addition to developing the skills of close looking, students will read both primary and secondary sources, as well as critical theory. All of this will help us to consider the efficacy of such art, especially that produced in a democracy. (Course offered in alternate years; next scheduled for Fall 2016.)

260. Curation in Context: The Art of the Exhibition in Memphis and Beyond.

Spring. Credits: 4.

Degree Requirements: F11.

Major Requirements: Modern.

This course is a one semester class designed to teach students the basics of exhibiting art as well as examining theoretical issues including but not limited to: the mission of a gallery, understanding a gallery's audience, and the role of exhibition spaces in a community. Working with the gallery director students may be involved in: publicizing, preparing and designing of exhibits, proper handling of works of art, hanging, lighting, labels, receptions, security, etc. for all exhibits during the spring semester year. The class is only open to juniors and seniors or with permission of the instructor.

265. Topics in Art History.

Fall or Spring. Credits: 4.

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

ADVANCED COURSES

330. Feminist Art

Spring. Credits: 4.

Degree Requirements: F3, F5.

Major Requirements: Modern.

This course investigates the contributions of feminism to art practices since the 1960s. With primary and secondary documents as our evidence and guide, we will assess the accomplishments and limitations of overtly feminist art. Throughout the semester we will ask why artists embraced the politics of feminism, how this shaped their own practices and perceptions of modernism, and how this now helps us to see the great complexity of modern and contemporary art. Pre-requisites: Art 152 Survey of Contemporary Art, or permission of the instructor. (Course offered in alternate years: next scheduled for Spring 2018)

353. Art and Life in Pompeii.

Spring. Credits: 4.

Degree Requirements: F5.

Major Requirement: Ancient studies (Prehistoric through Roman.)

This course will focus on Pompeii and Herculaneum, also addressing material from sites like Stabiae, Boscoreale, Boscotrecase, and Oplontis. We will examine these cities as case studies of archaeology, Roman urbanism, and a particular period of Roman art. We will also consider the impact of the rediscovery of these lost cities on the 19th century world. Previous completion of Art 151 or Art 219 is strongly recommended but not required. (Course offered every third year.)

356. Michelangelo.

Spring. Credits: 4.

Degree Requirements: F5.

Major Requirements: Medieval through Baroque.

An examination of the life and art of Michelangelo Buonarroti (1475-1564). Special attention will be paid to stylistic, interpretive, and methodological issues, as well as the many controversies that have surrounded his life and art from the Renaissance to the present. Works studied will include painting, sculpture, architecture, drawings, and poetry. Class will combine both lecture and seminar formats. Either Art History 151 or Art History 223 is strongly recommended but not required. (Course offered every third year; scheduled for 2017-2018.)

365. Advanced Topics in Art History.

Fall or Spring. Credits: 4. A seminar, open to both majors and non-majors, on varying subjects. May be repeated for credit so long as topics are different.

399. Tutorial for Honors Candidates.

Spring. Credits: 1.

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

461. Museum/ Gallery Internship.

Degree Requirements: F11.

Fall or Spring. Credits: 1-4. An internship with a gallery or museum with a focus on the visual arts. Prerequisites: Approval of department Chair and offer of placement from an approved gallery or museum. Normally open only to Art majors and minors with junior or senior standing. Students may apply a maximum of four credits towards the Art major or minor.

485. Senior Seminar.

Fall. Credits: 4.

Art History Track. Advanced seminar involving theory, methodology, and historiography. Students will submit a major research paper and conduct an oral presentation. Topics vary with instructor. Required of all majors in the art history track. Prerequisites: Art History 151, 152, and at least three 200-level Art History courses.

495-496. Honors Tutorial.

Fall or Spring. Credits: 4, 4.

Biology

As one of the most popular majors on campus, the Biology Department offers students opportunities to learn about all levels of biology, as well as modern methods of research and investigation. The study of biology prepares students for a wide range of career options.

Biology: Course Offerings

104. Topics in Biology.

Fall or Spring. Credits: 4.

Topics in Biology courses provide an in-depth understanding of a topic in the Biological Sciences. As in other introductory biology courses, each Topics course details fundamental principles and concepts in the discipline but in the context of a specific topic. Topics in Biology may be taken as elective credit by students majoring in Biology provided they have not already taken an upper level Biology course of similar content; however, Topics in Biology will not satisfy a course requirement for the major in Biology.

105. Topics in Biology with Laboratory.

Fall or Spring. Credits: 4.

Degree Requirements: F7.

Similar to Biology 104 but includes a laboratory component.

115, 115L. Human Anatomy and Physiology I with Lab.

Fall. Credits: 4.

Consortium course at Christian Brothers University. An introduction to human anatomy and physiology designed for and required by some nursing, physical therapy, and physician assistant programs. Often accepted to fulfill Anatomy and/or Physiology requirements at pharmacy programs. This course is not designed or recommended for those seeking acceptance at medical, dental, or veterinary medical schools. This course is taught by and at our cross-town partner, Christian Brothers University. Availability is learned at the start of their semester. Registration requires specific steps. Instructions are available from Dr. Alan Jaslow. Biology 115, 115L will not satisfy a course requirement for the major in Biology.

Prerequisites: Biology 130, 131L and 140, 141L, Chemistry 120.

116, 116L. Human Anatomy and Physiology II with Lab.

Spring. Credits: 4.

Consortium course at Christian Brothers University. A continuation following Human Anatomy and Physiology I. Same specifics as Biology 115, 115L, listed above.

Prerequisite: Biology 115 (the CBU offering, or permission of the instructor only).

120. Introduction to Environmental Sciences.

Fall, Credits: 4.

Degree requirements: F7.

This course focuses on a scientific understanding of the environment as well as on people's impact upon the natural world. Emphasis is on critical evaluation of environmental issues based on scientific principles. The fundamental ecological principles are the foundations for the students' learning and understanding of, among others, human population dynamics, natural resources, energy sources and their

use, and sustainable human systems. Through field-based laboratories, the students learn how to evaluate and quantify the ecosystem services provided by an urban park like Overton Park. During the semester students collect and analyze data to estimate selected ecosystem services such as: climate regulation or carbon dioxide removal, and water purification. Biology 120 will not satisfy a course requirement for the major in Biology.

130, 131L. Biology I.

Fall. Credits: 3, 1.

Degree Requirements: F7.

An examination of the structure and functions of life at the cellular level. Topics include the organization of prokaryotic and eukaryotic cells, the role of proteins in cell structure and metabolism, membrane structure and function, bioenergetics, interactions between a cell and its environment, and the mechanisms of heredity. Laboratory work provides an introduction to investigative techniques in biology and skills required for the analysis and presentation of scientific findings. Biology 130 and 131L are linked co-requisites. Both must be completed successfully for F7 credit.

140, 141L. Biology II.

Spring. Credits: 4, 1.

A study of biological principles at the level of organisms and above. This course covers the mechanisms of evolution; plant and animal development, anatomy, and physiology; behavior and ecology. Laboratory stresses the importance of hypothesis testing. Biology 140 and 141L are linked co-requisites.

Prerequisites: Biology 130, 131L.

200, 200L Evolution.

Fall or Spring. Credits: 4, 1.

Evolution is the grand unifying idea of biology. This study of the evolutionary process will include discussion of the genetic mechanisms of variation, natural selection, change in populations, speciation, coevolution, hominid evolution and biogeography, as well as applications of evolutionary biology to real-world problems. The history of evolutionary ideas from before Darwin to the present will also be covered. Laboratories will involve original research design, data analysis, discussion of a many types of literature and presentation of ideas in a variety of formats.

Prerequisites: Biology 130, 131L, and 140, 141L.

201, 201L. Mycology

Spring. Credits: 4, 1.

The study of life's "fifth kingdom": the fungi. Even though they share an equal evolutionary standing with plants and animals, to most people fungi are amongst the most mysterious and least understood of nature's inhabitants. Just what is a fungus anyway? Where do fungi live, and what are they doing out there? This course will provide answers to questions like these, as well as provide examples of the practical uses of fungi in industry and research and of the roles that some of them play as agents of disease. Laboratory work includes methods for isolating and identifying fungi from nature, methods of genetic analysis, and methods for producing commercial products like tempeh and beer. (Course normally offered in alternate years; anticipated for 2016-2017.)

Prerequisites: Biology 130, 131L, and 140, 141L (or permission of the instructor.)

202. Vertebrate Life.

Spring. Credits: 4.

A study of the diversity of vertebrates including past and present radiations. This course focuses on the various and diverse adaptations in behavior, ecology, morphology and physiology that allow vertebrates to successfully inhabit water, air and land. (Course normally offered every two to three years.)

Prerequisites: Biology 140, 141L.

204, 204L. Mechanisms of Development.

Spring. Credits: 4, 1.

Development is the process by which a multi-cellular organism constructs itself from a single egg cell. This course examines the cellular and genetic mechanisms required for pattern formation, differentiation, morphogenesis and other events that shape the organism during development. These phenomena will be explored in the context of evolution and medical applications. Modern experimental approaches and current models will be emphasized.

Prerequisites: Biology 130, 131L and 140, 141L.

207, 207L. Animal Behavior.

Fall. Credits: 4, 1.

Degree Requirements: F11.

An evolutionary and ecological approach to questions of why and how animals behave as they do. Emphasis is on how traits help individuals maximize the survival of genes within them. Laboratories will involve quantitative data collection in both the laboratory and field.

Prerequisites: Biology 130, 131L and 140, 141L. Biology 200 recommended. Math 111 or equivalent suggested.

209. Embryology.

Spring. Credits: 4.

A study of the morphological changes that occur in animals from fertilization of an egg to birth. This anatomically-based course will focus on the development of the major organ systems and body plan of vertebrates, including comparisons of developmental patterns among vertebrates and understanding what happens when the patterns are disrupted to produce birth defects. Class meetings will be predominantly lecture with some laboratory work. (Course normally offered every two to three years.)

Prerequisites: Biology 130, 131L and 140, 141L.

212. Environmental Issues in Southern Africa.

Spring. Credits: 4.

An interdisciplinary examination of the environmental issues of a region of the world famous for its captivating scenery, immense richness and dire scarcity of natural resources, and cultural diversity of its people. Special attention will be devoted to the role of parks and community-based conservation projects in achieving a balance between people's needs and wildlife conservation. By itself, this course satisfies an upper-level requirement for the Biology major; when combined with Biology 214, the two courses together satisfy a requirement for one upper-level course with laboratory. (Course offered pending student demand; anticipated in 2016-2017.)

Prerequisites: Biology 130, 131L and 140, 141L; or Biology 120 and Chemistry 120.

214. Environmental Field Study in Namibia.

Summer. Credits: 4.

Degree requirements: F11.

An in-country exploration of the major environmental issues of Namibia, one of the world's most arid and most beautiful countries. Students will spend three weeks in the region, visiting different ecosystems, such as the Namib Desert, dry thornveld savannas, and the Kalahari sands. They will meet with indigenous people, NGOs, and governmental officers involved in local environmental issues. Elephant and cheetah tracking can be part of the educational experience during this field study trip. This course emphasizes critical thinking and interdisciplinary learning and is meant to challenge students' world-view to enable them to increase their awareness and knowledge of our global society. (Course offered pending student demand; anticipated in 2016-2017.)

Prerequisite: Biology 212.

253, 253L. Plant Genetics and Diversity.

Fall. Credits: 4, 1.

This course will showcase the dynamic inner workings and rich evolutionary history of the plant kingdom. Topics to be covered include the genetics underlying morphological form and function, plant responses and adaptations to the environment, the biomechanics of plant anatomy and physiology, evolutionary history, taxonomic diversity, and interactions between people & plants. Examples of laboratory activities include characterizing the genetics behind environmental responses, looking at hormonal pathways with transgenic plants, and

learning to identify the rich diversity of plants in our Memphis area. (Course normally offered in alternate years; anticipated for 2016-2017.)

Prerequisites: Biology 130, 131L and 140, 141L.

301, 301L. Microbiology.

Fall, Spring. Credits: 4, 1.

The study of microorganisms from all major organizational perspectives (genetics, physiology, phylogeny, etc.). Principal emphasis will be placed on prokaryotic microorganisms and the importance of their basic metabolic patterns in defining the roles that they play in nature (focusing on the cause of disease). The laboratory emphasizes the development of skills in isolation and characterization of bacteria.

Prerequisites: Biology 130, 131L and 140, 141L.

303. Genetics without Laboratory.

Fall. Credits: 4.

The study of the transmission of genetic factors in humans and eukaryotic model systems. Principal emphasis will be placed on the analysis of heredity, genes as functional units, and phenotypes resulting from regulated gene expression. Students who already have credit for Biology 304/304L may not earn credit for Biology 303.

Prerequisites: Biology 130, 131L and 140, 141L.

304, 304L. Genetics.

Spring. Credits: 4, 1.

The study of the transmission of genetic factors in humans and eukaryotic model systems. Principal emphasis will be placed on the analysis of heredity, genes as functional units, and phenotypes resulting from regulated gene expression. Laboratory exercises include experimental genetic screens, genomic approaches and their analysis. Students who already have credit for Biology 303 may not earn credit for Biology 304/304L.

Prerequisites: Biology 130, 131L and 140, 141L.

307. Cell Biology.

Fall. Credits: 4.

An advanced treatment of the structure and function of eukaryotic cells. Major emphasis will be placed upon the roles played by biological membranes in cell nutrition and energy transduction; on processes of signal transduction; on the roles of the cytoskeleton in cell structure, motility, and reproduction; on mechanisms that regulate the cell cycle and cell death; and on mechanisms that regulate intracellular trafficking. Optional laboratory credit is available by taking BMB 310 (see Biochemistry and Molecular Biology program under Interdisciplinary Study).

Prerequisites: Biology 130, 131L.

315, 315L. Ecology.

Fall. Credits: 4, 1.

A broad study of concepts in the science of ecology. This course stresses the biotic and abiotic interactions that determine the distribution and abundance of organisms. The laboratory component consists of both on-campus laboratory work and intensive field experiences including at least one overnight outing. Students with organismal and environmental interests desiring a field component are encouraged to participate. Occasional Saturday and weekend field trips are required.

Prerequisites: Biology 130, 131L and 140, 141L; or Biology 120 and Chemistry 120.

320, 320L. Conservation Biology.

Spring. Credits: 4, 1.

An interdisciplinary examination of the science of conservation of biological diversity at gene, population, species, and ecosystem levels. Learning the theories and practice of conservation biology and critically evaluating strategies adopted to prevent loss of biodiversity are

the main objectives of this course. Laboratories and field work are designed to make the students familiar with research methods and tools used by conservation biologists.

Prerequisites: Biology 130, 131L and 140, 141L; or Biology 120 and Chemistry 120.

325, 325L. Molecular Biology.

Fall, Spring. Credits: 4, 1.

A study of the structure and function of genes at the molecular level. Topics include the synthesis of nucleic acids and proteins and the mechanisms of gene expression and control in prokaryotes and eukaryotes. An emphasis will be placed on the design, analysis, and interpretation of classic and contemporary experiments. The laboratory component will teach the student how to conduct and interpret experiments in molecular biology such as isolation of DNA, gel electrophoresis, recombinant DNA cloning, and DNA sequencing within the context of specific projects.

Prerequisites: Biology 130, 131L.

330. Virology/Immunology.

Fall. Credits: 4.

The Immunology part of this course examines the components of the human immune system and how they interact to defend the organism against infectious pathogens. We also study how a dysfunctional immune system itself can cause disease and investigate techniques to manipulate the immune system and their role in transplant medicine and the immunotherapy of cancer. The Virology part, approximately one quarter of the course, introduces the most important viral pathogens, focusing on the biology of the virus and the symptoms, pathogenesis and epidemiology of the associated disease.

Prerequisites: Biology 130, 131L and 140, 141L.

340, 340L. Animal Physiology.

Spring. Credits: 4, 1.

A study of the various systems of animal physiology (e.g., muscular, nervous, endocrine, cardiac, digestive, respiratory, renal). These themes will be covered in an integrative manner that includes analysis at molecular, cellular, systems, and organismal levels. An emphasis will be placed on the maintenance of homeostasis. Furthermore, a comparative approach will be taken to emphasize not only how the human body functions, but also how various animals have evolved similar physiological endpoints that can be compared in their structure and functional efficacy to the human body. Such an approach will allow an understanding of how physiology functions, what are its constraints and specializations, what aspects of physiology are integral to sustaining life, etc. Laboratory investigations will include studies of vertebrate muscle physiology and biochemistry and regulation of vertebrate cardiac activity, blood pressure and respiration. Laboratory experiments will involve the careful and humane use of live vertebrates as research models. Laboratories are scheduled for 4 to 5 hours each week.

Prerequisites: Biology 130, 131L and 140, 141L.

345, 345L. Ornithology.

Spring. Credits: 4, 1.

A field-based course examining how the study of birds has informed our understanding of the natural world. Topics include the ecology, conservation, behavior, biogeography, and evolution of birds. Labs provide hands-on experience with avian research methods, focusing especially on survey techniques and identification of local species. A strong emphasis is placed on experiencing local avifauna in their natural habitats through field trips, and students will spend considerable time in the field observing the natural history of birds. Occasional Saturday and weekend field trips are required. (Course normally offered every two to three years.)

Prerequisites: Biology 130, 131L and 140, 141L; or Biology 120 and Chemistry 120.

350, 350P. Comparative Vertebrate Morphology.

Fall. Credits: 4, 1.

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

Prerequisites: Biology 140, 141L.

360, 360L. Histology.

Fall. Credits: 4, 1.

A study of the anatomy and physiology of animal cells, tissues and organs at the microscopic level. This course emphasizes the relationship between microscopic form and function starting with a brief overview of cells and progressing through the different mammalian organ systems.

Prerequisites: Biology 130, 131L and 140, 141L.

365, 365L. Advanced Topics in Biology

Fall or Spring. Credits: 4 or 4, 1.

Introduction to selected advanced biology topics. Topics vary with instructor. May be repeated for credit when topics differ. Course offering may or may not have a laboratory credit associated with the class. Not offered every year. Course may include the equivalent of 3 hours of laboratory each week.

Prerequisites: Biology 130, 131L and 140, 141L. (Biology 120 and Chemistry 120 may serve as prerequisites for some offerings when used to satisfy Environmental Science major requirements. Consult the professor offering the course.)

375. Neuroendocrinology.

Fall. Credits: 4.

An exploration of reciprocal interactions between the nervous and endocrine systems: how the brain regulates endocrine homeostasis, and how developmental and daily/seasonal changes in hormone levels bring about changes in neural structure and function. These themes will be covered in an integrative manner that includes analysis at molecular, cellular, systems, and organismal levels. Topics will include gonadal hormones and neural sex differences during development and adulthood, the hippocampal-hypothalamic-pituitary-adrenal stress axis, circadian and circannual rhythms, neuroendocrine regulation of appetite and thirst, and neuroendocrine regulation of social behaviors.

Prerequisites: Biology 130, 131L and 140, 141L.

376. Molecular and Cellular Neuroscience.

Spring. Credits: 4.

An exploration of the unique cell biology and physiology of neurons. Students will learn how neurons grow and maintain highly specialized structures such as dendrites and axons, and then use them to send, receive, and process information. Course topics will include the neuronal cytoskeleton, axonal transport, axonal pathfinding and synaptogenesis, action potential generation and propagation, synaptic transmission, dendritic integration, and synaptic plasticity.

Prerequisites: Biology 130, 131L and 140, 141L.

380. Topics in Biomedical Science.

Fall or Spring. Credits: 4.

A topical exploration of the connection between basic biomedical science and its clinical significance. Four topics are covered during the semester. Each topic is taught by a St. Jude Children's Research Hospital post-doctoral fellow; a Rhodes faculty member directs the course. Each topic consists of a presentation of pertinent background information on basic scientific principles, reading and discussion of secondary and primary literature within the research area of the post-doctoral fellow, and discussion of potential clinical significance of the research.

Prerequisites: Biology 130, 131L and 140, 141L.

451-452. Research in Biology.

Fall-Spring. Credits: 1-4.

Qualified students may conduct original laboratory or field research in biology. A student may use four credits of research or a combination of two credits from BMB 310 combined with research credit to total four credits to satisfy one of the upper level requirements in Biology. Students may earn a maximum of four credits of BIOL 451 plus 452. Interested students should consult the appropriate Biology faculty member. At least three hours per week per credit, weekly conferences with faculty sponsor, written report at the end of the semester.

Prerequisite: Permission of a sponsoring faculty member.

453. Advanced Research in Biology.

Fall-Spring. Credits: 1-4.

Qualified students may continue original laboratory or field research in biology past the four credits gained in BIOL 451 and 452. BIOL 453 credits may not be used to satisfy upper level course requirements. Interested students should consult the appropriate Biology faculty member. At least three hours per week per credit, weekly conferences with faculty sponsor, written report at the end of the semester.

Prerequisites: Four credits of BIOL 451/452; minimum GPA in the major of 2.5; permission of a sponsoring faculty member.

460. Internship in Biology.

Fall-Spring. Credits: 3-4.

Degree Requirements: F11.

The Internship Program is designed to introduce students to practical applications of their academic work. Students may work off campus under professional supervision in fields related to the biological sciences, such as health care, laboratory diagnosis, forensics, environmental protection, agriculture. Students will be required to integrate academic and work experiences in a written report due at the end of the internship. No more than 4 credits per semester for no more than two semesters; at least three hours involvement per week per credit. Pass/Fail credit only. Biology 460 does not satisfy an upper level Biology course requirement for the major.

Prerequisites: Permission of the departmental internship program director.

461. Internship in Biology.

Fall-Spring. Credits: 1-2.

Similar to Biology 460, but does not require a written report and does not fulfill an F11 degree requirement.

Prerequisite: Permission of the departmental internship program director.

485-486. Senior Seminar.

Fall-Spring. Credits: 4.

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

495-496. Honors Tutorial.

Fall-Spring. Credits: 4-6, 4-6.

Open to candidates for Honors in Biology. Includes supervised honors research in a biological field of study. General information may be found in this Catalogue under Honors Program. Specific information related to Honors in Biology may be found on the departmental website under Courses.

Prerequisites: Minimum GPA of 3.5 and departmental permission.

Marine Sciences

Rhodes College is an Affiliated Institution of the Gulf Coast Research Laboratory, Ocean Springs, Mississippi. Courses in the marine sciences offered by that institution are available to students for biology credit. Typically offered courses include Marine Biology, Barrier Island Ecology, Marine Ichthyology, Marine Ecology, Marine Mammalogy, Marine Invertebrate Zoology, Coastal Herpetology, and Parasites of Marine Animals. Offerings change each year, so students interested in these courses should check with the Biology Department for details.

PLEASE NOTE: This document reflects information as it was published in the 2015-16 Rhodes Catalogue. You may find more current information elsewhere on rhodes.edu.

Biology: Faculty and Staff

Professors

Terry W. Hill. 1978. B.A., University of South Florida; M.S., Ph.D., University of Florida. (Cell biology, microbiology, biology of fungi.)

Carolyn R. Jaslow. 1988. Chair. B.A., Mount Holyoke College; M.S., Ohio University; Ph.D., University of Chicago. (Histology, reproductive biology, embryology, mammalogy.)

Gary J. Lindquister. 1988. B.S., Furman University; M.S., Ph.D., Emory University. (Molecular biology, virology, immunology.)

Associate Professors

Michael D. Collins. 2010. B.S., University of Arizona; M.S., Florida State University; Ph.D., University of Tennessee. (Ecology, ornithology, wildlife biology, statistics.)

Jonathan Fitz Gerald. 2007. B.S., University of California at Irvine; Ph.D., University of Chicago. (Plant biology, development.)

Alan P. Jaslow. 1984. B.S., University of Wisconsin; M.S., Ph.D., University of Michigan. (Vertebrate biology, functional morphology, animal communication.)

David Kabelik. 2009. H.B.Sc., University of Toronto; Ph.D., Arizona State University. (Neuroscience, endocrinology, physiology, animal behavior.)

Mary Miller. 2001. B.A., University of Tennessee; Ph.D., University of Virginia. (Genetics, microbiology, cancer biology, cell biology.)

Assistant Professors

Sarah Boyle. 2009. B.A., College of William and Mary; Ph.D., Arizona State University. (Ecology, conservation biology, tropical field biology.)

Kelly A. Dougherty. 2014. B.S., West Chester University; Ph.D., Thomas Jefferson University. (Neuroscience, biophysics, neurophysiology.)

Melody S. Durrett. 2014. B.S., University of Wyoming; Ph.D., University of Alaska Fairbanks. (Ecology, plant biology, wetland ecology.)

Elaine R. Frawley. 2016. B.A., Ph.D., Washington University in St. Louis. (Microbiology, molecular biology, bacterial pathogenesis.)

Erin S. Honsa. 2016. B.S., Queensland University of Technology (Australia); Ph.D., Baylor College of Medicine. (Microbiology, infectious disease.)

Rachel Jabaily. 2011. B.S., University of Wyoming; Ph.D., University of Wisconsin. (Systematics, plant biology, evolution.)

Tara J. Massad. 2015. B.S., University of Oregon; Ph.D., Tulane University. (Chemical ecology, tropical ecology, restoration ecology.)

Oliver E. Sturm. 2011. Dipl. Chemiker, University of Bayreuth (Germany); Ph.D., Imperial College (London). (Molecular biology, systems biology, immunology.)

David A. Pike. 2016. B.S., North Carolina State University; M.S., Towson University; Ph.D., University of Sydney Australia. (Ecology, wildlife biology, herpetology.)

Bayly S. Wheeler. 2015. B.S.E., University of Michigan; Ph.D., Duke University. (Molecular biology, genetics, genomics, microbiology.)

Staff

Sarah Hasty. 2009. Biology Department Lab Supervisor and Biological Safety Officer. B.S., Louisiana State University; M.S., University of Memphis.

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Requirements for Major in Biology Leading to the B.S. Degree

A total of fifty-three to fifty-seven (53-57) credits as follows:

1. Biology 130-131L, 140-141L.
2. Six upper-level courses; at least four of which must have an associated lab experience. Normally four of the six courses used to satisfy these requirements must be taken within the Biology Department at Rhodes. Four credits of Research in Biology (451 or 452) can satisfy one upper-level course with lab requirement. Courses taught outside the department that can satisfy upper level course requirements for the biology major, subject to the limit indicated above, are Chem 416, Chem 414 (Chem 414 with BMB 310 may satisfy a course with lab requirement), Neur 270 (Neur 270 with Neur 350 may satisfy a course with lab requirement), and certain courses approved by the Department Chair for transfer credit.
3. Biology 485 or 486.
4. Chemistry 120-125L and 211.
5. One course from Math 111, Econ 290, or Psych 211.
6. One course from Math 115, Math 121, or Computer Science 141.

Students, in consultation with their advisers, should select a diversity of upper level courses, thereby gaining experience in different areas of biology. Satisfying the prerequisites for courses is the student's responsibility; however, in special circumstances, students with advance permission of the instructor may enroll in a course without meeting prerequisites.

Courses and accompanying laboratories of the same name are linked co-requisites and must be taken together unless approved by petition to the department. Unless otherwise noted, courses meet under the standard class schedule and laboratories meet for a three-hour period; laboratories also often require further project work outside the scheduled lab time.

Students seeking a double major must have at least four upper-level courses for the Biology major that are not used to satisfy requirements for the other major.

Business

The Business Department teaches students both theories and methods, as well as the broader social and historical perspectives of business practices in accounting, finance, marketing, and management.

Business: Course Offerings

The course numbers indicate the particular area: 40s-accounting; 50s-finance; 60s-management; and 70s-marketing.

125. Introduction to Entrepreneurship.

Fall or Spring. Credits: 4.

This course introduces student of diverse majors to an alternative future where they may achieve financial independence and security for themselves; while also contributing to the economic well-being of the community. Students will explore start-up and small business issues and develop some of the skills needed to: evaluate the potential for success of ideas; determine resources needed and methods to acquire them; communicate those ideas in a convincing manner; implement ideas into a working enterprise; understand and deal with pitfalls; and manage and grow the resulting enterprise. Rhodes College is an incubator of ideas where students have been instilled with a passion for their major fields while building a level of expertise in them. This course will enable students to look at their diverse expertise and passions through the different perspective of turning ideas into enterprises. Class discussions will be exploratory in nature; introducing a number of business skills needed by entrepreneurs. Students will make several presentations of their venture ideas, write and present feasibility studies/business plans, and discuss small business and start-up firm cases. There may also be some participation in the course by the entrepreneurial community. This course is open to students of all majors.

241. Financial Accounting.

Fall or Spring. Credits: 4.

Principles of financial accounting that are used to communicate financial information to external parties. The study of financial accounting provides a strong foundation for future courses in business and finance. The student is introduced to accounting concepts, how to record transactions for the three legal forms of business organizations, and how to prepare financial statements.

243. Cost Accounting.

Fall or Spring. Credits: 4.

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

Prerequisite: Business 241.

246. Law of Basic Commercial Transactions.

Fall or Spring. Credits: 4.

Introduction to legal concepts in those areas of the law essential to commercial transactions, including creation and performance of contracts for the sale of goods and other property, negotiable instruments, real and personal property, leases, and wills and estates. The course will be taught largely utilizing the case method and problem approach, with an emphasis on how legal concepts are applied to specific factual situations. (Not scheduled for 2016-2017)

265. Topics in Business.

Fall or Spring. Credits: 1-4.

Content of the course varies with instructor. The course may be repeated for credit as long as topics covered are different.

Prerequisite: Economics 100.

280. Personal Financial Management.

Fall or Spring. Credits: 4.

This course focuses on the development of a working knowledge of basic tools that guide the student in the acquisition of sound personal financial discipline at the individual level. The course approaches this objective assuming that the student has little or no background in the issues or tools relating to the management of one's financial resources, with a focus on the development and appropriate implementation of a personal budget; the management of individual credit exposure and issues surrounding the borrowing and repayment of money; an analysis of investment alternatives and vehicles, and risks typically associated therewith; the impact of personal income taxes on decision making where multiple financial alternatives exist. Particular nuances of stock, bond, mutual fund, and ETF investment alternatives are explored, as well as the structural aspects of tax-deferred savings opportunities (including 401(K) and IRA vehicles.) The protection of wealth through the use of insurance and other risk management techniques is also emphasized. (Not scheduled for 2016-2017)

Prerequisites: Not open to first-year students or to Business or Economics/Business majors.

282. Influence of Catalan Culture on Conducting International Business.

Junemester. Credits: 4

Degree Requirements: F9 and F11

This course raises awareness about the influence of regional and local culture on business activities. Students will analyze key elements of the Catalan culture through readings from traditional Catalan literature and scholarly articles that focus on identifying cultural dimensions and their effect on business. The students will use these readings to analyze everyday experiences during their three-week program in Barcelona. Through the students' reflections on their exposure to the Catalan culture, they will compare and contrast the local culture with their own and explore the impact of those differences on living, working, competing in athletic events and conducting business abroad.

283. Introduction to International Business Cases.

Maymester. Credits: 4.

Degree Requirements: F11.

Course is a combination of lectures, case discussion, and site visits. Lectures by Rhodes and University of Antwerp faculty as well as European Union officials on international business including strategy, finance, marketing and management within the context of the European Union will form the basis for class discussion of business cases. Following work on business cases, students will visit business sites for discussion of the businesses' strategies and performances with firm officials. The course is offered in Antwerp, Belgium. Cases and site visits will vary from year to year. Business 283 is not open to students who have completed any prerequisites for Business 483. By application and acceptance to the program only. (Same as International Studies 283.)

Prerequisite: Economics 100 if taken as International Studies 283.

300. Career Focus.

Fall or Spring. Credits: 1. (Pass/Fail)

Open only to Business majors and sophomore students fully intending to declare a major in Business. The course focuses on assignments that will assist in focusing on career direction and choice. Course requirements include producing a resume and mandatory attendance at specified guest speaker lectures. The resume and lecture attendance may be used as the required essay for major declaration.

Prerequisites: Permission of the instructor and sophomore, junior, or senior status. Students who have completed BUS 460 may not enroll.

341. Intermediate Accounting Theory I.

Fall or Spring. Credits: 4.

Accounting theory, from both the theoretical and practical viewpoints. Covers the foundation of accounting theory, the accounting and reporting process, and the impact of the recent pronouncements from FASB, AICPA, AAA, and SEC.

Prerequisite: Business 241 and Economics 100. Business 243 recommended.

342. Intermediate Accounting Theory II.

Fall or Spring. Credits: 4.

Accounting theory, from both the theoretical and practical viewpoints. Covers the foundation of accounting theory, the accounting and reporting process, and the impact of the recent pronouncements from FASB, AICPA, AAA, and SEC.

Prerequisite: Business 341.

345. Federal Income Tax.

Fall. Credits: 4.

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

Prerequisites: Business 241 and Economics 100.

351. Corporate Financial Management.

Fall or Spring. Credits: 4.

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

Prerequisites: Business 243; Economics 100; Economics 290 or Math 111.

361. Management of Organizations.

Fall or Spring. Credits: 4.

Focuses on evidence-based management to separate useful from useless management practices. Initially, the course introduces scientific principles as an analytic framework for evaluating management theories about people at work, especially theories about work motivation, leadership and job design. Later, the course focus shifts to the topic of organizational design and the management of firms in an ever-changing business and competitive environment. This subject identifies structures and processes for managing within the ever-changing environments organizations face. Students acquire experiences in applying scientific analyses to real-world situations by analyzing cases and through research projects.

Prerequisites: Economics 100; Economics 290, Math 111 or Psychology 211.

371. Marketing Management I.

Fall or Spring. Credits: 4.

An introduction to the study of marketing as an exchange process: the theoretical underpinnings of how transactions in the marketplace are initiated, motivated, facilitated, and consummated. Topics include the basic role marketing plays in the economy; the ways marketing is planned and executed; students gain experience in applying marketing theory by competing in a computer simulation.

Prerequisites: Business 243; Economics 100; Economics 290 or Math 111.

448. Auditing.

Spring. Credits: 4.

Conceptual approach to auditing process, procedures, communications and professional environment which includes auditing standards, legal responsibilities and professional ethics.

Prerequisite or Corequisite: Business 342.

452. Cases in Managerial Finance.

Credits: 4.

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

Prerequisite: Business 351.

454. International Financial Management/Capital Markets.

Credits: 4.

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

Prerequisite: Business 351.

460. Internship/Professional Development.

Fall or Spring. Credits: 4.

Degree Requirements: F11.

Open only to Business majors, the internship program provides an experiential approach to the learning process and affords students the opportunity to work in both business and nonprofit organizations for academic credit. Internship placements are designed to complement learning goals and career plans by allowing the student to apply theoretical principles learned in the traditional classroom. Placements are arranged by the Director of Career Services and work schedules are arranged by the student and the on-site supervisor. Typically students work on specific projects related to their career interests and compatible with the goals and interests of the sponsoring organization. A major focus of the course is teaching students better interview skills and how to improve their written and verbal communication techniques all within a context of the student becoming more professional as he/she approaches obtaining a job, and how better to conduct themselves on the job. Internships are available to junior and senior Business majors. Arrangements for internships are made the semester prior to the actual experience. No more than 8 internship credits may be allowed to count toward the credits required for graduation.

Prerequisite: Business 341, 351, 361 or 371.

461. Internship.

Fall or Spring. Summer. Credits: 1 (Pass/Fail)

This internship course provides an experiential approach to the learning process and affords Business majors the opportunity to work in both business and nonprofit organizations for academic credit. Students are encouraged to explore areas of possible career interest through internships. Students must have the approval of and coordinate with a designated Professor in the Department of Business on an internship that exposes the student to meaningful aspects of a career in business. The Career Services Office will also coordinate the internship choice. There are requirements for both the sponsoring organization and for the student. The student must submit a resume, an application, have an interview arranged an interview with the on-site supervisor, and prepare an essay summarizing the experience, all as directed by the supervising Professor. This internship program is limited to Business majors and is available only for non-paid internships. Course may be repeated for credit, but no more than eight credits may be counted toward graduation.

Prerequisite: Business 460 or the permission of the instructor.

463. International Management.

Fall. Credits: 4.

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

Prerequisite: Business 361.

464. Entrepreneurship.

Fall or Spring. Credits: 4.

The course will start with a brief recap of the development of the current theories of entrepreneurship, and a discussion of the value of those theories using some actual examples in the form of scenarios and case studies. The participants will practice techniques related to the critical analysis of novel business opportunities in terms of market conditions, product/service value, existing and potential competition, design of operations, and the availability of critical resources. There will be several formal and informal presentations which will be given in the context of an entrepreneur making a pitch to potential investors. Development of detailed business plans will be a major deliverable in the course, including entry strategies, human resource/management considerations, legal and financial issues, pricing, promotion, and implementation plans. Cash flow and forecasting the first 3-5 years and discussion of some challenges to be anticipated in those early years will also be expected. Before the course starts, students will be required to present and gain instructor approval of a proposal for a business opportunity personally to explore during the semester. (Not scheduled for 2016-2017)

Prerequisites: Business 351, 361, 371 and a business opportunity proposal.

465. Advanced Topics in Business.

Fall or Spring. Credits: 4.

Content of course varies with instructor. The course may be repeated as long as topics covered are different.

Prerequisites: Vary with course; permission of the instructor.

466. Personnel and Human Resource Management.

Spring. Credits: 4.

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

Prerequisites: Business 361; Economics 290, Math 111 or Psychology 211.

467. Diversity and Inclusion in the Workplace.

Spring. Credits: 4.

An exploration of how organizations can create a more inclusive corporate climate, which will allow them to learn from and enhance the potential of employees from all backgrounds. Discussions and assignments will examine research on and practical solutions for management of global and diverse workforces. The course will begin with research on the development of personal stereotypes as well as systemic discrimination in society, and will progress into specific human resources policies and decisions affecting employees at various stages of their careers. The course will end with an examination of organizational cultures and the development of inclusive workplaces.

Prerequisite: BUS 361.

472. Cases in Market Strategy and Value Analysis.

Fall. Credits: 4

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

Prerequisites: Business 243 and 371; Economics 290 or Math 111.

473. International Marketing.

Spring. Credits: 4.

An introduction to the global marketing environment, with an examination of how international business variables affect the marketing process. Objectives include understanding the differences between domestic and international marketing, providing a framework for analyzing major risks and opportunities in foreign markets, and developing techniques for preparing and implementing strategic marketing plans through the use of case studies.

Prerequisite: Business 371.

474. Services Marketing.

Spring. Credits: 4.

Services Marketing is the management of customer experiences. Hospitals, executive training firms, movie theaters, universities, law firms, non-profit agencies, insurance agencies, restaurants, ad agencies, hotels, recruiting firms, etc. (i.e., both consumer and business-to-business firms) are examples of service businesses. However, all businesses have some component of service to them. The main objective of the course is to understand the nature of services and discuss ways in which services can streamline operations and improve productivity and profitability through examination of the customer service experience and establishing the relationship between customer value and sustainable competitive advantage. There will be case assignments and presentations to enhance in-class learning experience. A major team project will be conducted to help a local business to analyze the customer service experience and provide a series of strategic marketing suggestions for the management.

Prerequisites: BUS 351, 361, 371.

481. Business Ethics and Social Responsibility.

Fall. Credits: 4.

An exploration of the ethical and social issues facing business leaders today. Students will gain a basic understanding of philosophical ethical theories and begin to apply them to a variety of business cases and ethical dilemmas, using critical thinking skills and reputable research to examine issues from multiple perspectives. Students will learn how to recognize ethical dilemmas, examine the consequences of various decisions, and be able to develop and defend arguments for the business decisions that they make.

Prerequisite: One of the following: BUS 351, 361 or 371.

482. Influence of Catalan Culture on Conducting International Business: Advanced Applications.

Junemester. Credits: 4

Degree Requirements: F9 and F11

This course raises awareness about the influence of regional and local culture on business activities. Students will analyze key elements of the Catalan culture through readings from traditional Catalan literature and scholarly articles that focus on identifying cultural dimensions and their effect on business. The students will use these readings to analyze everyday experiences during their three-week program in Barcelona. Through the students' reflections on their exposure to the Catalan culture, they will compare and contrast the local culture with their own and explore the impact of those differences on living, working, competing in athletic events and conducting business abroad. Students will apply the knowledge gained from their exploration of Catalan culture to the functional area(s) of business they have completed in their 300-level business course(s).

Prerequisite: BUS 341, 351, 361 or 371.

483. Advanced International Business Cases.

Maymester. Credits: 4.

Degree Requirements: F11.

The course is a combination of lectures, case analyses, and site visits. Lectures by Rhodes and University of Antwerp faculty as well as European Union officials on international business including strategy, finance, marketing and management within the context of the European Union will form the basis for written case analyses and oral presentations. Following case completion, students will visit business sites for discussion of the businesses' strategies and performances with firm officials. Students enrolled in this course will be required to complete detailed and sophisticated case analyses drawing upon prerequisitecourse work as well as course lectures. The course is offered in Antwerp, Belgium. Cases and site visits will vary from year to year. BUS 483 may be used as one of the two required electives for a business or economics/business major. Open only by application and acceptance to the program.

Prerequisite: Business 351, 361 or 371.

486. Senior Seminar in Business.

Fall or Spring. Credits: 4.

A study of the theory and practice of setting and administering business policy, this course integrates the student's previous study of economics and business. Emphasis is on appraising a company's performance and strategy considering general social and economic conditions, as well as the internal conditions of the firm; developing objectives, policies and plans; and developing, guiding, and maintaining an administrative organization to carry out the plans and meet the objectives. Pedagogy includes computerized case studies in business and team teaching. Students are organized into teams for case preparation and presentation, and will be required to present their analyses orally and in writing and to respond to analyses of other students.

Prerequisites: Senior Status; Business 351, 361 and 371; completion of at least two of the upper level business electives from two different areas as required for a major in Commerce and Business; or the permission of the Department Chair.

Business: Faculty and Staff

Associate Professors

Dee Birnbaum. 1991. B.A., State University of New York at Stony Brook; M.B.A., Baruch College; M.Phil. and Ph.D., City University of New York. (General management, human resource management.)

Pamela H. Church. 1988. Director, M.S. in Accounting Program. B.S. and M.S., University of Memphis; Ph.D., University of Houston. CPA. (Accountancy.)

Assistant Professors

Kayla D. Booker. 2015. B.B.A., M.P.A., Ph.D., Jackson State University. C.P.A. (Accountancy.)

Sujan M. Dan. 2013. B.Tech, Kerala University, India; M.S., Ph.D., Texas A&M University. (Marketing.)

Denis Khantimirov. 2015. B.A., North Ossetian State University, Russia; M.B.A., University of Nevada, Las Vegas; Ph.D., Old Dominion University. (Marketing.)

Kelly P. Weeks. 2015. B.A., Rhodes College; M.A. and Ph.D., The University of Memphis. (Management.)

Andrey Zagorchev. 2013. B.S., M.S., Plovdiv University, Bulgaria; M.B.A., Wright State University; Ph.D., Lehigh University. (Finance.)

Part-Time Assistant Professors

Jill P. Giles. 2014. B.S. Alfred University; M.B.A. and Ph.D. Rutgers, the State University of New Jersey. CPA. (Accountancy.)

Milton L. Lovell. 2003. B.S., J.D., University of Mississippi. LL.M., New York University School of Law. CFO and General Counsel, NexAir, LLC. (Accountancy, taxation.)

Instructors

Jade O. Planchon. 2012. B.A., Rhodes College; M.B.A., Columbia University. (Finance.)

Ferron Thompson. 2001. B.A., Vanderbilt University; M.S. University of Memphis. CPA. (Accountancy.)

Part-Time Instructor

Chris Nunn. 2010. B.A., M.S., Rhodes College. Chief Financial Officer, Security Bancorp of Tennessee, Inc. (Accountancy.)

Staff

Linda Gibson. 2006. Departmental Assistant. B.A., Vanderbilt University; M.L.S., George Peabody College.

The Department of Business offers a major in Business. There are two tracks within the Business major: General Business and International Business. In addition, an Interdisciplinary major is offered in Economics/Business.

Master of Science in Accounting. A more concentrated study of accounting may be undertaken in the M.S. in Accounting Program offered by the Department of Business. Students who have completed an undergraduate degree in the Department of Business and/or have taken the appropriate accounting courses can finish the requirements of the M.S. in Accounting degree in two additional semesters of study.

Honors in Business

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

All honors students must meet eligibility criteria established for the Honors Program.

Requirements for a Major in Business

General Business Track

A total of forty-eight (48) credits as follows:

1. Business 241, 243, 351, 361, 371, 486.
2. Economics 100.
3. Economics 290 or Math 111.
4. Math 115, 116 or 121.
5. Two courses from one of the following areas and one course from one of the remaining areas:
 - a. Accounting: Business 341, 342.
 - b. Finance: Business 452, 454.
 - c. Management: Business 463, 464, 466, 467, 482.
 - d. Marketing: Business 472, 473, 474, 482, 483.
 - e. Business 481.
6. Recommended: Business 246, 460; Mathematics 107; Political Science 218; Interdisciplinary 240.

International Business Track

A total of forty-eight (48) credits as follows:

1. Business 241, 243, 351, 361, 371, 486.
2. Economics 100.
3. Economics 290 or Math 111.
4. Math 115, 116, or 121.
5. Three courses from: Business 454, 463, 473, 483; Economics 310.
6. Foreign Language proficiency in or completion of course of study in a modern foreign language through the second full year at the college level.
7. Recommended: Business 246, 460; Mathematics 107; Political Science 218, Interdisciplinary 240.

Requirements for a Minor in Business

A total of twenty-eight (28) credit hours as follows:

1. Business 241, 243, 351, 361, 371.
2. Economics 100.
3. Economics 290 or Math 111.

Chemistry

The Chemistry Department trains students in modern, interdisciplinary chemistry and prepares them for careers in chemistry research, education, and industry, as well as for further education in chemical, medical, and other health-related fields.

Chemistry: Course Offerings

NOTE: The laboratory periods referred to in the following courses indicate a morning or afternoon period of at least three hours.

105. Topics in Chemistry.

Fall or Spring. Credits: 4.

Degree Requirements: F7.

Chemical principles and information will be studied through the examination of thematic topics in the chemical sciences. Designed for students majoring in disciplines other than science and mathematics. Includes a laboratory experience.

107. Chemistry and Archaeology.

Fall. Credits: 4.

Degree Requirements: F7.

The scientific analysis and study of ancient materials has greatly enhanced our understanding of the past. In this course for non-science majors, we will undertake a survey of archaeological materials and the science that is pertinent to the development of an understanding of such materials. Minimal prior knowledge of chemistry is assumed, and only basic math skills are required. Three lecture periods and one laboratory experience each week.

108. Chemistry and Art.

Spring. Credits: 4.

Degree Requirements: F7.

The materials available to artists and the properties of those materials have greatly affected the type of artistic work that has been produced. In this course for non-science majors, we will explore the intersection of chemistry with the visual arts. The chemistry of ceramic materials, glasses, and metals will be considered, along with the chemistry of pigments and painting. Minimal prior knowledge of chemistry is assumed, and only basic math skills are required. Three lecture periods and one laboratory experience each week.

120. Foundations of Chemistry.

Fall. Credits: 3.

Degree Requirements: F7 (when taken with co-requisite 125).

A study of the basic concepts and principles of chemistry. Topics to be considered include stoichiometry, acids and bases, atomic and molecular structure, bonding, kinetics and thermodynamics.

Corequisite: Chemistry 125.

125. First Year Chemistry Laboratory.

Fall or Spring. Credits: 1.

An experimental introduction to the physical and chemical properties of matter. One laboratory period a week.

Pre- or Co-requisite: Chemistry 120.

206. Environmental Chemistry.

Spring. Credits: 4.

An introduction to the chemical principles of water, soil, air and the biosphere, including those that govern the fate, transport and effects of chemical species in nature. The course will focus on the chemistry of natural systems as well as human impact on these systems. Various methods and modern analytical instrumentation will be introduced. . Three hours of lecture per week.

Prerequisites: Chem 120 or the permission of the instructor.

211. Organic Chemistry I.

Spring. Credits: 4.

A general survey of elementary theory, preparation, reactions, and properties of the compounds of carbon, both aliphatic and aromatic, containing the most important functional groups.

Prerequisites: Chemistry 120-120L.

212. Organic Chemistry II.

Fall. Credits: 4.

A continuation of Organic Chemistry I. Topics to be covered including various instrumental methods to determine molecular structures of organic compounds; reactions and preparations of carbonyl compounds, amines and aromatics; discussions on carbohydrates, proteins, nucleic acids, lipids and other natural products and biological substances.

Prerequisites: Chemistry 211.

Corequisite: Chemistry 212L.

212L. Organic Chemistry Laboratory.

Fall. Credits: 2.

Emphasis is placed upon synthesis and the common laboratory techniques encountered in organic chemistry. One hour of lecture and three hours of laboratory per week.

Corequisite: Chemistry 212.

225. Biochemistry Primer.

Fall, Credits: 1.

A lecture course that covers topics in equilibrium and acid/base chemistry necessary for taking the biochemistry course (414).

Prerequisites: Chemistry 120, 211.

240. Analytical Chemistry.

Spring. Credits: 4.

Lecture topics include sampling, statistical analysis, experimental design and optimization, chemical equilibrium, and an introduction to modern instrumental analysis.

Prerequisites: Chemistry 212.

Corequisite: Chemistry 240L.

240L. Analytical Chemistry Laboratory.

Spring. Credits: 1.

Laboratory experiments will apply the total analytical process, from collecting samples, chemical workup, and analysis. Experimental methods will include volumetric analysis and elementary instrumental analysis. Three hours of laboratory per week.

Prerequisites: Chemistry 212.

Corequisite: Chemistry 240.

260. Collaborative Chemistry Communities.

Spring. Credits: 2.

Degree Requirements: F11.

This service learning course allows students to work with local teachers to design chemistry experiments and exercises. Lecture topics include modern chemistry pedagogy.

Prerequisites: Chemistry 212.

311. Physical Chemistry I.

Fall. Credits: 4.

An introduction to quantum mechanics and spectroscopy as applied to molecules and small molecular clusters. Includes discussion of NMR, lasers, and ab initio calculations.

Prerequisites: Chemistry 212 and 212L, 240 and 240L, Physics 110 or 112, 112L and Mathematics 122.

312. Physical Chemistry II.

Spring. Credits: 4.

An introduction to chemical thermodynamics, kinetics, and statistical mechanics as applied to chemical and biochemical systems.

Prerequisites: Chemistry 311 or permission of the instructor.

Corequisite: Chemistry 312L.

312L. Physical Chemistry Laboratory.

Spring. Credits: 1.

Experimental study of physico-chemical systems using modern instrumental techniques. Designed to be taken with Chemistry 312. One laboratory period a week. Additional time outside lab hours may be required.

Corequisite: Chemistry 312.

406. Instrumental Analysis.

Fall. Credits: 4.

A study of the principles and practice modern instrumental analyses, including absorption and emission spectroscopy, mass spectrometry, chromatography, and Fourier transform infrared spectroscopy. Emphasis is placed on understanding the major instrumental methods chemists use to study chemical phenomena. One hour of lecture and 3 hours of laboratory per week.

Prerequisites: 240, 240L, 312 and 312L or the permission of the instructor.

408. Inorganic Chemistry.

Spring. Credits: 4.

A survey of experimental and theoretical inorganic chemistry, with emphasis on topics of current interest.

Prerequisites: 212, 212L, 240, and 240L.

Corequisites: 408L

408L. Inorganic Chemistry Lab.

Spring. Credits: 2.

An interdisciplinary approach to modern inorganic chemistry.

Corequisites: 408

411. Medicinal and Computational Chemistry

Spring. Credits: 4.

This course will cover a variety of topics in organic, physical and biochemistry, all related to the overall theme of medicinal chemistry. Topics may include natural products, organic synthesis, computational modeling, toxicology, and drug design.

Prerequisites: 212, 240.

Corequisite: 411L

411L. Medicinal and Computational Chemistry Lab

Spring. Credits: 2.

This lab course will cover topics in advanced organic chemistry, spectroscopy and characterization, biochemistry, and modelling techniques.

Corequisite: 411

414. Biochemistry.

Fall or Spring. Credits: 4.

A study of the metabolism of carbohydrates, fats and proteins, The kinetics and bioenergetics of enzymatic reactions in metabolic pathways will also be studied.

Prerequisites: Chemistry 212 and 212L or the permission of the instructor.

Corequisite: 240 and 240L, or 225.

415. Advanced Biochemistry.

Spring. Credits: 4.

The course consists of an independent project designed to integrate topics in biochemistry, and to hone the students' writing and oral presentation skills.

Prerequisites: Chemistry 414 or the permission of the instructor.

416. Mechanisms of Drug Action

Fall or Spring. Credits: 4.

A study of chemicals that produce change in function of biological systems and the mechanisms by which these chemicals act. The course focuses on the main classes of drugs as well as some of the more popular contemporary drugs and how they affect their target biological systems. Applicable pharmacology-related literature is also emphasized to give students exposure to the types of techniques used in drug research.

Prerequisites: 212, 212L and 240, 240 L, Biology 130-131 and 140-141.

422. Advanced Organic Chemistry: Topics

Fall or Spring. Credits: 2-4, 2-4.

A study of the principles and practice of modern methods of organic chemistry, including nuclear magnetic resonance spectroscopy, mass spectrometry, and infrared spectroscopy. The course will focus on structure determination and the original design and synthesis of molecules. Hours may be distributed between lecture and laboratory.

Prerequisites: 212, 212L.

451, 452. Research in Chemistry.

Fall-Spring. Credits: 1-4,1-4.

Original investigations of chemical or biochemical problems usually related to research being carried on by members of the department. The first semester is probationary, and enrollment in the second semester and beyond requires approval of the instructor. For degree purposes four credits of 451 and/or 452 will be equivalent to a course even if these credits are not all taken in the same semester.

460. Chemistry Internship

Fall or Spring. Credits: 1-4.

A course designed to give students experience in chemical research and technology, guided by a chemical professional mentor. Students may work on or off campus depending on the preferences of the sponsoring company or institution. Examples of possible work area Include chemical manufacturing, product discovery, research and development, or forensic characterization. Successful completion will include a written report and an oral presentation.

Prerequisites: Departmental permission.

485 or 486. Chemistry Senior Seminar.

Fall or Spring. Credits: 4.

A seminar course required of all senior chemistry majors. The course is designed to promote independent thinking, integration of topics in chemistry, and to provide practice in group discussion and in written and oral presentation.

495-496. Honors Tutorial.

Fall-Spring. Credits: 4-8.

Open to candidates for honors in chemistry. Includes supervised honors research in a chemical or biochemical field of study.

Prerequisites: Departmental permission.

Chemistry: Faculty and Staff

Professors

Darlene M. Loprete. 1990. B.A., Clark University; Ph.D., University of Rhode Island. (Biochemistry.)

Jon Russ. 2004. B.S., Corpus Christi State University; Ph.D., Texas A&M University. (Analytical Chemistry.)

Professor Emeritus

David Y. Jeter. 1973. B.S., Texas A&M University-Commerce; Ph.D., University of North Carolina, Chapel Hill. (Inorganic Chemistry.)

Associate Professors

Mauricio L. Cafiero. 2004. Chair, James H. Daughdrill, Jr. Professor of the Natural Sciences. B.S., University of North Florida; M.A., and Ph.D., University of Arizona. (Physical Chemistry.)

Loretta Jackson-Hayes. 2003. B.S., Tougaloo College; Ph.D., University of Tennessee. (Pharmacology.)

Assistant Professors

Kimberly Brien. 2012. B.S., Texas Lutheran University; M.S., Baylor University; Ph.D., Texas Christian University. (Organic Chemistry.)

William Eckenhoff. 2015. B.S., Allegheny College; Ph.D., Duquesne University (Inorganic Chemistry.)

Dana Horgen. 2014. B.S., Saint Olaf College; Ph.D., Baylor University (Organic Chemistry.)

Dhammika S. Muesse. 2007. B.S. and M.S., University of Colombo; Ph.D., University of Memphis. (Analytical Chemistry.)

Larryn W. Peterson. 2011. B.A., Carroll College; Ph.D., University of Southern California. (Organic Chemistry.)

Roberto de la Salud Bea. 2010. B.S. and M.S., University of Valencia, Spain. Ph.D., University of Nebraska. (Organic Chemistry.)

Hearst Teaching Fellow

Shana Stoddard. 2015. B.S. Prairie View A&M University; Ph.D. University of Mississippi. (Biochemistry)

Chemistry Storeroom Manager

Jeff R. Goode. B.S., University of Memphis.

Chemistry Instrument Technician and Chemical Safety Officer

Karen Mosely. B.S., University of Memphis; M.S. University of Memphis.

The Department is certified by the American Chemical Society as complying with its requirements for the professional training of chemists.

Honors in Chemistry

1. Courses required: those listed for the B.S. degree as well as Chemistry 495 and 496.
2. An original investigation of some problem in chemistry or biochemistry, usually related to research being carried on by a member of the department, is required. A creditable thesis must be presented at the end of the project. The honors project and its outcome must be approved by the student's Honors Committee.
3. A public presentation on the honors work is required by the department.

Requirements for Certification by the American Chemical Society

1. Chemistry 211, 240 and 240L, 311, 408, 414 - these serve as the foundation courses. Then the in-depth courses are 212 and 212L, 312 and 312L, 406 and 415.
2. Physics 109-110, or 111-112; 111L-112L.
3. Mathematics 121-122.
4. Chemistry 485 or 486 or 415.
5. At least 4 credit hours of research (Chem 451 and/or 452.)

Requirements for a Major in Chemistry Leading to the B.S. Degree

1. Chemistry 120, 125, 211-212, 212L, 240 and 240L 311-312, 312L, and at least 2 additional courses from the following list: 206, 406, 408, 414, 416, 422, 451-452 (total of four credits.)
2. Physics 109-110 or 111-112; 111L-112L.
3. Mathematics 121-122.
4. Chemistry 485, 486 or 415.

These requirements may be tailored to suit the interests and goals of the student. Some suggestions include:

1. Chemistry graduate school: 406, 408, 414, 451-452.
2. Biochemistry graduate school in a chemistry department: 414, 416, 451-452. (Note: students interested in graduate biochemistry may also wish to consider the Biochemistry-Molecular Biology major.)

Requirements for a Minor in Chemistry

The minor in Chemistry consists of 6 courses: 120, 211, 212, 240, and 2 additional courses: one must be at least 300-level, and the other may be at the 200-level or above. The final two courses must be at least 4-credit courses. There are also three required lab courses: 125, 240L, and 212L. Science is increasingly interdisciplinary. Students who wish to pursue careers and/or further study in biology, neuroscience, environmental science, physics or other sciences may see the need to have a firm background in chemistry as well. By declaring a minor, students work with a minor-advisor who will help these students find and define a course of study that can complement their future plans. Students looking to pursue a career in patent or intellectual property or patent law can also benefit by having a chemistry minor.

Requirements for a major in Chemistry, Drug Design track

This major track may be of interest to students interested in a career in pharmaceutical or medicinal chemistry, medicine, pharmacy, or other health professions. Many of the faculty members in the Chemistry department conduct research in this area (6 of the 10 faculty in the department) and so we have research opportunities for students who want to pursue this major.

1. Chem 120/125: Foundations of Chemistry and Lab; Chem 211 and 212/212L: Organic Chemistry I and II and Lab; Chem 240/240L: Analytical Chemistry with lab; Chem 311 and 312/312L: Physical Chemistry I and II and Lab; Chem 414: Biochemistry; Chem 411: Medicinal and Computational Chemistry with lab; Chem 416: Mechanisms of Drug Action; and Chem 415: Advanced Biochemistry
2. Math 121 and 122: Calculus I and II
3. Phys: 109/110 or 111/112 with labs: Physics I and II and Labs

Economics

The Economics Department, through its emphasis on logical and quantitative analysis and communication skills, serves as a preparation for students interested in careers in business, law, medicine, government, non-profits, and international relations, as well as in academic roles.

Economics: Course Offerings

100. Introduction to Economics.

Fall, Spring. Credits: 4.

Degree Requirements: F2 (some sections), F8.

A survey of economic analysis and institutions combining economic theory with a discussion of applications to the U. S. economic system for majors and non-majors. The course will include an introduction to both microeconomics and macroeconomics. Microeconomics: Study of the behavior of consumers and firms in competitive and noncompetitive markets, and the consequences of this behavior for resource allocation and income distribution. Consideration of government's role in competitive and noncompetitive markets. Macroeconomics: Study of the determination of the domestic levels of income, output, employment and prices; study of international trade and finance. Consideration of economic growth and international trade.

201. Intermediate Microeconomics.

Fall, Spring. Credits: 4.

Development and practical application of tools of supply, demand, cost, capital, and profit analysis, including quantitative models, to decision-making in a business enterprise. Additionally, a study of the problems of economic measurement and forecasting methods, business planning, product strategy, and location analysis.

Prerequisite: Economics 100.

202. Intermediate Macroeconomics.

Fall, Spring. Credits: 4.

A study of the determinants of national income, its fluctuation and growth. Contemporary fiscal and monetary theories are analyzed in connection with the causes and control of economic growth and fluctuations.

Prerequisite: Economics 100.

250. Readings in Economics.

Fall, Spring. Credits: 1-2.

Content of the course varies with instructor. The course may be repeated for credit as long as topics covered are different.

Prerequisites: Economics 100 and permission of the instructor.

265. Topics in Economics.

Fall, Spring. Credits: 1-4.

Content of the course varies with instructor. The course may be repeated for credit as long as topics covered are different.

Prerequisites: Economics 100 and permission of the instructor.

290. Statistical Analysis for Economics and Business.

Fall, Spring. Credits: 4.

Degree Requirements: F6.

Drawing conclusions from limited information is a common characteristic of decision making in economics and business. Although this course is designed to introduce the student to basic concepts of probability and statistics as applied to topics in Economics and Business, emphasis will be placed on the use of statistical inference to reduce the impact of limited information or uncertainty in decision-making. Topics will include descriptive statistical measures, probability, random variables, probability distributions, sampling distributions, point and interval estimation, hypothesis testing, time series analysis, regression and the use of index numbers.

305. Public Economics.

Spring. Credits: 4.

This course examines the role of the public sector in the economy. Students will learn about the theoretical motivations for and effects of government involvement in the economy as well as the empirical evidence regarding the consequences of such intervention. Students of

economics should expect that rational economic agents will respond predictably to changes in incentives. This course will explore the incentive structure implied by government involvement in the economy and the predicted behavioral responses of individuals and firms. The structure of the major revenue raising (i.e., taxation) and expenditure operations of the government will be analyzed using microeconomic tools to determine their allocative and distributive effects.

Prerequisite: Economics 201.

310. International Trade and Policy.

Fall. Credits: 4.

The study of the determinants of comparative advantage and international trade. The course will include analysis of the winners and losers from trade and the resulting trade policies such as protectionism or export promotion. The course will also cover the movement of factors across borders, specifically immigration and international investment, and the policy restricting and promoting factor flows.

Prerequisite: Economics 100.

311. International Financial Economics.

Spring. Credits: 2.

This course will study balance of payment flows and exchange rate determination, with an introduction to international financial markets and instruments. It will cover economic policy under fixed and flexible exchange rates, in addition to exchange rate regime choice, balance of payments crises, and speculative attacks.

Prerequisite: Economics 100.

312. Economic Development.

Spring. Credits: 4.

Degree Requirements: F9.

This course addresses the scope and causes of international inequality, particularly the nature of the economic problems facing the world's poorer countries, with emphasis on the African, South American, and Asian continents. Theories of growth and inequality, uneven development, and the roles of schooling, foreign trade, agriculture, manufacturing, fertility, migration, finance, and the environment in the development process will be considered. The goals of the course are to teach students how to model and use the models to formulate policy in the unique contexts of developing economies. (Course not offered 2015-16.)

Prerequisite: Economics 100.

317. Money and Banking.

Fall. Credits: 2.

An analysis of the relationship between money and economic activity with an emphasis on monetary theory, commercial banking, financial markets and interest rates. Special attention is given to international financial markets. The interface of monetary policy, fiscal policy and debt management is also considered. (Course offered in alternate years.)

Prerequisite: Economics 100.

318. Economics of Crime and Corruption

Credits: 2

This course explores the contributions of economics to the understanding of crime and corruption. The perspectives and quantitative analytical techniques of economics are used to examine important issues concerning crime and corruption. Topics may include: rational-choice criminology; development and corruption; measuring the costs of crime and corruption; organized crime, white-collar crime; environmental crime; illicit drugs; human trafficking; gender and race issues concerning crime, and special topics selected by the instructor. (Course offered in alternate years.)

Prerequisite: Economics 100.

323. Classical and Marxian Political Economy.

Spring. Credits: 4.

Degree Requirements: F2, F3.

The writings of Adam Smith and of Karl Marx had a profound and lasting influence on the way people think about the world. The Industrial Revolution that took place in the interim between the publications of the works of these two thinkers literally changed the world. This course focuses on the most important works of Smith and Marx and on the economic events taking place in eighteenth and nineteenth century England that continue to affect the way we think and live. The works of other Classical Economists are also examined. (Course offered in alternate years.)

Prerequisites: Economics 201 or 201.

331. Labor Economics.

Fall. Credits: 4.

This course covers standard labor economic theory. Topics include market equilibria, the demand for and supply of labor (including human fertility, human capital, hours of work, and labor force participation), wage levels and differences (including discrimination) and unions and government as labor market forces. (Course offered in alternate years.)

Prerequisite: Economics 100.

339. Economic History.

Credits: 4.

Degree Requirements: F2, F3.

This course uses the tools of economic analysis to explore the long-run determinants of economic growth and the implications for policymaking today. Focus is on long-run economic change and the development of the American economy. Specific topics include the history and development of economic institutions, the American colonial experience, early American industrialization, slavery, the Progressive Era, the Great Depression, and the Southern economy. (Course offered in alternate years.)

Prerequisites: Economics 100.

343. Family Economics.

Fall. Credits: 4.

This course applies modern economic tools to analyze decisions regarding dating, marriage, divorce, and fertility. It also addresses public policies that impact the family, the determinants of women's labor force participation and the gender wage gap. Empirical studies that test the validity of the theories of family behavior will be examined.

Prerequisite: Economics 201.

345. Economics of Sports.

Credits: 4.

This applied economics course explores various aspects of the economics of sports and sports leagues, with a major focus on empirical analysis. We will consider a number of topics, including: 1) the business and economics of professional team sports and sports broadcasting, 2) analysis of leagues' competitive balance policies, 3) player relations issues including analysis of the determinants of players' salaries, 4) the public finance aspects of professional sports teams and stadium financing, and relevant issues in collegiate sports. (Course offered in alternate years.)

Prerequisite: Economics 100.

349. Environmental and Natural Resource Economics.

Credits: 4.

This course applies economic theory to environmental issues and policy. This course analyzes the operation (and failure) of markets for resources and environmental goods, and the policies governments use to intervene in such markets. (Course offered in alternate years.)

Prerequisite: Economics 100.

377. Economics of Education.

Spring. Credits: 2.

This course uses microeconomic foundations and econometric tools to explore topics related to the education system and education policy. Education issues will be examined from both a theoretical and an empirical framework. Course topics include human capital theory, signaling, measuring the returns to education, teachers and labor markets, education inputs, peer effects, and school reform policies. (Course offered in alternate years.)

Prerequisite: Economics 100.

407. Game Theory.

Fall. Credits: 4.

The issues of strategic interaction and information asymmetry have come to the forefront of virtually every functional field in economics and business. This course represents an introduction to how game theory is used as a tool to model and to solve questions of strategy as they arise in a variety of economic situations and events in the world. Modeling topics to be covered are strategic and extensive form games, Bayesian decision-making, and evolutionary stability. Possible applications include bargaining, international collective action, the credibility of macroeconomic policy, learning, and signaling.

Prerequisites: Economics 201 and Math 115 or 121.

420. Econometrics.

Fall, Spring. Credits: 4.

Economic theory is mainly concerned with relations among variables. Econometrics is concerned with testing the theoretical propositions embodied in these relations to show how the economy operates, and with making predictions about the future. Topics covered in this course include the general linear model, qualitative variables and time series analysis.

Prerequisites: Economics 290 and Math 115 or 121.

440. Advanced Econometrics.

Fall. Credits: 2.

This course builds on the fundamental estimation techniques learned in Economics 420 and introduces advanced econometric models, particularly for the analysis of panel data. Topics include fixed effects and random effects, as well as first differencing and difference-in-difference models. The use of instrumental variables and two stage least squares estimation will also be examined as a method of addressing potential endogeneity problems. (Course offered in alternate years.)

Prerequisite: Economics 420.

460. Internship.

Fall, Spring. Credits: 1-4.

Degree Requirements: F11.

Directed internship in law, business, government, economic consulting, or the non-profit sector. To enroll, students must be approved in advance by the instructor and the Office of Career Services. No more than 8 internship credits may be allowed to count toward the credits required for graduation. Student interns are expected to keep a regular log of their activities and write two papers reflecting on their experience. Does not fulfill the requirements of the major or minor. Taken pass-fail only.

Prerequisites or Corequisites: Economics 100, 201, 202 and 290; or completion of the requirements for a minor in Economics. With permission of the instructor, a maximum of one Prerequisite may be taken as a Co-requisite.

461. Internships.

Fall, Spring, Summer. Credits: 1.

Directed internship in law, business, government, or the non-profit sector. To enroll, students must be approved in advance by the instructor and the Office of Career Services. (Does not fulfill the requirements of the major or minor. Taken pass-fail only.)

465. Advanced Topics in Economics.

Fall, Spring. Credits: 1-4

Content of the course varies with instructor. The course may be repeated for credit as long as topics covered are different.

Prerequisites: Economics 100 and permission of the instructor.

486. Senior Seminar in Economics.

Fall, Spring. Credits: 4.

Senior Seminar offers students the opportunity to integrate and extend their understanding of the various areas of economic theory and policy studied as an Economic Major. The focus of the seminar is development of the ability to critically appraise analytical models' appropriateness and usefulness. Students will discuss, present and defend economic policy and research.

Prerequisites: Economics 201, 202, and 420 or permission of the instructor; senior status.

495-496. Honors Tutorial.

Fall, Spring. Credits: 4-4.

Open to candidates for Honors in Economics.

Prerequisites: Departmental permission.

PLEASE NOTE: This document reflects information as it was published in the 2014-15 Rhodes Catalogue. You may find more current information elsewhere on rhodes.edu.

Economics: Faculty and Staff

Professors

John E. Murray. 2011. Joseph R. Hyde III Professor of Political Economy. B.A., Oberlin College; M.S., University of Cincinnati; M.A., Ph.D., The Ohio State University. (Economic history.)

C. Nicholas McKinney. 2003. Robert D. McCallum Professor of Economics. B.A., B.S., Centenary College of Louisiana; Ph.D., Texas A & M University. (Experimental economics, applied microeconomics.)

Associate Professors

Marshall K. Gramm. 2000. Chair. B.A., Rice University; Ph.D., Texas A & M University. (Applied microeconomics.)

Teresa Beckham Gramm. 1999. B.A., Agnes Scott College; Ph.D., University of North Carolina-Chapel Hill. (International economics.)

Assistant Professors

Bruno D. Badia. 2015. B.A., Federal University of Rio Grande do Sul, Brazil; M.A., Federal University of Minas Gerais, Brazil; Ph.D., Stony Brook University. (Industrial organization, game theory, applied microeconomics.)

Courtney A. Collins. 2013. B.A., Rhodes College; Ph.D., Texas A&M University. (Applied economics.)

Jaqueline Oliveira. 2016. B.A., Federal University of Minas Gerais, Brazil; M.Sc., University of Sao Paulo, Brazil; M.A., M.Phil., Ph.D., Yale University. (Development, labor, family and urban economics.)

Visiting Professor

Erin Kaplan. 2016. B.A., University of Kansas; Ph.D., University of California at Santa Barbara. (Labor and health economics.)

Staff

Linda Gibson. 2006. Departmental Assistant. B.A., Vanderbilt University; M.L.S., George Peabody College.

Honors in Economics

1. Requirements for a major in Economics.

2. Economics 495-496 (instead of Economics 486).
3. A substantial research paper in an area of special interest to the candidate.
4. An oral examination on the research paper.

All honors students must meet eligibility criteria established for the Honors Program.

Requirements for a Major in Economics

A total of forty-eight (48) credits as follows:

1. Economics 100, 201, 202, 290, 420, 486.
2. Twenty credits from Economics 250, 265, 305, 310, 311, 312, 317, 318, 323, 331, 339, 343, 345, 349, 377, 407, 440, 465; Math 342.
3. Mathematics 115 or 121. (For graduate study, Math 121 and 122 should be considered.)
4. Recommended: Mathematics 121, 122. Students planning on attending graduate school should consider the Mathematics and Economics interdisciplinary major.

In addition, interdisciplinary majors are offered in:

Economics and Business.
 Economics and International Studies.
 Mathematics and Economics.
 Political Economy (an interdisciplinary program.)

Requirements for a Minor in Economics

A total of twenty (20) credits in Economics as follows:

1. Economics 100, 201, 202.
2. Eight credits from Economics 250, 265, 290, 305, 310, 311, 312, 317, 318, 323, 331, 339, 343, 345, 349, 377, 407, 420, 440, 465.

Educational Studies

Program Vision and Goals

Rhodes College is committed to combining a liberal arts education with opportunities for our students to integrate classroom learning with practice in our complex, vibrant, and diverse urban settings of Memphis, TN. The goal of our program in Educational Studies is to build upon this commitment to produce future leaders, teachers, researchers, and education policy makers who have hands-on experience in local Memphis and regional school systems.

Program Mission

In collaboration with colleagues on campus and community partners and in keeping with Rhodes' continuing commitment to academic excellence, the Educational Studies Program strives to:

- provide opportunities for students to engage in the study of education as an interdisciplinary field of inquiry and advocacy;
- prepare educators, advocates, and thought leaders to provide service and leadership in culturally diverse, economically challenged educational systems and communities;
- provide students with unique opportunities at a leading liberal arts college situated in the heart of a resource-rich urban setting.

Background Checks

Some Educational Studies courses as well as some supporting field courses require in-school practica experiences, all students admitted to the Educational Studies Program (to earn a Minor in Educational Studies) will need to have a fingerprint and criminal background check. In accordance with Tennessee state law, the background check must be conducted by an agency approved and licensed by the Tennessee Bureau of Investigation. The results are to be sent to the identified Rhodes College representative and will be reviewed as part of the application process for the Minor in Educational Studies. The cost of the background check is the responsibility of the student.

Educational Studies: Course Offerings

201. Foundations of Education.

Fall, Spring. Credits: 4

Degree Requirements: F8.

Foundations of Education serves as an introduction to the social, cultural, and philosophical foundations of education in the United States. It is designed to cover elements of the history, anthropology, philosophy, sociology, and theory of educational practice in this country, and with the enduring questions, debates, and conflicts that abound regarding teaching, learning, schools, and society.

220. Urban Education

Fall, Spring. Credit: 4

Urban Education focuses on the contemporary practices and theories of teaching and learning in densely populated high poverty areas and the particular challenges and opportunities such work presents. Students gain first-hand experiences tutoring and observing in urban K-12 classrooms, apply theory to their work in schools and gain a better understanding of the history and present contexts of race, poverty, and resilience in urban communities and schools.

265. Essaying Education.

Spring. Credits: 4

Degree Requirements: F2. F4.

This course surveys the philosophy of education through the genre of the essay. To 'essay' means to 'try,' to 'attempt.' We will attend to the rhetoric and style of thinkers essaying how we learn and teach. Figures will be drawn from the classical era (Plato, Aristotle, Cicero), medieval Europe (Augustine, Aquinas), the humanist Renaissance (Petrarch, Montaigne, Bacon, Comenius), the Enlightenment (Locke, Rousseau, Wollstonecraft), Victorian England (Darwin, Marx, Newman), American pragmatism (Emerson, James, Addams, Dewey, Dubois), and more recent critiques (Jacotot, Freire, Gatto, Ravitch, Sahlberg). We will also watch selected documentary films ("To Be and To Have"; "At Berkeley"). As a seminar in the English Department, we will devote particular attention to the literary history of the essay, a form that is itself a mode of speculation. In kind, students will essay their own educational philosophy as part of a scholarly final research project. Topics will inevitably include pedagogy, ignorance, failure, knowledge, equity, and the "artes liberales," or "crafts of freedom."

Prerequisites: FYWS 151 or the permission of the instructor.

300. Educational Technology: Facilitating Learning Within and Beyond the Classroom

Fall or Spring. Credits: 4

This course will review empirical research in education and cognitive psychology that has examined the ways in which technology can be integrated into the 21st century classroom environment. Specifically, we will examine and practice implementing the ways in which technology can be used to effectively teach and communicate within and beyond the classroom and how technology can be integrated into assignments that extend beyond the classroom to facilitate student learning and engagement. In doing so, students will gain experience integrating technology within lesson plans as a means for satisfying student learning outcomes. Finally, students will develop an understanding of technology-based ethical standards and good citizenship practices that can be communicated to students and peers.

300. Educational Technology: Facilitating Learning Within and Beyond the Classroom

Fall or Spring. Credits: 4

This course will review empirical research in education and cognitive psychology that has examined the ways in which technology can be integrated into the 21st century classroom environment. Specifically, we will examine and practice implementing the ways in which technology can be used to effectively teach and communicate within and beyond the classroom and how technology can be integrated into assignments that extend beyond the classroom to facilitate student learning and engagement. In doing so, students will gain experience integrating technology within lesson plans as a means for satisfying student learning outcomes. Finally, students will develop an understanding of technology-based ethical standards and good citizenship practices that can be communicated to students and peers.

310. Language Acquisition and Pedagogy.

Fall. Credits: 4

This course is a survey of a range of issues related to language acquisition and teaching. Among the areas covered are instructional methodologies and approaches, second language acquisition theories, language skill development, language teaching and learning technology, communicative and cultural competency, and assessment.

320. Race, Class, Gender, and Sexuality in Education.

Fall, Spring. Credits: 4

Degree Requirements: F9.

Race, Class, Gender, and Sexuality in Education explores and investigates the various ways that race, class, gender, and sexuality interact and intersect in the context(s) of education. It is designed to cover aspects of each of these social categories from various perspectives in order to provide for deep and complex interpretations of social phenomena as they manifest in educational settings and how these social categories impact work inside and outside of schools.

355. Principles of Curriculum and Instruction.

Spring. Credits: 4.

This course focuses on the development of the pedagogical knowledge, skills, and dispositions appropriate for successful teaching and provides opportunities for the student to apply the principles learned in the course. Special attention is given to the Ten Core Principles developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). The Curriculum and Instruction course is a service learning course in that each student is required to serve as a tutor in a PK-12 setting.

Prerequisites: Education 201 and junior standing.

451. Directed Research.

Fall, Spring. Credits: 2 or 4.

Degree Requirements: F11.

Students enrolling in the Directed Research course propose a research topic to the Education Program Director and once approved, conduct appropriate research on the topic. The course serves as a cumulative experience for the Minor in Education. Requirements will vary as to the selected topic and will include: regular meetings with the assigned faculty member, scholarly research, a mid-term report, and a final written report. An oral presentation will be made to an appropriate group or class.

Prerequisites: Education 201 and 355, junior/senior standing, and presentation of an acceptable prospectus for the research project.

460. Internship in Education

Fall, Spring. Credits: 2 or 4.

Degree Requirements: F11.

The Internship in Education is arranged on an individual basis and is designed to meet the identified needs and/or interests of the student. The internship serves as a cumulative experience for the Minor in Education. The internship will have a specific focus and the enrolled student will complete a minimum of 40 hours of field experience per credit earned as well as a scholarly reflective paper. An oral report will be made to an appropriate class or group.

Prerequisites: Education 201 and 355, junior/senior standing, and presentation of an acceptable prospectus for the internship.

485. Senior Seminar

Spring. Credits: 4.

Senior Seminar is a topic-based advanced seminar for Educational Studies majors and minors in their final semester of coursework. The course involves students actively learning, teaching, researching, and engaging in independent topics of special interest, in consultation with the professor, as they relate to educational policy and practice based around a central shared theme. Examples include federal education policy, culturally relevant pedagogy, multicultural education, and critical pedagogy.

Prerequisites: Education 201 and 355, Educational Studies major or minor, Senior standing or permission from the instructor.

Educational Studies: Faculty and Staff

Professors

Natalie K. Person. 1994. Chair. B.A., University of Mississippi; M.S. and Ph.D., University of Memphis. (Cognitive psychology: learning technologies; educational psychology.)

Assistant Professors

Zachary Casey. 2014. B.A.E. and M.A., Arizona State University; Ph.D., University of Minnesota. (Curriculum and Instruction, Multicultural Education, Critical Pedagogy, Teacher Education.)

Program Committee

Charles McKinney, Associate Professor of History

Marcus Pohlmann, Professor of Political Science

Pat Shade, Associate Professor of Philosophy

Elizabeth Thomas, Associate Professor of Psychology, Director of Urban Studies

Additional Affiliated Faculty

Courtney Collins, Assistant Professor of Economics

Erin Cue, Assistant Professor of Psychology

Rebecca Finlayson, Associate Professor of English

Jamie Jirout, Assistant Professor of Psychology

Geoff Maddox, Assistant Professor of Psychology

Scott Newstock, Associate Professor of English

Pat Shade, Associate Professor of Philosophy

Marsha Walton, Professor of Psychology

Jeanne Wilson, Long-term Adjunct Faculty

Staff

Kathy D. Evans. 2016. Director of Teacher Licensure and Field Placements. B.A., Wheaton College (Norton, MA); M.S., Peabody College; Ph.D., Vanderbilt University. (Early childhood education, Child development, Curriculum, Developmental psychology)

Licensure to Teach

Licensure to teach is a function of state government. Institutions and agencies that offer licensure are approved by their respective state departments and boards of education. Rhodes College has submitted a licensure proposal to the Tennessee Department of Education and anticipates being able to offer secondary licensure (grades 6 -12) in eleven content areas in the fall of 2016. Students who elect the Teaching and Licensure track in the Educational Studies major and anticipate seeking licensure are required to have another major in the content area they desire to teach.

Requirements for a Major in Educational Studies

A total of fifty-one (51) credits for students not seeking licensure; a total of fifty-nine (59) credits for secondary licensure students as follows (NOTE: All licensure students will student teach in a ninth semester in which they will register for 12 credits):

- I. Core Requirements (7 courses)
 1. Foundations (both required)
 1. Foundations of Education ED 201 (F8)
 2. Educational Psychology PSY 222
 2. Human Behavior (one of the following)
 1. Infant and Child Development PSY 229 (F11)
 2. Adolescence PSY 230
 3. Evidence-based therapies PSYC 324
 4. Learning & Motivation PSYC 326
 3. Quantitative Skills (one of the following)
 1. Psychological Statistics PSY 211 (F6)
 2. Econ Stat ECON 290 (F6)

3. Probability Stat MATH 111 (F6)
4. Philosophy, Ethics, Policy, & History (one of the following)
 1. Philosophy of Education PHIL 270 (F11)
 2. Ethics PHIL 301 (F1)
 3. Essays in Education ENGL 265
 4. Urban Education Policy POLSCI 240
 5. History of Race & Education
5. Educational Equity and Disparities (one of the following)
 1. Urban Education ED 220
 2. African American Experience in U.S. Schools ED 225 (F9, F11)
 3. Race, Class, Gender, & Sexuality ED 320 (F9)
6. Education Senior Seminar 485

II. Community-integrative Education ED 460 (three semesters) (3 credits total)

1. Over the course of the major, students will be placed in three diverse schools or with community partners that have educational components/missions.
2. Students will have their first field placement in their first semester after declaring. The ED 460 course instructor will work with majors to ensure that the school/community placement complements each student's course of study.
3. Students must adhere to all Shelby County School rules and protocols in their placements.

III. **Three tracks** (five courses/20 credits for students not seeking licensure; four courses/24 credits for secondary licensure students). All majors will choose one of three following tracks (1) *Teaching and Learning*; (2) *Community and Social Change*, (3) *Policy and Reform*.

1. ***Teaching and Learning*** - (licensure optional) - supports students interested in entering the teaching profession as teachers or administrators and those interested in seeking licensure. Licensure within this track is optional. Students who wish to teach at the secondary level must also major in the discipline in which they plan to teach. All licensure candidates will register for 12 credits and student teach in a ninth semester.

Required courses for those seeking secondary licensure (four courses, 24 credits)

1. Principles of Curriculum and Instruction ED 355
2. How to Write: Academic Writing and the Pedagogies that Support It ENG 290 (F2i and F11)
3. Educational Technologies ED 300
4. Student Teaching ED 500 (12 credits to be taken in 9th semester)

Elective courses without licensure (at least two 300-400 level courses)

1. Gender and Society ANSO 231
2. The Sociology of Martin Luther King, Jr. in Practice: A Place-Based Study of King and the St. Augustine Civil Rights Movement ANSO 235 (F9, F11)
3. Urban Social Problems ANSO 241
4. Social Movements ANSO 243
5. The Sociology of Community-Integrative Education ANSO 245 (F11, F2i)
6. Gender and Environment ANSO 273
7. Race and Ethnicity in American Society ANSO 331
8. Intro to Social Research ANSO 351
9. Black Feminist Thought ANSOC 365
10. Hip-Hop & the Post-Soul South ANSOC 365
11. Anthropology of Social Change ANSO 379
12. Prejudice and the Human Condition ANSO 391
13. Sociology of Violence and Peace Making ANSO 392
14. Environmental Issues in Southern Africa BIOL 212
15. Collaborative Chemistry Communities CHEM 260 (2 credits)
16. Economics of Education ECON 265
17. African American Experience in U.S. Schools EDUC 225
18. Topics in Education ED 265
19. Language Acquisition and Pedagogy GRS/MLL 310/EDUC 310
20. Principles of Curriculum and Instruction EDUC 355
21. Directed Research in Education EDUC 451
22. Study in African American Literature ENGL 264
23. How to Write: Academic Writing and the Pedagogies that Support it ENGL 290 (F2i and F11, 4 credits)
24. African American Literature ENGL 364
25. Junior Seminar Critical Theory ENGL 385
26. Introductory Seminars in History (when topics are relevant) HIST 105 (F2i, F3)
27. Selected Topics in History (when topics are relevant) HIST 205 (F3)
28. The United States in the Twentieth Century HIST 233 (F3)
29. African American History HIST 242 (F3, F9)
30. Civil Rights Movement HIST 243 (F3)

31. History of Memphis HIST 248 (F3)
32. Gender in the United States HIST 249
33. Slavery in the United States HIST 342
34. Civil Rights in Memphis HIST 345
35. African American Activism HIST 447
36. The Politics of Pan-Africanism IS 252 (F9)
37. International Human Rights IS 336
38. Philosophy of Race PHIL 255
39. Philosophy of Education PHIL 270 (F11)
40. Introduction to Public Policy POLSC 205
41. Urban Politics and Policy POLSC 206
42. Race and Ethnic Politics POLSC 207
43. Modern Ideologies POLSC 214
44. Justice, Equality, and Liberty POLSC 218
45. Black Political Thought POLSC 230
46. Poverty and Public Policy POLSC 318
47. Race, Housing and Urban Revitalization POLSC 319
48. Community Psychology PSY 250
49. Gender and Sexualities PSY 280
50. Social Issues in Ethical & Religious Perspective RS 232 (F1)
51. Theologies of Liberation RS 259
52. Health Equity Internship RS 460
53. Advanced Language and Civilization SPAN 301
54. Spanish American Literature and Culture SPAN 306
55. Children's Literature :Page to Stage THEA 254
56. #DOBLACKLIVESMATTER? THEA 265
57. Intro to Urban Studies URBN 201 (F8, F11)
58. Research Methods in Urban Studies URBN 220 (F8, F11)
59. Urban Geography URBN 230 (F2i, F8)
60. Introduction to Urban and Community Health URBN 240 (F8)
61. Intercultural Knowledge & Competence URBN 250 (F9)

2. **Community and Social Change** - supports students who are interested in educational practices outside traditional educational settings. Prepares students who are interested in adult literacy and basic education, youth development, educational work in non-profits, *museum education, artists-in-residence, community education, environmental educational, etc.*

Elective courses in Community and Social Change track (at least two 300-400 level courses)

1. Gender and Society ANSO 231
2. Gender Politics and Protests ANSO 233
3. The Sociology of Martin Luther King, Jr. in Practice: A Place-Based Study of King and the St. Augustine Civil Rights Movement ANSO 235 (F9, F11)
4. Urban Social Problems ANSO 241
5. Social Movements ANSO 243
6. The Sociology of Community-Integrative Education ANSO 245 (F11, F2i)
7. Gender and Environment ANSO 273
8. Race and Ethnicity in American Society ANSO 331
9. Intro to Social Research ANSO 351
10. Black Feminist Thought ANSOC 365
11. Hip-Hop & the Post-Soul South ANSOC 365
12. Anthropology of Social Change ANSO 379
13. Prejudice and the Human Condition ANSO 391
14. Sociology of Violence and Peace Making ANSO 392
15. Management of Organizations BUSCOM 361
16. Economics of Education ECON 265
17. African American Experience in U.S. Schools EDUC 225
18. Topics in Education EDUC 265
19. Language Pedagogy GRS/MLL 310/EDUC 310
20. Directed Research in Education EDUC 451
21. Junior Seminar Critical Theory ENGL 385
22. Introductory Seminars in History (when topics are relevant) HIST 105 (F2i, F3)
23. Selected Topics in History (when topics are relevant) HIST 205 (F3)
24. The United States in the Twentieth Century HIST 233 (F3)
25. African American History HIST 242 (F3, F9)
26. Civil Rights Movement HIST 243 (F3)
27. History of Memphis HIST 248 (F3)
28. Gender in the United States HIST 249

29. Slavery in the United States HIST 342
30. Civil Rights in Memphis HIST 345
31. African American Activism HIST 447
32. The Politics of Pan-Africanism IS 252 (F9)
33. International Human Rights IS 336
34. Comparative Ecopolitics IS 341 (F8)
35. Philosophy of Race PHIL 255
36. Philosophy of Education PHIL 270 (F11)
37. U.S. Politics POLSC 151 (F8, F2i some sections)
38. Introduction to Public Policy POLSC 205
39. Urban Politics and Policy POLSC 206
40. Race and Ethnic Politics POLSCI 207
41. Modern Ideologies POLSC 214
42. Justice, Equality, and Liberty POLSC 218
43. Black Political Thought POLSC 230
44. Poverty and Public Policy POLSC 318
45. Race, Housing and Urban Revitalization POLSC 319
46. Healthcare Policy POLSC 320
47. Community Psychology PSY 250
48. Gender and Sexualities PSY 280
49. Social Issues in Ethical & Religious Perspective RS 232 (F1)
50. Theologies of Liberation RS 259
51. Health Equity Internship RS 460
52. DOBLACKLIVESMATTER? THEA 265
53. Intro to Urban Studies URBN 201 (F8, F11)
54. Research Methods in Urban Studies URBN 220 (F8, F11)
55. Urban Geography URBN 230 (F2i, F8)
56. Introduction to Urban and Community Health URBN 240 (F8)
57. Intercultural Knowledge & Competence URBN 250 (F9)
58. Non-profits in the City URBN 340
59. Urban Field Research URBN 362
60. Urban Studies Internship (Crosstown Arts Section) URBN 460

3. **Policy and Reform** - provides opportunities for interdisciplinary explorations of pressing social and educational issues on local, national, and international levels. Prepares students who are interested in issues of equity and diversity, civic education, feminist and critical education, and the media.

Elective Courses (at least two 300-400 level courses)

1. Gender and Society ANSO 231
2. Gender Politics and Protests ANSO 233
3. The Sociology of Martin Luther King, Jr. in Practice: A Place-Based Study of King and the St. Augustine Civil Rights Movement ANSO 235 (F9, F11)
4. Urban Social Problems ANSO 241
5. Social Movements ANSO 243
6. The Sociology of Community-Integrative Education ANSO 245 (F11, F2i)
7. Gender and Environment ANSO 273
8. Race and Ethnicity in American Society ANSO 331
9. Black Feminist Thought ANSOC 365
10. Hip-Hop & the Post-Soul South ANSOC 365
11. Anthropology of Social Change ANSO 379
12. Prejudice and the Human Condition ANSO 391
13. Sociology of Violence and Peace Making ANSO 392
14. Management of Organizations BUSCOM 361
15. Economics of Education ECON 265
16. African American Experience in U.S. Schools EDUC 225
17. Topics in Education EDUC 265
18. Directed Research in Education EDUC 451
19. Junior Seminar Critical Theory ENGL 385
20. Introductory Seminars in History (when topics are relevant) HIST 105 (F2i)
21. Selected Topics in History (when topics are relevant) HIST 205 (F3)
22. The United States in the Twentieth Century HIST 233 (F3)
23. African American History HIST 242 (F3, F9)
24. Civil Rights Movement HIST 243 (F3)
25. History of Memphis HIST 248 (F3)
26. Gender in the United States HIST 249
27. Slavery in the United States HIST 342

28. Civil Rights in Memphis HIST 345
29. African American Activism HIST 447
30. The Politics of Pan-Africanism IS 252 (F9)
31. International Human Rights IS 336
32. Comparative Ecopolitics IS 341 (F8)
33. Philosophy of Race PHIL 255
34. Philosophy of Education PHIL 270 (F11)
35. U.S. Politics POLSC 151 (F8, F2i some sections)
36. Introduction to Public Policy POLSC 205
37. Urban Politics and Policy POLSC 206
38. Race and Ethnic Politics POLSCI 207
39. Modern Ideologies POLSC 214
40. Philosophy of Law POLSC 216
41. Justice, Equality, and Liberty POLSC 218
42. Black Political Thought POLSC 230
43. Poverty and Public Policy POLSC 318
44. Race, Housing and Urban Revitalization POLSC 319
45. Healthcare Policy POLSC 320
46. Community Psychology PSY 250
47. Gender and Sexualities PSY 280
48. Social Issues in Ethical & Religious Perspective RS 232 (F1)
49. Theologies of Liberation RS 259
50. Health Equity Internship RS 460
51. DOBLACKLIVESMATTER? THEA 265
52. Intro to Urban Studies URBN 201 (F8, F11)
53. Research Methods in Urban Studies URBN 220 (F8, F11)
54. Introduction to Urban and Community Health URBN 240 (F8)

Requirements for a Minor in Educational Studies

The Minor in Educational Studies requires 24 credits:

1. Education 201, 355, and 485.
2. Psychology 222.
3. Eight credits selected from the following courses: Education 220, 225, 265, 300, 310, 320; Education 451, 460 (2 or 4 credits); Economics 295 (2 credits); English 265 (Essaying Education section), 290; Modern Languages and Literatures 310; Philosophy 255, 270; Political Science 240; Psychology 229, 230, 250, 324, 326; Urban Studies 250.

English

From the classics to the contemporary, the Department of English offers Rhodes students a wide array of courses in literature, creative writing and film. Students develop the ability to analyze and create with an emphasis on establishing strong writing skills.

English: Course Offerings

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

Introductory and Advanced Writing Courses

200. Introduction to Poetry Writing: Form, Theory, Workshop.

Fall or Spring. Credits: 4

A study of poetic form and theory, leading to a workshop in which students present their own poems for discussion. Students will learn to write basic narratives, as well as received forms such as villanelles, and to find forms suitable for their own work.

Prerequisites: FYWS 151 or the permission of the instructor.

201. Introduction to Fiction Writing: Form, Theory, Workshop.

Fall or Spring. Credits: 4.

A study of narrative form and theory, leading to a workshop in which students present their own fiction for discussion.

Prerequisites: FYWS 151 or the permission of the instructor.

203. Introduction to Dramatic Writing.

Fall or Spring. Credits: 4.

A study of the problems, vocabulary, and tools of writing for the stage. Workshop and presentation of scenes and short plays. Cross-listed with Theater 250.

Prerequisites: FYWS 151 or the permission of the instructor.

204. Introduction to Screenwriting.

Fall or Spring. Credits: 4.

An introduction to the basic three-act film structure. Students will read and view various screenplays and films, and develop their own film treatment into a full-length script.

Prerequisites: Must have taken a creative writing or film studies class.

205. Introduction to Creative Non-Fiction.

Fall or Spring. Credits: 4.

An Introduction to the field of creative non-fiction, which encompasses the personal essay, the lyrical essay, journalistic reporting, and other genres. Students will learn to use fictional devices such as setting, point of view, character, dialogue, and symbolism to craft factually accurate essays about real events.

Prerequisites: FYWS 151 or the permission of the instructor.

300. Intermediate Poetry Workshop: Form

Fall or Spring. Credits: 4

This intermediate workshop will help writing students to develop a greater sense of the use of received as well as individually-developed forms in poetry. In the pursuit of their own styles, participants will experiment with the idea of form. Through reading essays by other poets on free verse, syllabics, the villanelle, the sonnet, blank verse, blues poetry, as well as through readings of poetry by Gwendolyn Brooks, Muriel Rukeyser, Anne Sexton, Robert Creeley, Marianne Moore, Li Young Lee, Robert Hass, Anthony Hecht, Amy Clampitt, Robert Hayden, Yusef Komunyakaa, Henri Cole, Elizabeth Bishop, Rita Dove and others, students will broaden their own experience with poetry.

Prerequisites: English 200 and permission of instructor.

301. Intermediate Fiction Workshop

Fall. Credits: 4.

Continued practice in the craft of fiction writing with an emphasis on elements of narrative form, including point of view, character development, plot, style, tone, and so on. Includes historical and formal study of narrative form.

Prerequisites: English 201 and the permission of the instructor.

400. Advanced Poetry Workshop: Theory

Fall or Spring. Credits: 4.

The capstone course for writing majors concentrating on poetry. Students will work to develop their own poetry and formulate a clear aesthetic while also studying and discussing theories of poetry from the poetic tradition. The course will culminate in a substantial portfolio of poetry.

Prerequisites: English 300 and the permission of the instructor.

401. Advanced Fiction Workshop

Spring. Credits: 4.

The capstone course for writing majors concentrating on fiction. Students will work to develop their own fiction while examining short fiction from all periods of the preceding century, thereby placing their own art within its historical context. The course will culminate in a substantial portfolio of fiction that may be a story sequence, a novella, or some other assemblage.

Prerequisites: English 301.

Introductory Literature Courses

190. Introductory Topics in Literature.

Fall or Spring. Credits: 4.

Degree Requirements: F2i, F4.

An introduction to the process of reading critically and writing perceptively about literary works, through the exploration of specific topics or questions. Topics for individual sections will vary, and topics for each upcoming semester can be found through BannerWeb or the English Department Homepage. Counts toward the English major. May not be repeated for credit. First-year and sophomore students only.

215. Focus on Literature.

Fall. Credits: 4.

Degree Requirements: F4.

A component of the First-Year Learning Community program. Open only to program participants.

219. Comparative Studies in Medieval Literature.

Fall or Spring. Credits: 4.

Degree Requirements: F2i, F4.

Comparative exploration of diverse cultural and literary traditions in the Western European Middle Ages. Medieval British and continental works read in Modern English translation. Specific texts and subject matter may vary. (Course offered in alternate years.)

220. Topics in Women and Literature.

Fall or Spring. Credits: 4.

Degree Requirements: F2i, F4.

A study of works written by or about women, this course is an opportunity to explore the distinct issues that women, their representations, and their writing raise. Possible topics: Women's Autobiography, Contemporary Black Women Authors, and others. May be repeated once with different topic.

Prerequisites: FYWS 151 or the permission of the instructor.

221. The Novel of Manners.

Fall or Spring. Credits: 4.

Degree Requirements: F2i, F4.

A study of the development of the novel of manners as a genre over the nineteenth and twentieth centuries in both England and the United States. This course introduces students to the conventions of the novel of manners and explores the major novelists' reception and revision of prior works in this influential genre. Authors include: Jane Austen, Henry James, and Edith Wharton.

Prerequisites: FYWS 151 or the permission of the instructor.

224. Survey of African American Literature.

Spring. Credits: 4.

Degree Requirements: F2i, F4.

This course will survey the African American literary tradition from the 1600s to the present, with a particular focus on how the musings of African Americans capture, engage and critique the American narrative. Authors may include: Phillis Wheatley, W.E.B. Du Bois, Charles Chesnutt, Claude McKay, Zora Neale Hurston, Gwendolyn Brooks, Ralph Ellison, Toni Morrison, et cetera.

Prerequisites: FYWS 151 or the permission of the instructor.

225. Southern Literature.

Fall or Spring. Credits: 4.

Degree Requirements: F2i, F4.

A study of literature written about the American South, primarily but not exclusively Southern literature of the 19th and 20th centuries. Authors likely to be studied include William Faulkner, Robert Penn Warren, Margaret Walker, Flannery O'Connor, Thomas Wolfe, Eudora Welty, and Ernest J. Gaines.

Prerequisites: FYWS 151 or the permission of the instructor.

230. Shakespeare.

Fall or Spring. Credits: 4.

Degree Requirements: F2i, F4.

A survey of Shakespeare's poems and plays, including sonnets, some ten representative comedies, histories, and tragedies from his earlier, middle, and later periods, and a generically mixed romance. While the focus will be on literary analysis, the class will also explore the greater context of Shakespeare, from the historical meanings of words in his texts to the performance of his works today. This course is designed to provide students with extensive practice in close textual analysis in preparation for enjoying Shakespeare throughout their lives.

Prerequisites: FYWS 151 or the permission of the instructor.

235. World Drama.

Fall. Credits: 4.

Degree Requirements: F2i, F4.

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

Prerequisites: FYWS 151 or the permission of the instructor.

250. Twentieth-Century Modernist Poetry

Fall or Spring. Credits: 4.

Degree Requirements: F2i, F4.

An introduction to English-language poetry written between 1900 and 1945, this course will explore the stylistic and aesthetic features of poetic modernism and related movements such as imagism, high modernism, regionalism, and the New Criticism. Authors include Robert Frost, T.S. Eliot, Marianne Moore, Wallace Stevens, W.H. Auden, Edna St. Vincent Millay, and Langston Hughes, among others.

Prerequisites: FYWS 151 or the permission of the instructor.

251. Developments in Contemporary Poetry

Fall or Spring. Credits: 4.

Degree Requirements: F2i, F4.

An introduction to English-language poetry written after 1945, this course will study developments in poetic style and sensibility after modernism. Course discussion will address postwar movements and schools such as confessional poetry, the Beats, the New York school, the Black Arts movement, and Language poetry, as well as trends in postcolonial and ethnic-American poetry. Authors include Elizabeth Bishop, Robert Lowell, Gwendolyn Brooks, Philip Larkin, Derek Walcott, Sylvia Plath, Seamus Heaney, Anne Carson, and Alberto Ríos, among others.

Prerequisites: FYWS 151 or the permission of the instructor.

260. Survey of British Literature I.

Fall or Spring. Credits: 4.

Degree Requirements: F2i, F4.

Representative works of medieval, Renaissance, and 18th-century literature. Specific content will vary with the instructor.

Prerequisites: FYWS 151 or the permission of the instructor.

261. Survey of British Literature II.

Fall or Spring. Credits: 4.

Degree Requirements: F2i, F4.

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

Prerequisites: FYWS 151 or the permission of the instructor.

262. Survey of American Literature.

Fall or Spring. Credits: 4.

Degree Requirements: F2i, F4.

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

Prerequisites: FYWS 151 or the permission of the instructor.

264: Studies in African American Literature.

Fall or Spring. Credits: 4

Degree Requirements: F4, F9.

This course will study representative works within the African American literary tradition. Focusing on a particular topic or theme, this course will vary by year and might include the following subjects: African American Literary Movements, Black Science Fiction, Black Women Writers, Black Poetry or any other specialty topic.

Prerequisites: FYWS 151 or the permission of the instructor.

265. Special Topics.

Fall or Spring. Credits: 4.

Degree Requirements: F2i, F4.

Recent topics have included the Modern Novella as well as other courses. Content may vary from year to year with the instructor. Course may be repeated as long as topics are different.

Prerequisites: FYWS 151 or the permission of the instructor.

275. Studies in Anglophone Literature.

Fall or Spring. Credits: 4.

Degree Requirements: F2i, F4.

An introductory course to English-language literatures from around the world. Theme will vary by year. Sample subjects: Nationalism and its Discontents, Trauma and Testimony, Literatures of Migrancy, "Others" and Outsiders in World Literature, Magic Realism, Booker Prizes/Booker Politics, and Cosmopolitanism. Students will examine Western and non-Western texts from a multiplicity of critical and transnational perspectives.

Prerequisites: FYWS 151 or the permission of the instructor.

285: Text and Context.

Fall or Spring. Credits 4

Degree Requirements: F2i, F4

This course assists prospective majors and minors in acquiring the necessary tools for middle- and upper-division classes in English. Each seminar will focus on the necessary skills for reading literary texts, the development of critical argument, and the ability to situate the text in relation to significant contexts. Such contexts might include a text's historical and cultural circumstances, or its situation within the wider history or discipline of literary studies. Not open to seniors.

Prerequisites: FYWS 151 or the permission of the instructor.

290. How to Write: Academic Writing and the Pedagogies that Support It.

Fall. Credits: 4.

Degree Requirements: F2i, F11.

In this interdisciplinary, community-integrative course, students will engage in the study of academic composition and writing pedagogies within the fields of composition and rhetoric, literacy studies, cognitive psychology, urban studies, and education. Students in the course develop theoretical frameworks for learning and teaching writing and assist an area public high school in establishing a peer-led writing center. Class not open to first-year students.

Prerequisites: FYWS 151 or the permission of the instructor.

Advanced Literature Courses

319. Old English Language, Literature, and Culture.

Fall or Spring. Credits: 4.

Introduction to the language, literature, and culture of England before AD 100. Reading competence in Old English will be a primary goal, with course materials including a combination of original-language texts and works in modern English translation. (Course offered in alternate years.)

Prerequisites: Any 200-level literature course or the permission of the instructor.

320. Medieval Literature of the 12th-15th Centuries.

Fall. Credits: 4.

A study of representative Middle English texts in the original language or continental medieval literature in translation. Possible topics include The Arthurian World; Medieval Visionary Literature; Dante in Translation; the Pearl Poet; Women and Medieval Literature; Medieval Folklore, and others. (Course offered in alternate years.) **Prerequisites:** Any 200-level literature course or the permission of the instructor.

322. Renaissance Poetry and Prose.

Fall or Spring. Credits: 4.

A study of 16th and 17th century poetry and prose. Possible authors: Wyatt, Surrey, Sidney, Marlowe, Spenser, Shakespeare, Jonson, Raleigh, Donne, Marvell, Herbert, Herrick, More, Bacon, Browne. (Course offered in alternate years.)

Prerequisites: Any 200-level literature course or the permission of the instructor.

323. Renaissance Drama.

Fall or Spring. Credits: 4.

A study of non-Shakespearean drama of the 16th and 17th centuries. Possible dramatists: Marlowe, Jonson, Webster, Ford, Tourneur, Marston, Beaumont, Fletcher, Massinger. (Course offered in alternate years.)

Prerequisites: Any 200-level literature course or the permission of the instructor.

325. Chaucer.

Spring. Credits: 4.

A study of representative works by Geoffrey Chaucer in Middle English. Supplemental readings may also include selections from Chaucer's influences and contemporaries. (Course offered in alternate years.)

Prerequisites: Any 200-level literature course or the permission of the instructor.

332. Advanced Shakespeare Studies.

Spring. Credits: 4.

Focused exploration of a critical problem in Shakespeare studies. The topic of the class will vary from semester to semester, but it will regularly include the study of eight to ten works by Shakespeare as well as critical and historical texts. Sample subjects: The Sonnets; Shakespeare and Literary Form; Eco-critical Shakespeare; Filmed Shakespearean Adaptations; Shakespeare and Race.

Prerequisites: Any 200-level literature course (English 285: Text and Context, preferred) or the permission of the instructor.

335. Milton.

Fall or Spring. Credits: 4.

A study of the major poetry and select prose by the learned 17th-century writer John Milton. Milton composed an extraordinary range of genres. While we will be surveying the full range of these genres across his career, we will devote much of our attention to *Paradise Lost*, the major epic of the English language, based on the story of Genesis yet encompassing profound and still relevant reflections on liberty, rebellion, history, providence, and social hierarchies. (Course offered in alternate years.)

Prerequisites: Any 200-level literature course (English 285: Text and Context, preferred) or the permission of the instructor.

336. Literature and Landscape, 1500-1800.

Fall. Credits: 4.

This course investigates two closely related subjects: English literature's response to changing ideas of nature and the landscape; and the response of designers of English landscapes and gardens to literature. Material studied will range from Shakespeare to Wordsworth, including both the acknowledged literary greats and lesser-known writers of the 17th and 18th centuries.

Prerequisites: Any 200-level literature course or the permission of the instructor.

340. Restoration Drama.

Fall. Credits: 4.

A study of the drama produced in England after the restoration of Charles II to the throne in 1660. Topics include the emergence of the actress on the professional stage, the exceptionally intimate Restoration playhouses, the influence of the libertine court on the drama produced in the period, and such representative genres as satiric comedy and the heroic play as well as the rise of sentimental comedy in the 1690s and early 1700s. Authors include Dryden, Rochester, Wycherley, Etherege, Behn, Otway, Cibber, Vanbrugh, Congreve and Farquhar.

Prerequisites: Any 200-level literature course or the permission of the instructor.

343. Studies in Eighteenth-Century Literature.

Spring. Credits: 4.

A course in British poetry, non-fiction prose and drama. In a given year, the course might offer either a complete survey of the period or a thematic focus. Areas of focus would include shifts in poetic sensibility, the growth of a national consciousness, the role of religion in literature, and the propagation of print culture. Authors include Montague, Pope, Johnson, Boswell, Burney, Addison, Steele, and Cowper.

Prerequisites: Any 200-level literature course or the permission of the instructor.

345. Eighteenth-Century British Fiction.

Spring. Credits: 4.

The eighteenth century saw the emergence of the novel in its modern form. As a result eighteenth-century novels are all, in different ways, experimental, testing and developing the strategies of narration that characterize realist fiction. The course will study a range of novels, as well as debates among critics who have tried to account for the rise of the novel during this period in history. Readings may include work by Defoe, Richardson, Fielding, Smollett, Burney, Radcliffe, and Austen.

Prerequisites: Any 200-level literature course or the permission of the instructor.

350. Romantic Poetry and Prose.

Fall. Credits: 4.

A course in British poetry, drama, fiction and non-fiction prose between 1780s and 1830s. Particular prominence will be given to historical and cultural changes in the period--movements of revolution and reaction--and the emergence or redefinition of aesthetic concepts. Writers include Barbauld, Godwin, Wollstonecraft, Smith, Wordsworth, Coleridge, Byron, Shelley, Keats, and De Quincey.

Prerequisites: Any 200-level literature course or the permission of the instructor.

351. Victorian Poetry and Prose.

Spring. Credits: 4.

The period 1837-1901 (the reign of Victoria) witnessed the industrial transformation of Britain as well as the often bitterly contested expansion of Britain's global empire. Poets and essayists addressed this changing social landscape, and an expanding reading public often turned to their work for guidance in a changing world. This course will study major poems and essays of the period. Possible authors include Tennyson, Carlyle, Mill, Arnold, Elizabeth Barrett Browning, Robert Browning, Christina Rossetti, Ruskin, Eliot, Pater, Wilde.

Prerequisites: Any 200-level literature course or the permission of the instructor.

355. Nineteenth-Century British Fiction.

Fall or Spring. Credits: 4.

A study of major works, with particular attention to changes in reading habits and publishing practices that altered the shape of the novel during this period. Readings may include work by Austen, Scott, Dickens, Brontë, Gaskell, Thackeray, Collins, Eliot, Hardy, and Gissing.

Prerequisites: Any 200-level literature course or the permission of the instructor.

359. Early American Literature.

Fall or Spring. Credits: 4.

An advanced study of American literature from its beginnings to 1800. Through a diverse range of texts, the course will explore how European colonization, Puritanism, and the Enlightenment shaped the development of American cultural thought and literary production. Course discussions may address the heterogeneous and shifting cultures of early America, the response to British rule and cultural hegemony, and the consolidation of national identity. Readings could include narratives of discovery and exploration, Puritan writings, Native American voices, early American poetry, slave and captivity narratives, works of the Enlightenment, and the early American novel.

Prerequisites: Any 200-level literature course or the permission of the instructor.

360. American Romanticism.

Fall or Spring. Credits: 4.

An advanced study of US poetry, fiction and non-fiction produced between 1820 and 1875. The course will trace the influence on the American imagination of British Romanticism and American Transcendentalism and also chart the rise of a distinctly American literary tradition. Course discussion will also address the political, historical, and cultural forces that shaped the writing of the period, as well as

consider the lingering effects of Puritanism and Enlightenment philosophy. Authors may include Emerson, Thoreau, Melville, Hawthorne, Douglass, Whitman, Dickinson, and Stowe.

Prerequisites: Any 200-level literature course or the permission of the instructor.

361. American Realism and Naturalism.

Fall or Spring. Credits: 4.

An advanced study of literature - primarily novels and short stories - produced in post-Civil War America. Prompted by post-war disillusionment and the rapid and dramatic changes in American culture, this period saw the concurrent and overlapping emergence of realism and naturalism as well as an increased interest in a regionalist aesthetic. Authors may include Twain, Howells, Chesnut, James, Jewett, Chopin, Crane, Norris, and Dreiser.

Prerequisites: Any 200-level literature course.

362. American Modernism

Fall or Spring. Credits: 4.

An advanced study of important US poetry, drama, fiction, and non-fiction produced between 1900 and 1945. The course will examine these works within the cultural dominant of modernism, which sought to articulate the urgent sense of dislocation and contemporaneity that characterized early twentieth-century experience. The course will ground its exploration of modernist stylistic and aesthetic innovations within the context of the prevailing philosophical, political, historical, and cultural realities of the period. Authors could include Frost, Dos Passos, Eliot, Fitzgerald, Hemingway, Stevens, Cather, Hughes, Faulkner, and Welty.

Prerequisites: Any 200-level literature course.

363. Topics in Twentieth-Century British Literature.

Fall or Spring. Credits: 4.

An in-depth examination of a specific topic pertaining to British literature and/or culture of the twentieth and twenty-first centuries. Topics may focus on specific periods, movements, genres or authors. Sample topics: Modernist Poetry, Multicultural British Literature, Postmodern British Literature, British Cultural Studies, Joseph Conrad, Virginia Woolf. May be repeated with different topic.

Prerequisites: Any 200-level literature course or the permission of the instructor.

364. Advanced African American Literature.

Fall or Spring. Credits: 4.

The advanced course in African American literature will offer the student a focused study of a particular theme or topic within the African American literary tradition. In addition to literary works, this course will engage historical and critical pieces. Varying by year, subjects might include: African American Literary Theory, African American Satire, Black Existentialist Literature, the Harlem Renaissance, the Black Arts Movement, African American Modernism/Postmodernism, or any other focused examination of a topic or genre within African American literature.

Prerequisites: Any 200-level literature course or the permission of the instructor.

365. Twentieth-Century British Fiction.

Fall or Spring. Credits: 4.

A study of major works, with particular attention to literary modernism—its rise, reception, and wake—within the context of its cultural and socio-historical frameworks. Readings may include work by Conrad, Ford, Forster, Greene, Joyce, Lawrence, Rhys, Waugh, Woolf, and other authors from more recent decades.

Prerequisites: Any 200-level literature course or the permission of the instructor.

370. American Postmodernism and Beyond.

Fall or Spring. Credits: 4.

This course will examine fiction, poetry, and drama published between the years following World War II to the present day. The works will be read against the backdrop of the decline of modernism and European colonialism and the subsequent rise of postmodernism and

its many attendant sub-movements. Authors could include Lowell, Ellison, Mailer, Bellow, Sexton, Pynchon, Barth, O'Connor, Updike, Oates, Roth, Morrison, and Wallace.

Prerequisites: Any 200-level literature course. Majors only.

375. Topics in Postcolonial Literature.

Spring. Credits: 4.

This course investigates crucial contemporary issues in postcolonial literature and theory. Topics will vary by year, though each will explore various voices, relations, and movements that comprise the literature of the postcolonial Other. Sections might center on specific geopolitical regions (i.e. literatures of the Caribbean, Africa or South Asia), groups of writers (ie, postcolonial women and literature), genre (i.e. postcolonial poetry) or thematic concerns. Other sections might provide an overall introduction to postcolonial texts and theory. May be repeated with different topic.

Prerequisites: Any 200-level literature course or the permission of the instructor.

380. Topics in Literary Study.

Fall or Spring. Credits: 4.

Exploration of special topics at a level designed for English majors. Content will vary from year to year. May be repeated with different topic.

Prerequisites: Any 200-level literature course or the permission of the instructor.

385. Junior Seminar: Critical Theory and Methodology.

Fall or Spring. Credits: 4.

An examination of major developments in literary criticism and critical theory, designed to prepare students for advanced research. To be taken during the fall or spring semester of the junior year. (Those studying abroad may take the course in the fall of senior year.)

Prerequisites: English 285 or the permission of the instructor. Majors only.

485: Senior Research Seminar.

Fall or Spring. Credits: 4.

A focused exploration of special topics or critical problems in literary study culminating in the preparation of an independent research essay and a major oral presentation of the research. Topics chosen by the instructor will vary from section to section and may focus on major authors, distinct literary genres or movements, historical contexts, and/or significant themes. Topics will be published annually; rising seniors will select preferred topics. For further information, see the English Department Chair. Enrollment by permission only.

Introductory and Advanced Film Courses

202. Introduction to Cinema.

Fall or Spring. Credits: 4

Degree Requirements: F5.

This course introduces students to the critical tools involved in the analysis of moving-image media such as film, video, and television. Students will compose essays that demonstrate a historically informed grasp of cinema's formal techniques and how these produce meaning for spectators.

Prerequisites: FYWS 151 or equivalent. All students must attend a weekly screening.

241. History and Criticism of American Cinema.

Fall or Spring. Credits: 4

Degree Requirements: F5.

This course introduces students to the history of American cinema as art and industry. Although Hollywood film provides the focus, the course may also examine independent cinema. Students will compose essays that demonstrate their grasp of film history and analysis.

Prerequisites: FYWS 151 or equivalent.

242. World Film.

Fall or Spring. Credits: 4

Degree Requirements: F5.

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

Prerequisites: FYWS 151 or the permission of the instructor.

245. Special Topics in Film.

Fall or Spring. Credits: 4

Degree Requirements: F5.

An introductory film course open to all students. Special topics may include alternative cinema (non-fiction and experimental cinema); issues of race, gender, and class; genre studies (comedy, film noir, melodrama); and histories of various technologies and media (the advent of sound film, television, video). May be repeated with different topic.

Prerequisites: FYWS 151 or the permission of the instructor.

381. Advanced Topics in Film.

Fall or Spring. Credits: 4.

The focused exploration of a topic or genre that ties a body of films together in order to pursue issues of film criticism and theory in depth. Such topics as the following may be considered: gender and film, race and film, film adaptation, American genre films, the film auteur, screenplay writing. Includes the study of critical texts. May be repeated with different topic.

Prerequisites: Any 200-level film class or the permission of the instructor.

382. Film Theory.

Fall or Spring. Credits: 4

Degree Requirements: F5.

The study of appropriate films in connection with a selection of theoretical texts that elaborate the problem of meaning in film. Films and readings will be roughly chronological. Requirements include mandatory attendance at film screenings, to occur outside of scheduled class hours.

Prerequisites: Any 200-level film class or the permission of the instructor.

Special Courses

315. The English Language.

Spring. Credits: 4.

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

399. Tutorial for Honors Candidates.

Spring. Credits: 1.

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

460. Internship.

Fall, Spring. Credits: 4.

Degree Requirements: F11.

A supervised learning experience in the greater Memphis community in which students apply analytical and writing skills learned in the classroom to situations in business, journalism, not-for-profit organizations, and other professional arenas. The program of professional work will be devised by the student, the internship supervisor, and the faculty advisor for internships. All internships must be approved by the chairperson of the department. Additional course work will consist of journal entries, reading assignments, and a final reflective paper. (Pass/Fail credit only. English 460 does not satisfy an upper-level English course requirement for the major.)

465. Tutorial in One-to-One Writing Pedagogy.

Fall. Credits: 2.

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

495-496. Honors Tutorial.

Fall or Spring. Credits: 4-8, 4-8.

Satisfies the Senior Paper requirement. For seniors only.

Prerequisites: English 399.

English: Faculty and Staff

Professors

Gordon Bigelow. 1998. The T. K. Young Chair of Literature. A.B., Brown University; M.A., University of New Hampshire; Ph.D., University of California, Santa Cruz. (Nineteenth-century Britain and Ireland, Cultural Studies.)

Brian W. Shaffer. 1990. Associate Dean of Academic Affairs for Faculty Development. B.A., Washington University; Ph.D., University of Iowa. (Twentieth-century British and Irish literature, modern novel.)

Marshall Boswell. 1996. Chair. B.A., Washington and Lee University; M.A., Washington University; Ph.D., Emory University. (American Literature.)

Associate Professors

Rebecca Finlayson. 2001. Director of College Writing, Director of the Rhodes Summer Writing Institute. B.A., Smith College; M.A. and Ph.D., Emory University. (Early Modern British Literature.)

Lori Garner. 2009. B.A., Hendrix College; M.A. University of Arkansas; Ph.D., University of Missouri. (Medieval Studies, Oral Tradition.)

Judith Haas. 2002. B.A., Wesleyan University; Ph.D., University of California, Santa Cruz. (Medieval Studies, Women's Studies.)

Leslie Petty. 2003. The Charles R. Glover Chair of English Studies. B.A., Emory University; M.A., Louisiana State University; Ph.D., University of Georgia. (American Literature.)

Scott Newstok. 2007. B.A., Grinnell College; Ph.D., Harvard University. (Shakespeare, Early Modern British Literature)

Rashna Wadia Richards. 2008. B.A., Narsee Monjee College, Mumbai, India; M.A., University of Mumbai, India; M.A., West Virginia University; Ph.D., University of Florida. (Film Studies.)

Seth Rudy. 2010. B.F.A., New York University (Film and Television); M.A., New York University; Ph.D., New York University. (Eighteenth Century English Literature, British Romanticism.)

Assistant Professors

Amy Benson. 2016. B.S., Bowling Green State University; M.F.A., University of Alabama, Tuscaloosa, AL (Creative Non-Fiction.).

Ernest Gibson, III. 2012. B.A., Fisk University; M.A., Purdue University; M.A. and Ph.D., University of Massachusetts-Amherst. (Afro-American Studies.)

Jason Richards. 2008. B.A. and M.A., California State University, Long Beach; Ph.D., University of Florida. (American Literature, Postcolonial Literature.)

Caki Wilkinson. 2012. B.A., Rhodes College; M.F.A. (Poetry) Johns Hopkins University; Ph.D., University of Cincinnati. (English and Comparative Literature.)

Staff

Lorie W. Yearwood. 2006. Departmental Assistant. A.A.S., State Technical Institute at Memphis.

Honors in English

1. Courses required: fulfillment of the requirements for a major in English; English 495-496.
2. A substantial, in-depth thesis.
3. Approval by the English Honors Committee.

Requirements for a Major in English

A total of 11 courses (forty-four credits) as follows:

Track I: Concentration in Literature:

1. English 285, normally taken by the end of the sophomore year.
2. English 385, normally taken in spring of the junior year (students abroad may take this course in senior year).
3. English 485, normally taken in the senior year.
4. Eight (8) additional courses in English, 190 or above, at least 6 of which must be in literature.
5. Of the eleven required courses, a minimum of seven (7) must be numbered 300 or above. (English 460 does not fulfill this requirement.)
6. Of the eleven required courses, a minimum of three (3) must be in literature written before 1800 (i.e., 219, 230, 260, 315-345, 359, 485 where topic is appropriate) with at least two (2) numbered 300 or above.

Track II: Concentration in Literature and Creative Writing:

1. English 285, normally taken by the end of the sophomore year.
2. English 385, normally taken in spring of the junior year. (Students abroad may take this course in the senior year.)
3. One of the following sequences of major genre workshops (three courses):
 - a. English 200, 300, 400 (Poetry Workshops)
 - b. English 201, 301, 401 (Fiction Workshops)
4. One additional course chosen from English 200, 201, 203, 204, 300, 301, 400, 401
5. English 485, normally taken in the senior year.
6. One course in literature written before 1800 numbered 300 or above (English 315, 319, 320, 322, 323, 325, 332, 335, 336, 340, 345, 359, 485 where topic is appropriate).
7. Two (2) additional literature courses numbered 300 or above. (English 460 does not fulfill this requirement.)
8. One additional course in literature, 190 or above. (One film course or internship may be counted in this category.)

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

Requirements for a Minor in English

A total of 5 courses (20 credits) as follows:

1. Two courses at the 190 or 200 level
2. Three additional courses in English numbered 300 or higher.

The Writing Center

The Department oversees a writing service available to all Rhodes students. Student tutors are available daily to assist students with written work.

Greek and Roman Studies

The Greek and Roman Studies program helps students develop a thorough understanding of the ancient Greek and Roman cultures as the basis for the artistic, scientific, social, and political traditions of Western society.

Greek and Roman Studies: Course Offerings

150. Language Study.

Fall, Spring. Credits: Variable.

This course allows students to receive credit for studying languages not regularly offered on campus. Information concerning these languages is available from the chair of the department.

245. Texts and Contexts.

Fall or Spring. Credits: 4.

Degree Requirements: F4.

Topics in Greek and Roman literature organized chronologically, thematically, generically, or by geographic region. Topics might include literature of the fourth century BCE, love and gender, the ancient novel, or Alexandrian authors. The course aims to introduce students to the basic methods of reading and writing critically but with an emphasis on the special qualities of ancient texts (production and reception, e.g.). Background in the cultures of Greece and Rome will be offered as necessary to understand the texts in their cultural context. Students may take this course more than once if topics change

250. Serving Gods: Religion in Ancient Greece and Rome.

Fall or Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

This course will use documents and material artifacts to reconstruct the beliefs and rituals of the traditional religions of Greece and Rome. The approach will focus on particular shared aspects of the sacred among the Greeks and Romans. Topics will include Greco-Roman theology, sacrifice and its interpretation, hero cult, the afterlife, oracles and forms of prophecy, maintenance of sanctuaries, philosophical religion and emperor worship.

255. Myth in Ancient Greece and Rome.

Fall or Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

A study of the mythoi from ancient Greece and Rome as transmitted in a variety of multiforms in the literary and the plastic arts, including those from the ancient period and modern adaptations. The course aims to familiarize students with both the basic Greek and Roman myths as well as the major schools of myth interpretation. Interpretative traditions to be covered may include those of the myth and ritual school, the psychoanalysts, and the structuralists.

260. Poetry and Performance.

Fall or Spring. Credits: 4.

Degree Requirements: F4.

This course will examine the relationship between the evolution of poetic genres and the contexts of performance. The approach and range of topics will change from year to year. Examples of topics include Homeric poetry and the role of the oral tradition in the definition and maintenance of communities during the Archaic period; lyric poetry and the function of the persona loquens in the polis; Athenian tragedy and comedy as a reflection of the cultural, economic, and political concerns of Attika and the greater Greek-speaking world; Roman comedy and the interaction between Greek and Roman cultural norms. Students may take this course more than once if topics change.

265. Barbarians and Gentiles: Cultures in the Ancient Mediterranean.

Fall. Credits: 4. F9.

Degree Requirements: F4.

An exploration of the cultures of the ancient Mediterranean and associated regions but limited to those distinct from the predominant cultures of Greece, Rome, and Israel. The course will describe these cultures using literary and material evidence from the cultures themselves as well as interpretations from modern scholars. The course will also include a comparison with Greco-Roman descriptions of the same cultures to investigate how culture influences perspective. Topics will vary but will focus on one cultural group with each instance. Topics might include ancient Celtic, Egyptian, Iranian, or Nubian cultures. Prerequisite: Humanities 101, Religious Studies 101, or permission of the instructor.

270. Ancient Political Economy.

Fall or Spring. Credits: 4.

Degree Requirements: F3.

This course provides a broad survey of ancient political economy. The ancients played a very important role in the development of this area of inquiry: they not only invented the term, but were also the first to discover some of the most seminal economic concepts of the western tradition, such as the division of labor, marginal utility, and supply and demand. Perhaps more importantly, they were the first to understand how essential these ideas were for promoting the common good. In addition to examining the economic policies and systems of the major city-states and nations of antiquity and the changes they underwent over time, the course will investigate the political economic thought of the Greek and Roman philosophers, such as Xenophon, Plato, Aristotle, and Cicero.

275. Introduction to Classical Studies.

Spring. Credits: 4.

This course introduces students to the study of the ancient world and its documentary and non-literary domains. Within the former domain, topics of study will include the nature of ancient written texts, scholia, lexica, grammars, commentaries, interpretive analyses, bibliographies, manuscript traditions, and modern scholarly resources. With regard to the non-literary sources of information, students will become familiar with the types of material artifacts used to study the cultures of ancient Greece and Rome and the theoretical approaches to the study. Although students may take this course at any time, majors must take this course before they enroll in GRS 475, which they will normally take in the fall semester of the senior year. Course offered in alternate years; scheduled for 2014-15.

283. Introduction to Study in Europe, the Mediterranean, and the Near East.

Spring. Credits: 1.

This course prepares students to participate in Latin 232: Latin in Rome, GRS 305: Travel-Study in Europe, the Mediterranean, and the Near East, the classical track of European Studies, and other opportunities for travel-study, for example, archaeological field schools and trips to museum collections. This course generally focuses on one country or region (e.g. Egypt, Greece, Italy, or Turkey) each time it is offered. Weekly meetings will cover introductory material on a variety of topics that will prepare students for their travel-study experience. Students will be expected to complete a number of relevant readings, participate in discussions, and attend lectures and other cultural activities.

305. Travel-Study in Europe, the Mediterranean, and the Near East.

Summer. Credits: 4.

This course offers an intensive introduction to the material culture of ancient Mediterranean and Middle Eastern countries. The course generally focuses on one country, e.g., Egypt, Greece, Italy, or Turkey) each time it is offered. Through visits to archaeological sites and museums, the course will cover the evolution of art, architecture, and other aspects of material culture beginning with the period of the earliest human presence and, depending on the region, working through societies of the first millennium CE. The course of travel and study generally lasts four weeks. If possible, students should enroll in at least one of the following courses as preparation for this course: Art 220, 231, 318, 319, 320, History 205 (when appropriate). Students may take this course more than once if the itinerary changes.

310. Language Acquisition and Pedagogy.

Fall or Spring. Credits: 4

This course is a survey of a range of issues related to language acquisition and teaching. Among the areas covered are instructional methodologies and approaches, second language acquisition theories, language skill development, language teaching and learning technology, communicative and cultural competency, and assessment.

315. Fieldwork in Material Culture.

Summer. Credits: 2.

This course allows students to receive credit for participating in an off-campus internship or field school under professional supervision in areas that pertain to the discovery, recovery, preservation, and study of artifacts from ancient or medieval European, Mediterranean, and Near Eastern civilizations.

361. GIS and Mediterranean Archaeology.

Fall. Credits: 4.

This course introduces students to the methods, theories, and practices associated with primary (field or lab) and secondary (library) research in archaeological survey with an emphasis on the use of information technologies, primarily geographical information systems

(GIS). Permission of the instructor is required for this course.

474. Introduction to Senior Seminar.

Spring. Credits: 1.

In the spring semesters of their junior years, majors in GRS will prepare for the capstone experience by consulting with members of the faculty to develop topics of inquiry and outline programs of research that will serve as a focus for their work in the discipline both during their senior years and the summers before.

Prerequisites: GRS 275 (Students may take GRS 275 concurrently.)

475. Senior Seminar.

Fall. Credits: 4.

This course represents the capstone experience for all majors in GRS. Although the specific topic of study will vary from year to year depending on the interests and goals of the participants, students will engage in a significant scholarly investigation into some aspect of the ancient world. The students' work must reflect an engagement with primary materials and their familiarity with and ability to use secondary resources. Students are encouraged to select topics that reflect their interests and postgraduate plans and incorporate their work as majors and minors in fields other than GRS. Normally, the project will culminate in a research paper, but other products are possible, such as a creative work. Generally, seniors will present the results of their work in an oral presentation for other students and faculty members at an event scheduled on campus or at a conference for undergraduate research.

Prerequisites: GRS 474.

476. Senior Seminar: Dissemination

Spring. Credits: 1.

In the spring semester of their senior years, majors in GRS will complete their capstone experiences by working with faculty members on transforming their research into formats for public dissemination primarily as presentations for undergraduate conferences and symposia. They will be responsible for developing abstracts, adapting their projects, and presenting their research in public settings such as the Undergraduate Research and Creative Activity Symposium (URCAS) at Rhodes or the Sunoikisis Undergraduate Research Symposium.

Prerequisites: GRS 475.

495-496. Honors Tutorial.

Fall, Spring. Credits: 4-4.

These courses are for students working on an honors project as described above. Permission of the advisor is required for enrollment in these courses.

Greek

101-102. Elementary Greek.

Fall, Spring. Credits: 4-4.

This series of courses introduces students to the fundamentals of the ancient Greek language. Although the primary goal of the elementary sequence of courses through Greek 201 is to prepare students to use ancient Greek documents in a wide variety of academic contexts, students will develop all four language skills: reading, writing, listening, and speaking.

201. Intermediate Greek.

Fall. Credits 4.

Degree Requirements: F10.

This course concludes the elementary language sequence and prepares students for more advanced work in the language. During this course, students will make the transition from graded selections in the elementary texts to authentic ancient texts primarily from the fifth and fourth centuries BCE. In addition to developing their ability to comprehend and interpret ancient texts, students will continue to work on their aural-oral proficiency.

Prerequisites: Greek 102 or the permission of the instructor.

203. Koine Greek.

Fall or Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1, F10.

This course introduces students to koine Greek, the “common” dialect of the post-classical period from ca. 323 BCE to AD 300 and concentrates on the narrative and epistolary texts of the New Testament. Instructors may choose to read in addition some selections from the Greek translation of the Hebrew Scriptures (Septuagint), the Apocrypha and Pseudepigrapha, Philo, and Josephus. Its primary aims are to help students improve not only their ability to read ancient Greek texts in the original but also to critically examine them, building upon the skills acquired in the Search and Life programs.

Prerequisites: Greek 102 or the permission of the instructor.

265. Topics in Greek Literature.

Fall, Spring. Credits: 1-4.

Degree Requirements: F4, F10.

In this course advanced students of ancient Greek will read and analyze texts from major works of literature. It will feature materials organized thematically, generically, by period, or by author. Texts in this course will generally represent significant documents for the study of the cultural and literary history of the Greek society and may also be the subjects of study in other courses offered at Rhodes both by GRS and other disciplines. The course will help students develop greater reading fluency and expand their understanding of interpretative approaches. The course will generally be taught as a four-credit course. Students in special circumstances may take the course for one, two, or three credits with the permission of the instructor. The course may be repeated for credit if the topic differs.

Prerequisites: Greek 201 or the equivalent.

291/391. Homeric Poetry.

Fall. Credits: 4.

This course, making extensive use of resources available via the internet, focuses on the earliest literary documents in the Greek language, the poems attributed to Homer. Readings will come primarily from the Iliad and Odyssey, but students should expect to do some work with the Hymns and the Hesiodic corpus as well. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis (www.sunoikisis.org), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context during the Archaic Period of Greek history as well as the issues of composition and transmission. Students will also become familiar with current interpretative approaches to the material.

Prerequisites: Greek 265 or equivalent. Some familiarity with Greek history is strongly advised.

292/392. Greek Lyric Poetry.

Fall. Credits: 4.

This course, making extensive use of resources available via the internet, focuses on the evolution of major types of Greek poetry, including elegy, monodic lyric, and choral lyric. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis (www.sunoikisis.org), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context of the Archaic Period. Students will also become familiar with current interpretative approaches to the material.

Prerequisites: Greek 265 or equivalent. Some familiarity with Greek history and Homeric poetry is strongly advised.

293/393. Greek Comedy.

Fall. Credits: 4.

This course, making extensive use of resources available via the internet, focuses on the work of the Athenian comic playwrights. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis (www.sunoikisis.org), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context during the 5th and 4th centuries BCE. Students will also become familiar with the current interpretative approaches to the material.

Prerequisites: Greek 265 or equivalent. Some familiarity with Greek history, Homeric poetry, the work of the lyric poets, and the literature of the 5th century is strongly advised.

294/394. Literature of the 4th Century BCE.

Fall. Credits: 4.

This course, making extensive use of resources available via the internet, focuses on the work of the Athenian historians, orators, and philosophers who were active in the 4th century BCE. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis (www.sunoikisis.org), and weekly tutorials with faculty members at their home institutions. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context during the 4th century BCE. Students will also become familiar with the current interpretative approaches to the material.

Prerequisites: Greek 265 or equivalent. Some familiarity with Greek history, Homeric poetry, the work of the lyric poets, and the literature of the 5th century is strongly advised.

295/395. Hellenistic Literature.

Fall. Credits: 4.

This course, making extensive use of resources available via the internet, focuses on the evolution of Greek literature during the Hellenistic period, which begins with the conquest of Alexander the Great and the founding of the Museum at Alexandria by Ptolemy I Soter. Students will read and study the works of the major authors of the period: Callimachus, Theocritus, and Apollonius of Rhodes as well as epigrams from other writers including Meleager, Philodemus, and Posidippus. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis (www.sunoikisis.org), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context of the Hellenistic Period. Students will also become familiar with current interpretative approaches to the material.

Prerequisites: Greek 265 or equivalent. Some familiarity with Greek history, Homeric poetry, the work of the lyric poets, and the literature of the 5th century is strongly advised.

415. Tutorial Assistantship.

Fall, Spring. Credits: 2.

Under the direction of the instructor, the tutorial assistant will be responsible for helping plan and conduct the tutorial sessions for elementary students. Assistants will also develop a familiarity with issues concerning second language acquisition and assist in the evaluation of language courses. This course is open only to advanced students and by permission of the instructor.

Hebrew

101-102. Elementary Hebrew.

Fall, Spring. Credits: 4-4.

An introduction to classical (biblical) Hebrew. This series of courses will introduce students to the fundamentals of classical Hebrew, focusing on translation and recognition of grammatical forms and syntax. The sequence of courses through Hebrew 201 will prepare students to read and interpret ancient texts for a variety of academic and vocational contexts. Offered in alternate years.

201. Intermediate Hebrew.

Fall. Credits: 4.

Degree Requirements: F10.

An intermediate course in classical (biblical) Hebrew. The course will focus on translation and interpretation of grammatical forms and syntax in narrative prose. The sequence of courses through Hebrew 201 will prepare students to read and interpret ancient texts for a variety of academic and vocational contexts. Offered in alternate years.

Prerequisite: Hebrew 102 or permission of the instructor.

415. Tutorial Assistantship.

Fall, Spring. Credits: 2.

Under the direction of the instructor, the tutorial assistant will be responsible for helping to plan and conduct tutorial sessions for elementary students. Assistants will also be introduced to best practices for language instruction. This course is open only to advanced students and by permission of the instructor.

Latin

101-102. Elementary Latin.

Spring, Fall. Credits: 4-4.

This series of courses introduces students to the fundamentals of the Latin language. Although the primary goal of the elementary sequence of courses through Latin 201 is to prepare students to use Latin documents in a wide variety of academic contexts, students will develop all four language skills: reading, writing, listening, and speaking.

201. Intermediate Latin.

Fall, Spring Credits: 4.

Degree Requirements: F10.

This course concludes the elementary language sequence and prepares students for more advanced work in the language. During this course students will begin making the transition from graded selections in the elementary texts to authentic ancient texts from a variety of Latin authors and genres from antiquity to the modern period. In addition to developing their ability to comprehend and interpret ancient texts, students will continue to work on their aural-oral proficiency.

Prerequisite: Latin 102 or permission of the instructor.

202. Latin Rhetoric.

Spring. Credits: 4.

Degree Requirements: F2i, F10.

In keeping with the pedagogy of the ancient schools of rhetoric, this course will provide an analytic and comprehensive review of the structures of the language. Students will work toward fluency in reading, composition, and conversation.

232. Latin in Rome.

Summer. Credits: 4.

An intensive reading course examining works of Latin literature pertinent to the study of the topography of Rome. Selections will come from Roman historians, poets, orators, and inscriptions. Class meetings will take place in the city of Rome. Students will visit and analyze sites described in the primary literature; inscriptions review in situ where possible, and study the textual tradition through available manuscripts.

265. Topics in Latin Literature.

Fall, Spring. Credits: 1-4.

Degree Requirements: F4, F10.

In this course advanced students of Latin will read and analyze texts from major works of literature. It will feature materials organized thematically, generically, by period, or by author. Texts in this course will generally represent significant documents for the study of the cultural and literary history of Roman society and may also be the subjects of study in other courses offered at Rhodes both by GRS and other disciplines. The course will help students develop greater reading fluency and expand their understanding of interpretative approaches. The course will generally be taught as a four-credit course. Students in special circumstances may take the course for one, two, or three credits with the permission of the instructor. The course may be repeated for credit if the topic differs.

Prerequisites: Latin 201 or the equivalent.

291/391. Latin Literature from the Early Republic.

Fall. Credits: 4.

This course, making extensive use of resources available via the internet, focuses on the earliest literary documents in the Latin language. Readings will come primarily from the comedies of Plautus and Terence, but students should expect to study other examples of archaic Latin such as the fragments of Ennius' *Annales*. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis (www.sunoikisis.org), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context during the early Republic. Students will also become familiar with current interpretative approaches to the material.

Prerequisites: Latin 265 or equivalent. Some familiarity with Roman history and the literature of the Augustan period is strongly advised.

292/392. Latin Literature from the Late Republic.

Fall. Credits: 4.

This course, making extensive use of resources available via the internet, focuses on the literature of Rome during the Late Republic. Readings will come primarily from the work of Cicero, Catullus, Caesar, and Sallust. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis (www.sunoikisis.org), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context during the Late Republic. Students will also become familiar with the current interpretative approaches to the material.

Prerequisites: Latin 265 or equivalent. Some familiarity with Roman history and the literature of the Augustan period is strongly advised.

293/393. Literature of the Neronian Period.

Fall. Credits: 4.

This inter-institutional collaborative course, making extensive use of resources available via the internet, explores the literature of the early Roman Empire, with a particular emphasis on the works of authors who were active during the period of Nero's reign. These authors include Seneca, Lucan, and Petronius. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis (www.sunoikisis.org), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context during the early Principate.

Prerequisites: Latin 265 or equivalent. Some familiarity with Roman history and the literature of the Augustan period is strongly advised.

294/394. Roman Literature, 70-180 CE.

Fall. Credits: 4.

This course, making extensive use of resources available via the internet, explores the society of the Roman Empire through the works of authors who were active during the period beginning with the reign of Vespasian and extending to the death of M. Aurelius. These authors include Martial, Statius, Tacitus, Pliny the Younger, Juvenal, and Apuleius. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis (www.sunoikisis.org), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will require extensive reading in more than one genre of Latin literature and a rigorous study of the cultural and historical context of Rome in the late first and second centuries CE.

Prerequisites: Latin 265 or equivalent. Some familiarity with Roman history and the literature of the Augustan period is strongly advised.

295/395. Latin Literature from Late Antiquity and the Middle Ages.

Fall. Credits: 4.

This course examines the literature produced during and after the dissolution of the Roman empire, beginning approximately with the reforms of Diocletian and Constantine and concluding with the renaissance of secular education in the twelfth century. Texts will include selections from the work of Jerome, Augustine, Prudentius, Alcuin of York, Einhard, Hrotsvitha of Gandersheim, Abelard, Heloise, Hildegard of Bingen, and Walter of Chatillon. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis (www.sunoikisis.org), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will require extensive reading in more than one genre of Latin literature and a rigorous study of the cultural and historical context of Rome and the Latin-speaking world after 180 CE.

Prerequisites: Latin 265 or equivalent. Some familiarity with Roman history and the literature of the Augustan period is strongly advised.

415. Tutorial Assistantship.

Fall, Spring. Credits: 2.

Under the direction of the instructor, the tutorial assistant will be responsible for helping plan and conduct the tutorial sessions for elementary students. Assistants will also develop a familiarity with issues concerning second language acquisition and assist in the evaluation of language courses. This course is open only to advanced students and by permission of the instructor.

Greek and Roman Studies: Faculty and Staff

Professors

Geoffrey W. Bakewell. 2011. B.A., Yale University; Ph.D., Brown University. (Tragedy, Athenian democracy, Greek and Latin languages and literatures.)

Associate Professors

Kenneth S. Morrell. 1993. B.A., Stanford University; M.A. and Ph.D., Harvard University. (Greek and Latin languages and literatures, information technology.)

Susan Satterfield. 2008. B.A., University of Alabama; Ph.D., Princeton University. (Roman history, religion, and historiography, Greek and Latin languages and literatures.)

David H. Sick. 1997. Chair. B.A., College of Wooster; M.A. and Ph.D., University of Minnesota. (Greek and Roman religion, Indo-European mythology, Roman social history, Greek and Latin languages and literatures.)

Assistant Professors

Joseph N. Jansen. 2007. B.A., University of Wisconsin; Ph.D., University of Texas at Austin. (Ancient history, economy, and historiography, Greek and Latin languages and literatures.)

Ariel López. 2014. B.A., University of Buenos Aires; Ph.D. Princeton University. (late antique history, monasticism, Coptic language and literature.)

R. Scott Garner. 2016. B.A. University of Missouri--Columbia; Ph.D., Princeton University. (oral tradition, Greek epic and poetry, Greek and Latin languages and literatures.)

Honors in Greek and Roman Studies

Detailed information about graduating with honors in Greek and Roman Studies is available from the department. Only students with a minimum overall GPA of 3.5 and a GPA within GRS of 3.7 by the end of the fall semester of their junior year will be eligible to pursue honors. In addition to fulfilling the requirements for the major with a concentration in either Greek, Latin, Classical Studies, or material culture, students seeking honors will be expected to complete the following additional work:

1. GRS 495-496: Honors Tutorial. (GRS 496 will count as GRS 475-6 for students attempting to graduate with honors.)
2. An honors thesis or project that demonstrates an exceptional understanding of one or more aspects of the ancient world. Such a project might take the form, for example, of a written thesis, an analysis of archaeological fieldwork, or the production of a tragedy or comedy.

Programs Abroad

To help students experience the artifacts of the Greeks and Romans and other Mediterranean cultures in the areas where they lived, GRS offers a number of opportunities for travel-study abroad. As described below in the descriptions for GRS 305 and Latin 232, the department regularly offers courses that involve travel and study in Greece, Italy, and other countries in the Mediterranean and Middle East. Faculty members also contribute to collaborative initiatives that provide opportunities for research, and the department secures places for students in archaeological excavations and surveys, such as those at the harbor at Kenchreai, Greece. European Studies features course work at the University of the South and Oxford in conjunction with visits to sites in Great Britain, Italy, Greece, and Turkey. (More information about European Studies is available in the catalog in the section on "Opportunities for Study Abroad and Off-Campus Study.") Finally, the college is a member of the American School of Classical Studies in Athens and the Intercollegiate Center for Classical Studies in Rome, which operate centers for study and research in Greece and Italy respectively.

The F10 Degree Requirement. The degree requirement in languages may be met by the successful completion of any appropriate four-credit course numbered 201 or higher or by demonstrating proficiency through placement into a language course at a level above 201 and approval by the appropriate language faculty. Students who take 201 (or higher) or the equivalent at another institution can earn transfer credit, but must still demonstrate proficiency in the specific language before the degree requirement is satisfied. This policy pertains to languages that are taught at Rhodes. Students for whom English is a second language may have this requirement waived.

Requirements for a Major in Greek and Roman Studies

Concentration in Classical Languages (Greek and/or Latin):

A total of thirteen courses (52 credits) as follows:

1. Six courses (24 credits) of ancient Greek and/or Latin. Four of these courses must be above the 201 level, and the student must take at least two courses in each language.
2. Greek and Roman Studies 275, 474, 475, and 476.
3. Three courses (12 credits) on the culture and civilization of ancient Greece and Rome. The courses below count toward this requirement:
 - Art 120, 209, 210, 218, 219, 253, 365 (when appropriate)
 - European Studies: Art 836, Greek and Roman Studies 833, 834, History 830, Philosophy 835
 - Greek and Roman Studies: 150, 245, 250, 255, 260, 265, 270, 283, 305, 310, 315, 361
 - History 211, 311, 312, 313
 - Humanities (Search) 101, 102, 201 (Classical Track)
 - Philosophy 201
 - Political Science 311
 - Religious Studies 214, 280, 281, 282, 283, 285, 286
 - Theatre 280

Concentration in Classical Studies:

A total of thirteen courses (52 credits) as follows:

1. Three courses (12 credits) of ancient Greek and/or Latin beyond 201. These may be in one language solely or a combination of the two.
2. Greek and Roman Studies 275, 474, 475, and 476.
3. Six courses (24 credits) on the culture and civilization of ancient Greece and Rome. The courses below count toward this requirement:
 - Art 120, 209, 210, 218, 219, 253, 365 (when appropriate)
 - European Studies: Art 836, Greek and Roman Studies 833, 834, History 830, Philosophy 835
 - Greek and Roman Studies: 150, 245, 250, 255, 260, 265, 270, 283, 305, 310, 315, 361
 - History 211, 311, 312, 313
 - Humanities (Search) 101, 102, 201 (Classical Track)
 - Philosophy 201
 - Political Science 311
 - Religious Studies 214, 280, 281, 282, 283, 285, 286
 - Theatre 280

Concentration in Material Culture:

A total of thirteen courses (52 credits) as follows:

1. One course (4 credits) of ancient Greek or Latin beyond 201.
2. Greek and Roman Studies 275, 474, 475, and 476.
3. Archaeology 220 or Anthropology 254: Archaeological Methods.
4. Three courses (12 credits) from the following courses:
 - Art: 120, 209, 210, 218, 219, 253, 365 (when appropriate)
5. Four courses (16 credits) from the following courses:
 - Anthropology 290/Archaeology 210
 - Chemistry 107
 - European Studies: Art 836, Greek and Roman Studies 833, 834, History 830
 - Greek and Roman Studies 150, 245, 250, 255, 260, 265, 270, 283, 305, 315, 361
 - Humanities (Search) 101, 102, 201 (Classical Track)
 - History 211, 311, 312, 313
 - Religious Studies 260

Requirements for a Minor in Greek and Roman Studies

Concentration in Classical Languages (Greek and/or Latin)

A total of seven courses (28 credits) as follows:

1. Four courses (16 credits) of ancient Greek and/or Latin. Three of these courses must be above the 201 level, and the student must take at least one course in each language.
2. Greek and Roman Studies 275.
3. Two courses (8 credits) on the culture and civilization of ancient Greece and Rome. The courses below count toward this requirement:
 - Art 120, 209, 210, 218, 219, 253, 365 (when appropriate)
 - European Studies: Art 836, Greek and Roman Studies 833, 834, History 830, Philosophy 835
 - Greek and Roman Studies: 150, 245, 250, 255, 260, 265, 270, 283, 305, 315, 361
 - History 211, 311, 312, 313
 - Humanities (Search) 101, 102, 201 (Classical Track)
 - Philosophy 201
 - Political Science 311
 - Religious Studies 214, 280, 281, 282, 283, 285, 286
 - Theatre 280

Concentration in Classical Studies

A total of seven courses (28 credits) as follows:

1. Two courses (8 credits) of ancient Greek and/or Latin beyond 201. These may be in one language solely or a combination of the two.
2. Greek and Roman Studies 275.
3. Four courses (16 credits) of courses on the culture and civilization of ancient Greece and Rome. The courses below count toward this requirement:
 - Art 120, 209, 210, 218, 219, 253, 365 (when appropriate)
 - European Studies: Art 836, Greek and Roman Studies 833, 834, History 830, Philosophy 835
 - Greek and Roman Studies: 150, 245, 250, 255, 260, 265, 270, 283, 305, 315, 361
 - History 211, 311, 312, 313
 - Humanities (Search) 101, 102, 201 (Classical Track)
 - Philosophy 201
 - Political Science 311
 - Religious Studies 214, 280, 281, 282, 283, 285, 286
 - Theatre 280

Concentration in Material Culture

A total of seven courses (28 credits) as follows:

1. 1. One course (4 credits) of ancient Greek or Latin beyond 201.
2. 2. Greek and Roman Studies 275
3. 3. Archaeology 220 or Anthropology 254: Archaeological Methods.
4. 4. Two courses (8 credits) from the following courses:
 - Art 120, 209, 210, 218, 219, 253, 365 (when appropriate)
5. 5. Two courses (8 credits) from the following courses:
 - Anthropology 290
 - Chemistry 107
 - European Studies: Art 836, Greek and Roman Studies 833, 834, History 830
 - Greek and Roman Studies 150, 245, 250, 255, 260, 265, 270, 283, 305, 315, 361
 - Humanities (Search) 101, 102, 201 (Classical Track)
 - History 211, 311, 312, 313
 - Religious Studies 260

History

The Department of History provides students with a broad understanding of the historical forces that have shaped the world's civilizations. Students are required to read deeply, write clearly, and think critically about the past.

History: Course Offerings

Course numbering

History 100-level courses. Designed for first-year students and sophomores, these seminars focus on specific topics. These courses are writing intensive and fulfill one of the “written communication” requirements (F2i) under the Foundations Curriculum. Many also fulfill the “historical forces (F3) requirement.

History 200-level courses. These courses cover a broad chronological span or large geographical area and are introductory in nature. In addition to mastering course content, students will begin to learn to think historically through interpretive writing assignments that require them to draw from and engage with course material and readings. Such courses are open to all students and normally fulfill the “historical forces” (F3) requirement. Several of these courses also fulfill the “cultural perspectives” (F9) requirement.

History 300-level courses: These courses focus on specific topics or time periods, while paying significant attention to historiography. Students are required to make a significant oral presentation. History 300 is a prerequisite or co-requisite for these courses.

History 400-level courses: These courses focus on specific topics or time periods, while paying significant attention to historiography. Students are required to complete a substantive research paper in which they engage substantially with primary sources. History 300 is a prerequisite or co-requisite for these courses.

Course Offerings

105. Introductory Seminars in History.

Fall, Spring. Credits: 4.

Degree Requirements: F2i. Many are also F3.

This writing intensive course provides an introduction to themes and topics from a variety of historical perspectives. Possible topics include: “Disease and Epidemics,” “British Empire through Film,” “The Algerian Revolution,” and “The Supreme Court in U.S. History.” Not open to juniors and seniors.

205. Selected Topics in History.

Fall or Spring. Credits: 4.

Degree Requirements: F3.

Introduction to selected periods in history. Varies with instructor. May be repeated for credit when topics vary.

207. Global Environmental History.

Spring. Credits: 4.

Degree Requirements: F3, F11.

Major Requirement: Global/Comparative History

This course is an introduction to the field of environmental history. What can our environment tell us about our past? How have natural resources shaped patterns of human life in different regions of the world? What meanings have people attached to nature and how have those attitudes shaped their cultural and political lives? We will analyze the ecological context of human existence, with the understanding that the environment is an agent and a presence in human history. Because environmental change often transcends national boundaries, this course places important subjects like disease, agriculture, forests, water, industrialization, and conservationism into a global context. This course includes a lab for field excursions.

211. The Ancient Mediterranean.

Fall. Credits: 4.

Degree Requirements: F3.

Major Requirement: History of Europe, Period prior to 1500

This course is an introductory survey of the history of the ancient Mediterranean from ca. 3000 B.C. to ca. A.D. 500 that focuses on the great civilizations of Egypt, Greece, Rome, and the Near East (e.g., Assyria and Persia.) Each civilization had its distinctive character,

and yet vigorous cultural exchanges within the area, and beyond, led to the assimilation, adaptation, and sometimes even rejection by one culture of the ideas and practices of another. Thus, the course will track these interactions and examine their consequences for the historical development of Mediterranean civilizations. Also considered will be a rich variety of evidence that includes literary texts, inscribed documents, artifacts, coins, art, and architecture. (Course offered in alternate years.)

212. Medieval Europe.

Fall. Credits: 4.

Degree Requirements: F3.

Major Requirement: History of Europe, Period prior to 1500

Before the Middle Ages, there was no Europe. This course covers the thousand-year period from Late Antiquity to the Renaissance, roughly 400 to 1400 C.E., during which Europe emerged as a region with distinctive political, religious, and cultural traits. In order to understand this transformation, we will examine such topics as the spread of Christianity; the reconfiguration of the Roman empire into a new set of kingdoms; the growth of new religious, social, and political institutions; the evolution of conflicts between church and state, Islam and Christianity, city and countryside; the cycle of economic revival and collapse; the effects of the Black Death and other catastrophes; and the experiences of ordinary people in their daily lives.

213. Renaissance and Reformation Europe.

Spring. Credits: 4.

Degree Requirements: F3.

Major Requirement: History of Europe, Period prior to 1500

This course begins by examining the changes, as well as the medieval carry-overs, that brought about the period known as the Renaissance. The effects of impersonal forces such as climate change and epidemics, the impact of the discovery of the Americas, and a new understanding of human capabilities will be considered. The course then turns to a survey of the intellectual movements and of the religious, social, and political characteristics of European history from 1500 (the coming of the Reformation) to 1714 (the height of French power under Louis XIV.) The emphasis will fall upon those changes that prepared society for the transition to what is now considered the "modern" world. (Course offered in alternate years.)

214. Modern Europe

Credits: 4

Degree Requirements: F3

Major Requirement: History of Europe

This course acquaints students with the major political, social, economic, and cultural forces that have shaped the European continent as we know it today. While following a chronological perspective and highlighting a familiar set of events--such as the French and Industrial Revolutions, imperialism, communism and fascism, the two world wars, the Cold War, and the development of the European Union--we will focus on a series of themes. We concentrate on the making of the Nation, Class, Gender and Race in the long 19th century, and the often tragic fate of these modern inventions in the 20th century. We trace the sometimes violent, complex, and interesting circumstances of the peoples who constructed these modern Western notions. The successful completion of this course will substantially enrich not only your understanding of Europe in the world today, but some of the central categories and values that underpin how we have come to structure our society and define ourselves.

215. Enlightenment and Revolution: Europe, 1714-1815.

Fall or Spring. Credits: 4.

Degree Requirements: F3.

Major Requirement: History of Europe

The eighteenth century was an age of intellectual and political revolutions that destroyed what historians describe as the Old Regime. This course critically assesses the rhetoric, goals and legacy of the century's key philosophic movement, the Enlightenment. It surveys the development of the Old Regime in the eighteenth century and seeks to interpret the social, economic and intellectual forces that tended to undermine it. Particular emphasis will be placed on the French Revolution, the overthrow of the Old Regime, the Reign of Terror and the rise and fall of the Napoleonic system in Europe.

216. Industrialism, Nationalism, and Imperialism: Europe, 1815-1914.

Fall or Spring. Credits: 4.

Degree Requirements: F3.

Major Requirement: History of Europe

This course examines the impact of industrialization on the social, political, and intellectual life of Europe. The combination of nationalist idealism and the realism of state power that produced the unifications of Italy and Germany will be critically examined. The course will also examine the nationalist and imperialist rivalries that drove the European states to the brink of war after the turn of the century. (Course offered in alternate years.)

217. The Age of Extremes: European Culture and Society in the Twentieth Century.

Fall. Credits: 4.

Degree Requirements: F3.

Major Requirement: History of Europe

By focusing on the experiences of ordinary people and significant shifts in their values, we will study how Europe evolved through what one historian has called an "age of extremes" in the twentieth century. Central issues will include the experience and legacies of "total war," daily life under Nazi rule and in the Communist countries of Eastern Europe, the psychological impact of the Great Depression, and the various ways in which people struggled to redefine themselves as Europe faded from a position of world dominance.

221. Athenian Democracy in Crisis.

Fall. Credits: 4.

Degree Requirements: F3.

Major Requirement: History of Europe, Period prior to 1500

Athens was one of the most successful and exceptional states in antiquity because it developed and sustained a liberal democracy at a time when monarchies and oligarchies dominated much of the world. As fascinating as it is to trace the developments that contributed to the adoption of democracy at Athens in 511 BCE, an even more fruitful enterprise, especially at a time when our own democracy is becoming increasingly more precarious and fractured, is to study the manifold changes in political, economic, and cultural life during the last third of the 5th century that led the Athenians to take their democracy for granted and adopt undemocratic changes in their constitution. This course will thus concentrate on the tumultuous period from 431 to 399, beginning with the greatest "upheaval" of the age, the Peloponnesian War, which witnessed civil war and political revolution, and ending with the trial and execution of one its greatest citizens, Socrates. This period is particularly rich in primary sources, including Thucydides' magisterial history, law-court speeches, comedies, tragedies, and inscriptions. While this course assumes no prior experience with Greek history, mastering these sources is crucial for success in the course, especially during the running of the "Reacting to the Past" game, The Threshold of Democracy: Athens 403 B.C.

224. British Empire and Its Enemies.

Fall or Spring. Credits: 4.

Degree Requirements: F3.

Major Requirement: Global/Comparative History

This course addresses some of the major developments of the British Empire from the early 1600s to the 1980s. Emphasis is on the changing nature of the empire, its role in Britain's rise and fall as a world power, the influence of empire on Britain's political, economic, and cultural development, and the imperial impact on Britain's colonies and possessions. Attention is also directed at the many enemies that the empire created, both in Britain and in the colonies. The course concludes by examining aspects of post-colonialism in Britain and its former possessions. (Course offered in alternate years.)

225. Modern Britain.

Fall or Spring. Credits: 4.

Degree Requirements: F3.

Major Requirement: History of Europe

This course will introduce students to some of the major historical developments in Britain since 1688. The focus will be on political events, but some attention will also be paid to social, economic, religious, and intellectual developments. Topics to be discussed include: Glorious Revolution of 1688-89; corruption and reform in eighteenth-century politics; origins, nature, and impact of industrialism; evolution of parliament and emergence of the office of prime minister; impact of the French Revolution; reform and radical movements of the nineteenth century; imperialism; the British experience in World Wars One and Two; origins and nature of the welfare state; British society and politics since 1945; and the Americanization of Britain. (Course offered in alternate years.)

229. Imperial Russia.

Fall. Credits: 4.

Degree Requirements: F3.

Major Requirement: History of Europe

How and why did Russia become the center of the world's largest land empire only to collapse so suddenly in 1917? Beginning with the emergence of Rus and the development of the early Muscovite state, this course delves into the Russian Imperial period, examining the growth of the Russian Empire and highlighting certain topics, including the quest for modernization; the relationship between Russia and the rest of the world (both East and West); the beliefs, traditions, religion, and way of life of the Russian people; the rise of radical movements; and the revolution that brought down the Romanov dynasty. We will focus especially on aspects of Russian culture: literature, painting, and music. (Course offered in alternate years.)

231. North America in the Colonial and Revolutionary Eras.

Spring. Credits: 4.

Degree Requirements: F3.

Major Requirement: History of United States

This course investigates British, French, Spanish, African, and Native American encounters in North America from the Age of Exploration through the early political development of the United States. Major themes include the tensions between individual and community interests, the origins and development of slavery, the emergence of capitalism, religious diversity, and the American Revolution.

232. The United States in the Nineteenth Century.

Spring. Credits: 4.

Degree Requirements: F3.

Major Requirement: History of United States

This course examines major social, political, economic, and cultural changes in the nineteenth century, including U.S. relations with Native North Americans, antebellum reform, the Civil War, Reconstruction, and industrialization. Major themes may include the rise and decline of sectionalism and transformations in gender and race relations, as well as questions of individualism and community, liberty and order.

233. The United States in the Twentieth Century.

Fall and Spring. Credits: 4.

Degree Requirements: F3.

Major Requirement: History of United States

This course investigates major social, political, cultural, and economic changes in the twentieth century, from Progressivism through the end of the Cold War. Major themes may include the effects of world war and economic depression on society, the United States' changing role in the global community, the rise and fall of American liberalism, the Vietnam War as watershed, and the emergence of cultural pluralism.

241. Native America and American History.

Spring. Credits: 4.

Major Requirement: History of United States

This course explores the history of selected Native American cultures, inter-tribal relations, and relations with Euro-American colonizers in North America. The evolution of United States Indian policy, as well as key shifts in Native American strategies of survival form the chronological framework of the course. Recent scholarship, combined with Native American oral history, autobiography, fiction, and film will shed light on issues of sovereignty, conquest, resistance, syncretism, and the evolution of cultural identities. (Course offered in alternate years.)

242. African-American History.

Fall. Credits: 4.

Degree Requirements: F3, F9.

Major Requirement: History of United States

The experiences of African-American people in the United States can be described as a continuous quest for empowerment; this quest has been affected by myriad factors (e.g., gender roles, class divisions, secular and non-secular ideologies, regionalism) in addition to racism. This course, through the use of secondary and primary material, historical documentaries, and critical analyses, will chart the historically complex journeys of African Americans, from the impact of the African diaspora on colonial America to the Black student sit-ins and the formation of the Student Non-Violent Coordinating Committee in 1960, and beyond.

243. The Civil Rights Movement.

Spring. Credits: 4.

Degree Requirements: F3.

Major Requirement: History of United States

This course examines the social, political, and economic climate of the 1940s through the 1960s, and considers how both Blacks and Whites were affected. Specifically, the course will focus on various organizations and the strategies they implemented which resulted in events such as the Brown v. Board of Education case and the Civil Rights Act of 1964. Additionally, the course will analyze the subtle and not-so-subtle reactions to initiatives that allowed African Americans to attain many of the rights and privileges that have become commonplace in today's society. (Course offered in alternate years.)

247. The American South.

Fall. Credits: 4.

Degree Requirements: F3.

Major Requirement: History of United States

This course examines the social, political, and cultural history of the South as a distinct region of the United States. The course will include discussion of the origins of a slave society, the culture of slavery and the Old South, the Civil War and Reconstruction, political and cultural change in the New South, and the Civil Rights Movement.

248. History of Memphis.

Fall. Credits: 4.

Degree Requirements: F3.

Major Requirement: History of the United States

The city of Memphis has significantly shaped the broader experiences of people in the United States. This course provides an introduction to the major issues and themes that have formed the history of the city and its people. Using a variety of sources, the course explores the significant political, social, economic, and cultural changes that have taken place in the region from the 18th century to the present day.

250. Gender In United States History.

Fall. Credits: 4.

Degree Requirements: F3.

Major Requirement: History of the United States

This course examines gendered encounters between Native Americans and European colonizers; and gendered analyses of colonial and revolutionary American society; the rise of domestic sentimentalism; the institution of slavery, the Civil War and Reconstruction; industrialization and urbanization; war and economic depression. The development of American feminism and shifts in American ideologies of manhood and nationalism are also explored.

255. United States Political History, 1896-1960.

Fall. Credits: 4.

Degree Requirements: F3, F8.

Major Requirement: History of United States

As the United States began its rise to the status of superpower in the 20th century, Americans also began to fashion new political ideologies and policies to contend with changes in the expanding nation. Students in this course will examine the origins of modern liberalism in the Progressive Era, its rise and expansion during the New Deal, the challenges of 20th century conservatism, and political debates during World War II and the Cold War. In addition, the course will focus on changing campaign techniques, the importance of voting rights, and increased importance of international relations in American politics. (Course offered in alternate years, scheduled for 2013-2014.)

256. United States Political History, 1960 to the present.

Spring. Credits: 4.

Degree Requirements: F3, F8.

Major Requirement: History of United States

What was the lasting legacy of "The Sixties"? What was the "Reagan Revolution"? How did liberalism, one of the dominant ideologies of the 20th century America, get transformed into the "L" word in current political debates? This course will attempt to answer these and other questions surrounding modern American political history. Along with the emergence of the New Left and the New Right, students will examine the influence of race in political debates, the arguments over the size and scope of American government, and the direction of American politics in the 21st century. (Course offered in alternate years, scheduled for 2013-2014.)

261. Colonial Latin America.

Fall. Credits: 4.

Degree Requirements: F3

Major Requirement: History of Latin America

This course surveys the history of Latin America in the period before the Revolutions of Independence (before 1810). After studying the Native American (principally Aztec, Inca, Chibcha and Maya) and European (Spanish and Portuguese) civilizations that shaped the formation of colonial Latin American history, the conquest, the institutions and the social history/movements during this historical period will be addressed in a thematic fashion.

262. Contemporary Latin America.

Spring. Credits: 4.

Degree Requirements: F3

Major Requirement: History of Latin America

This course surveys the history of Modern Latin America from the period of Independence (1810-1824) to the present, addressing the economic and social development of the Latin American region. Certain themes, such as religion, poverty, violence and foreign intervention will be covered in depth. Feature films, recent literature and oral history testimony will serve as "tools" for understanding contemporary Latin America.

267. Modern Mexico.

Fall or Spring. Credits: 4.

Degree Requirements: F3.

Major Requirement: History of Latin America

This course is an introduction to the history of Mexico and we will study that nation's history from independence (the early 19th century) to the present. The course will move more or less in a chronological fashion with further focus on themes of importance (immigration, for example). (Course offered in alternate years.)

History 271. Africa before 1800.

Fall. Credits: 4

Major requirement: History of Africa/Middle East

This course will examine Africa from its early history to the end of eighteenth century, studying such topics as the rise and fall of Africa's ancient kingdoms, African peoples and their links with the outside world, the introduction of Christianity and Islam, and Africa in the era of slave trade. We will consider major political, economic, and social changes that took place in Africa during this period and examine the experiences of Africans. In particular, we will examine a wide range of social and cultural as well as technological and economic changes in Africa before the impact of outside contacts and influences. We will also explore the relationships between Africans and people living in other regions of the world, such as Europe and the Middle East. Our core themes in this course involve power, trade, and the production of social and cultural orders locally as well as the broader development of global systems around the African continent. We will deal primarily but not exclusively with regions now south of the formidable Sahara Desert, and the influence that Africa had on the edges of the Indian and Atlantic Oceans arenas. Students completing this course will develop a broad understanding of how various African societies evolved before 1800; discover the important position of precolonial Africa within local and global historical processes; interpret primary sources from major themes and episodes in African history within their own particular social, cultural, political, and economic contexts; and demonstrate the ability to analyze and discuss material dealing with Africa's past in writing.

History 272. Africa since 1800.

Spring. Credits: 4

Major requirement: History of Africa/Middle East

This course provides an introduction to the history of Africa since 1800 by examining important social, economic, political, religious, and environmental changes from 1800 to the present. Although we consider African engagement with Europe, this is not a course on Europeans in Africa or European colonialism; rather, we will explore the ways in which Africans have both responded to and created change over time. We will examine such developments as: the decline of the slave trade; Islamic revival and reform; European conflict and colonialism; urbanization and industrialization; the First and Second World War; decolonization and Pan-Africanism; nation building and the Cold War; famine and epidemics; authoritarian and democratic governance; and international aid and globalization. The course will also consider various themes, such as: African spiritual belief and practice; African political structures and economic systems; African attitudes towards Europe and empire; and African identities. By examining major historical transformation and themes in African history since 1800, students will acquire the means to understand contemporary African societies and their relationship with the wider world.

275. The Making of the Modern Middle East.

Fall. Credits: 4.

Degree Requirements: F3

Major Requirement: History of Africa/Middle East

This course is an introductory class to the history of the Middle East from Napoleon's invasion of Egypt in 1798 until the end of World War I. Investigating the history of this period provides the necessary backdrop for understanding the intellectual vibrancy and political turbulence of the Arab world in present day. The main question for consideration is which forces and what sort of transformations shaped the region over the course of the 19th and early 20th centuries. By exploring critical political, social, intellectual, and economic themes such as reforms, colonialism, Arab nationalism, and the impact of Zionism, we will identify the main internal and external forces and processes that shaped the modern Middle East. The course also examines the way historical discourse is formed.

276. Re-Making the Twentieth-Century Middle East.

Spring. Credits: 4.

Degree Requirements: F3

Major Requirement: History of Africa/Middle East

This course examines the history of Middle Eastern states and societies from World War I to the present, including the Arab countries as well as Iran, Israel and Turkey. The course surveys the main political, social, economic, and intellectual currents of the 20th-century

Middle East and provides a basis for understanding both the domestic and international politics of the region. Topics include imperialism, nationalism, state and class formation, religion, Orientalism, women, the politics of oil, the Arab-Israeli conflict, the Iranian revolution, the Gulf War and 9/11 and its aftermath.

281. East Asia in the Modern World.

Fall. Credits: 4.

Degree Requirements: F3

Major Requirement: History of Asia

This course presents a survey of the modern experiences of five different Asian nations: China, Japan, Mongolia, Korea, and Vietnam. The emphasis will be on the period from World War II to the present, to examine these different countries' experiences with nationalism, world war, civil war, revolution, and modernization along with the tenacity of tradition. The course also will examine the relationships among these nations and their significance in the modern world.

282. Traditional China.

Fall. Credits: 4.

Degree Requirements: F3, F9.

Major Requirement: History Asia, Period prior to 1500

Beginning with the earliest evidence of human civilization in the region, this course traces the emergence of political states within China and their eventual unification into a single empire, an institution that persisted for millennia. Throughout this process the development of literature, religion, philosophy, and material culture in Chinese society all played a role in shaping the character of China today.

283. Modern China.

Spring. Credits: 4.

Degree Requirements: F3, F9.

Major Requirement: History of Asia

For millennia the Chinese viewed their emperor as the Son of Heaven and their empire as the center of the world. Following Columbus and the Age of Exploration, however, in the sixteenth-century Europeans began arriving in China in unprecedented numbers, precipitating a crisis in Chinese society. This course examines the dynamics of China's relationship with the outside world and the subsequent transition that China made from empire to nation. Modernization continued in the twentieth century and with it came social revolution and conflict with the United States, a legacy that continues to inform our relationship with the world's most populous nation.

288. Japan since 1800.

Spring. Credits: 4.

Degree Requirements: F3, F9.

Major Requirement: History of Asia

This course is designed to provide the students with a general understanding of Japan's history since 1800. Topics in this course include general issues in the process of modernization such as industrialization, construction of mass culture, development of science and technology, and modern formation of everyday life. This course also focuses on particular issues in modern Japanese history such as the impact of the West, colonialism and imperialism, (post) war and democracy. Although this course is a general survey, it intends to challenge the constructed images of Japanese history and culture. For this purpose, issues on trans-national and trans-cultural history will be considered throughout the course.

293. Ancient and Medieval India.

Fall. Credits: 4.

Degree Requirements: F3

Major Requirement: History of Asia, Period prior to 1500

This course explores India from the era of the Indus civilization through the death of the Mughal Emperor Aurangzeb in 1707 CE. Topics include the Harappa culture, Aryan migrations and emergence of Hinduism, Gangetic culture and rise of the Mauryan and Gupta empires, Islamic invasions and creation of the Delhi sultanate, and the Vijayanagar Empire. The course concludes with a close examination of the rise and fall of the Mughal Empire, one of the world's greatest empires. Considerable attention will also be devoted to religious, social, and cultural developments, including the evolution of Hinduism, the caste system, Islamic culture in India, religious reform movements, and architecture. (Course offered in alternate years.)

294. Modern India.

Spring. Credits: 4.

Degree Requirements: F3

Major Requirement: History of Asia

This course surveys the history of South Asia following the collapse of the Mughal Empire in the early eighteenth century through the post-colonial period of the late twentieth century. Focus is on political, religious, and socio-economic developments such as the post-Mughal political order; the origins and nature of the British Raj; nationalism and the struggle for independence; religious revival and political identity; partition and its aftermath; and the post-colonial order in India, Pakistan, and Bangladesh. (Course offered in alternate years.)

300. The Historian's Craft: Methods and Approaches in the Study of History.

Fall, Spring. Credits: 4.

Degree Requirements: F2i.

This course introduces prospective history majors and minors to the experience of how historians perform their craft. Each seminar will address research methods, historical writing, and interpretive analysis. Students will be introduced to historiography, the use of primary sources, and ethical issues in writing history. Course work will culminate in an original research paper. An oral presentation will also be required of all students. Should be taken before or at the same time as 300- or 400-level seminars.

305. Advanced Seminar on Special Topics.

Fall or Spring. Credits: 4.

Advanced study of selected periods and topics in history. Varies with instructor. May be repeated for credit when topics vary.

Prerequisite or Corequisite: History 300 or the permission of the instructor.

307. Nature and War.

Fall or Spring. Credits: 4.

Major Requirement: Global/Comparative History

This course investigates how wars have shaped the natural environment and how nature has shaped war in the modern era. More than simply a look at the ravages of war on nature, this course considers the complex relationship between humans and the natural world. The various topics we will consider include chemical and biological warfare, repairing embattled landscapes, the growing military-industrial complex, disposing of nuclear waste, and the increasing number of conflicts over natural resources. Students will learn how to critically assess the ecological impact of war, as well as its societal and political repercussions. (Course offered in alternate years, scheduled for 2015-2016.)

Prerequisite or Corequisite: History 300 or the permission of the instructor.

309. Natural Disasters.

Fall or Spring. Credits: 4.

Major Requirement: Global/Comparative History

This course explores the histories of several "natural disasters" to discover how humans have understood and responded to environmental events beyond their control. The course begins with a conceptual conversation about the relationship between environment and society within the context of disaster, and then proceeds to explore the stories of several events -- such as hurricanes, earthquakes, floods, and fires. We will also consider how disasters are woven into the historical memories of various societies and used

as reference points to understand both the past and the future. Each student will conduct research and make a significant oral presentation as part of the course.

Prerequisite or Corequisite: History 300 or the permission of the instructor.

311. The Rise and Fall of Athens.

Fall or Spring. Credits: 4.

Major Requirement: History of Europe, Period prior to 1500

This course offers a comprehensive survey of the history of Athens from the age of Solon and the birth of democracy in the 6th century BCE to the tumultuous post-Peloponnesian War period (404-399), which saw the collapse of the Athenian empire, tyranny and foreign occupation, and the execution of its greatest citizen, Socrates. Particular attention will be paid to the major political, social, and cultural developments, as we try to understand the factors that contributed to the growth and decline of Athenian civilization. Among the many themes and topics we will examine are: the theory and practice of Athenian democracy; political dissent; imperialism and the Athenian empire; the rhetoric of war; work and leisure; the position of slaves, foreigners, and women in Athenian society; classical art and architecture; and tragedy as a “civic discourse.” (Course offered in alternate years.)

Prerequisite or Co-requisite: History 300 or the permission of the instructor.

312. The Fall of the Roman Republic.

Fall or Spring. Credits: 4.

Major Requirement: History of Europe, Period prior to 1500

Rome’s transition from Republic to Empire, when power shifted from the Senate and People to a single emperor, is one of the most well-known periods of Roman history, involving a number of famous characters: Julius Caesar, Cicero, Pompey, and Augustus. In this course, we will investigate the nature and causes of the fall of the Roman Republic. What was the Republic, and why did it end? How did Rome come to be ruled by emperors? Focusing especially on the last century BC, we will examine Roman politics and society to find answers to a question that has perplexed some of the greatest thinkers of the last two millennia: How does a proud and powerful republic fall into one-man rule? In the process, we will problematize the study of the “fall,” considering questions such as the following: Was the Roman Republic really so different from the Empire? What are the continuities between these two eras, and where does the break really occur? (Course offered in alternate years.)

Prerequisite or Corequisite: History 300 or the permission of the instructor.

313. The Roman Empire and Late Antiquity.

Fall or Spring. Credits: 4.

Major Requirement: History of Europe, Period prior to 1500

This course studies the end of the Ancient World and the emergence of the Middle Ages. We start with the Roman Empire at the peak of its power and proceed to study its dramatic crisis, transformation and eventual fall. The barbarian invasions, the diffusion of Christianity, the establishment of a powerful Catholic church, the emergence of new artistic traditions, and the rise of Islam are some of the themes covered in this wide-ranging survey. Students will have the opportunity to meet and understand characters such as Constantine, Attila the Hun, Augustine of Hippo, Justinian and Muhammad. (Course offered in alternate years.)

Prerequisite or Corequisite: History 300 or the permission of the instructor.

History 320. Modern Jewish Thought.

Fall. Credits: 4

History of Europe

Beginning with the heretic Spinoza, we’ll examine the giants of Jewish thought—religious reformers, philosophers, writers, and theologians wrestling with the challenges of modernity. Topics will include: the essence of Judaism; the nature of law; religion and the state; Jewish understandings of God and of evil; the status of women and non-Jews; and the legacy of the Holocaust. We’ll discuss the Jewish Enlightenment; Reform, Orthodox, Conservative and other Jewish denominations; Zionism and Israel; Jewish existentialism and the meaning of life; Jewish philosophical and theological responses to the Holocaust; and Jewish feminism.

327. Germany at War.

Fall or Spring. Credits: 4.

Major Requirement: History of Europe

This course explores the ways in which war has shaped modern Germany. Students examine the wars of German unification in the nineteenth century, the two world wars in the twentieth century, and the hostilities between East and West Germany during the Cold War. Our concern is not with tactics, battle history, or the deeds of great generals. Rather we consider the strains that war caused in Germany society, including the tensions between democracy and authoritarianism, the pressures of industrial might and socialist unrest, and conflicting notions of class, race, and citizenship. Students will become acquainted with how war serves as a lever of change in the making of a modern state. (Course offered in alternate years.)

Prerequisite or Corequisite: History 300 or the permission of the instructor.

342. Slavery in the United States.

Fall. Credits: 4.

Major Requirement: History of United States

The purpose of this course is to attain a fundamental knowledge of one of the most complex and controversial experiences in United States history. This course will examine various social, economic, and political factors in an attempt to explain why slavery developed as it did. Also, because slavery remained in the United States over such a long period (approximately 240 years), we will discuss how it changed over time. (Course offered in alternate years.)

Prerequisite or Corequisite: History 300 or the permission of the instructor.

History 345. Civil Rights in Memphis.

Fall or Spring. Credits: 4

Major requirement: History of the United States

This seminar will examine the origin, growth and development of the civil rights movement in Memphis. Using, music, documentaries, oral histories and secondary sources, students will consider the various political, social, cultural and economic dynamics that led to the creation of a movement in the Bluff City. Additionally, the course will focus on various organizations and individuals, and will seek to analyze the strategies they implemented in the pursuit of greater freedom. Students will also assess reactions to the movement in Memphis, and the complex legacy citizens of the city continue to contend with.

351. United States Constitutional History to 1865.

Fall. Credits: 4.

Major Requirement: History of United States

This course examines American constitutionalism from the colonial era through the Civil War. Topics include British constitutionalism, American revolutionary ideology, the Constitutional Convention, the early nineteenth-century Supreme Court's exercise of judicial review, and the new republic's attempts to deal with such issues as federalism, the separation of powers, the government's role in an expanding economy, and the fate of slavery in new territories. In contrast to a constitutional law course, this class is more concerned with how American constitutionalism both shaped and responded to larger political and social developments, and less concerned with the evolution of constitutional doctrine in and of itself. (Course offered in alternate years, scheduled for 2015-2016.)

Prerequisite or Corequisite: History 300 or the permission of the instructor.

352. United States Constitutional History since 1865.

Fall. Credits: 4.

Major Requirement: History of United States

This course examines American constitutionalism from the Reconstruction period to the present. In particular, the course focuses on the Supreme Court's interpretation of the constitutional issues surrounding Reconstruction and civil rights, industrialization and economic expansion, the rise of national regulatory power, and the expansion of individual rights. In contrast to a constitutional law course, this class is more concerned with how American constitutionalism both shaped and responded to larger political and social developments, and less concerned with the evolution of constitutional doctrine in and of itself. (Course offered in alternate years, scheduled for 2016-2017.)

Prerequisite or Corequisite: History 300 or the permission of the instructor.

360. Public History/Internship.

Spring. Credits: 4.

Degree Requirements: F11.

This course focuses on both the theory and practice of public history. The “theory” portion is covered in class sessions, while the “practice” occurs through an internship at a local archive, museum, or preservation agency. By the end of the semester, students should have a general understanding of how public historians practice their craft. To enroll, students must be approved in advance by the instructor and the Office of Career Services.

Prerequisite or Corequisite: History 300 or the permission of the instructor.

363. History of U.S.-Latin American Relations.

Spring. Credits: 4.

Major Requirement: History of Latin America

This course provides an examination of the history of United States - Latin American relations, beginning with tensions created by the Latin American Wars for Independence (1810-1824). U.S. priorities, dating from the Monroe Doctrine of 1823, are studied in light of specific policies and actions taken by the U.S. in the region. Specifically, the Mexican-American War, the Spanish-American War, the Good Neighbor and The Alliance for Progress will be examined in depth.

Prerequisite or Corequisite: History 300 or the permission of the instructor.

364. History of Religion in Latin America.

Spring. Credits: 4.

Major Requirement: History of Latin America

This course examines the history of religion and religious tradition in Latin America, beginning with an analysis of pre-Columbian religious history and study of the imposition of Christianity with the arrival of the Spaniards and Portuguese. Syncretic identity, politics and religion and the recent growth of evangelical Protestantism in Latin America will be some of the major themes addressed. (Course offered every third year.)

Prerequisite or Corequisite: History 300 or the permission of the instructor.

365. Infinite Border: The United States and Mexico in Historic Perspective.

Spring. Credits: 4.

Major Requirement: Global/Comparative

This course is designed as an introduction to historical awareness, historical thinking, and historical methodology. Our objective is to understand how the history of the Border (the border separating the United States and Mexico) has shaped political, economic, historic and cultural realities, for centuries, at a place that's neither fixed nor clear. Students will study primary documents, read essays/literary accounts, and view films to arrive at a more complete understanding of the history, tragedy and possibility of the border.

Prerequisite or Corequisite: History 300 or the permission of the instructor.

375. Islamic History and Civilization.

Fall or Spring. Credits: 4.

Major Requirement: History of Africa/Middle East, Period prior to 1500

This course is a thematic introduction to many of the events, figures, texts and ideas that have been central to Islamic thought and identity over the centuries. While we will study many major historical events, particularly in the early centuries of the Islamic era, the course is not intended as a comprehensive historical survey; instead, we will focus on some of the pivotal moments that have been most meaningful in the eyes of later generations of Muslims. (Course offered in alternate years, scheduled for 2013-2014.)

Prerequisite or Corequisite: History 300 or the permission of the instructor.

385. Nomads of Inner Asia.

Fall. Credits: 4

Major requirement: History of Asia, Period prior to 1500

This course examines the history of the pastoral nomadic peoples who have inhabited the Eurasian steppe region since early times, with particular attention paid to the creation of nomadic empires and their relations with sedentary neighbors in China, Europe, and the Middle East. The course will focus on the histories of the Scythians, Xiongnu, Huns, Turks, and Mongols.

Prerequisite or Corequisite: History 300 or the permission of the instructor.

History 389. The Vietnam War.

Fall or Spring. Credits: 4

Major requirement: Global/Comparative History

The Vietnam War remains a challenging subject. The profound impact that it had on the major combatant nations (Vietnam and the United States) continued to be felt long after the war had concluded. This course examines the Vietnam War through many lenses – social, cultural, and political – in an effort to gain a holistic understanding of this important and defining historical experience. We will approach the subject from multiple perspectives: not only those of the major combatants but also those of other important “players” such as the People’s Republic of China, the Soviet Union, and the neighboring nations of Southeast Asia. In addition to a consideration of the war itself we will examine the causes of the conflict (including a discussion of French colonization, Japanese occupation, rising nationalism in Southeast Asia, and conflicting notions of Vietnamese nationalism), the war’s role in global politics and the Cold War, and its long-term consequences.

391. Gandhi.

Fall or Spring. Credits: 4.

Major Requirement: History of Asia

This course explores the life and thought of Mohandas Gandhi. It traces his transformation from an insecure Hindu aping British culture to a self-confident Indian leading a nationalist revolt that captivated the world. This transformation is used to examine larger currents in Indian history, such as the nature of cultural imperialism, the emergence of Hindu nationalism, and the story of India’s independence movement. Attention is also directed at Gandhi’s views on Hindu-Muslim relations, the emergence of Pakistan, and plight of the so-called Untouchables. The origins, nature, and problems of his theory of non-violent resistance are also explored. The course concludes with a brief examination of what happened to Gandhi’s ideas after Indian independence. (Course offered in alternate years.)

Prerequisite or Corequisite: History 300 or the permission of the instructor.

395. The Imperial Idea.

Fall or Spring. Credits: 4.

Major Requirement: Global/Comparative History

The past two decades have witnessed an explosion of scholarly interest in European imperialism as a cultural and intellectual phenomenon. This course examines some of the main currents of this trend, focusing on the modern period and the British empire, which has drawn the lion’s share of attention. The course will begin by examining how leading intellectuals in Europe and its colonies engaged the idea of empire; the authors we will read may include John Locke, J. G. Herder, Edmund Burke, J. S. Mill, George Orwell, and Frantz Fanon. After this, the course will turn to critical studies of empire emanating from those engaged in literary discourse theory and postcolonial studies. (Course offered in alternate years.)

Prerequisite or Corequisite: History 300 or the permission of the instructor.

405. Advanced Seminars on Special Topics.

Fall or Spring. Credits: 4.

Advanced research seminars in selected topics in history. Varies with instructor. May be repeated for credit when topics vary.

Prerequisite or Corequisite: History 300 or the permission of the instructor.

427. The Great War.

Fall or Spring. Credits: 4.

Major Requirement: Global/Comparative History

This course explores the comprehensive impact of the First World War from a global perspective. We will examine how aspects of the international system led to the outbreak of war in August 1914, the experience of war around the world, interactions between civilians and soldiers, the tensions between minorities and authorities, atrocities and genocide, and the attempt to establish a lasting peace in 1919. Central to the course will be the ways in which the Great War shaped the twentieth century. (Course offered in alternate years, scheduled for 2013-2014.)

Prerequisite or Corequisite: History 300 or the permission of the instructor.

428. Fascist Europe, 1918-1945.

Fall or Spring. Credits: 4.

Major Requirement: History of Europe

This seminar investigates one of the most tumultuous eras in European history by exploring the political and cultural development known as "fascism." Radicalized by World War and Depression, adherents of this new political philosophy gained control of several European countries and transformed them from liberal democracies to totalitarian states. Concentrating on culture and society, we will explore why and how such groups came to power in countries including Italy and Germany, what fascists believed, the elements of their programs, and the legacies they left behind. (Course offered in alternate years.)

Prerequisite or Corequisite: History 300 or the permission of the instructor.

429. Europe since 1945.

Fall or Spring. Credits: 4.

Major Requirement: History of Europe

This course examines various aspects of European culture, politics, and society since World War II. In particular, we investigate the legacies of war and Holocaust; the creation and collapse of Cold War era communism; Europe's relations with the rest of the world through decolonization, immigration, and globalization; and multiple challenges to Western value systems. Students are expected to read numerous works of historical scholarship, write a substantial analytical essay, participate actively in class discussion, and give oral presentations in class. (Course offered in alternate years.)

Prerequisite or Corequisite: History 300 or the permission of the instructor.

434. The Early Republic of the United States, 1789-1846.

Fall or Spring. Credits: 4.

Major Requirement: History of United States

This seminar examines the political, social, and cultural history of the United States from the adoption of the Constitution in 1789 through 1846. Particular attention is given to the constitution-making the politics, religious revivalism and social reform, the formation of an American culture, the rise of northern capitalism, and the rise of sectionalism. (Course offered in alternate years.)

Prerequisite or Corequisite: History 300 or the permission of the instructor.

435. The American Civil War and Reconstruction Era, 1846-1877.

Fall or Spring. Credits: 4.

Major Requirement: History of United States

This seminar will investigate the political, social, and constitutional developments surrounding the American Civil War. Topics include the development of antebellum society in the North and South, the rise of sectional political tensions, the social impact of the war on black and white Americans, and post-war attempts to reconstruct the social, political, and constitutional order. (Course offered in alternate years.)

Prerequisite or Corequisite: History 300 or the permission of the instructor.

436. The Origins of Modern America, 1877-1918.

Fall or Spring. Credits: 4.

Major Requirement: History of United States

This seminar deals with the social, economic, political, and constitutional development of the United States from the Reconstruction Era through the end of World War I. Topics include the rise of a corporate capitalist economic order, the creation of a post-Reconstruction southern identity, tensions between black and white Americans, the United States' involvement in Europe's Great War, and the rise of the national regulatory state. (Course offered every third year.)

Prerequisite or Corequisite: History 300 or the permission of the instructor.

439. Recent History of the United States.

Fall or Spring. Credits: 4.

Major Requirement: History of United States

This seminar examines the evolution of American society since 1945. Special attention is given to the Cold War, political developments, and the cultural transformation of the 1960s and 1970s, and the resurgence of conservatism. (Course offered in alternate years.)

Prerequisite or Corequisite: History 300 or the permission of the instructor.

441. Interpretive Issues in Native American History.

Fall or Spring. Credits: 4.

Major Requirement: History of United States

This seminar explores significant issues in the history of Native North Americans, in both Canada and the United States. Topics include Indians and race relations in the American South, public health crises and revitalization movements, the intersections of tribalism and capitalism, Indian military service in Vietnam, and powwow cultures in the twentieth and twenty-first centuries. (Course offered every third year.)

Prerequisite or Corequisite: History 300 or the permission of the instructor. History 341 recommended.

445. Gender in the American West.

Spring. Credits: 4.

Major Requirement: History of United States

This seminar investigates changing gender systems in the trans-Mississippi West, from early contact between European and Native peoples through twentieth-century industrial migrations. Major themes include human interactions with the natural environment, the convergence of cultures, conquest and colonization, the expansion of capitalism, and their impact on gender systems. Students will consider the nature of gender on 'frontiers' of individual and community transformation, as well as problematic connections between the politics of gender in the West and the imagined West of myth and lore. (Course offered in alternate years.)

Prerequisite or Corequisite: History 300 or the permission of the instructor.

446. Gender in Nineteenth-Century America.

Fall or Spring. Credits: 4.

Major Requirement: History of United States

This course will explore how Americans of different races, cultures, regions, and classes allocated responsibility and power to men and women. Topics include how the expansion of market capitalism, encounters between native peoples and colonizers, the growth of chattel slavery, the Civil War and industrialization transformed gender relations, as well as changing ideologies of masculinity and femininity. Sources will include scholarly monographs, first-hand narratives, maps, popular literature, photographs, and fiction, as well as painting and advertising from the period. (Course offered in alternate years.)

447. African American Activism.

Fall, Spring. Credits: 4.

Major Requirement: History of United States

This course is a survey of African American activism in the United States from 1830 to the middle of the twentieth century. During the semester, we will cover a range of issues and topics, many of which will challenge traditional notions of what constitutes "activism". The

course is primarily structured chronologically, which means that we will cover several dominant themes of African American history, such as resistance to slavery, life in the Jim Crow South, racial violence, black institution building, cultural responses to oppression, and the beginning years of the civil rights movement. Throughout the course, we will use primary documents, books, oral histories, music and websites to further illumine the themes, people and events that make up the content of the course. In our explorations, it is important to remember at least two points: first, that there has always been a movement for black self-determination, participation and recognition in American society, in short, a civil rights movement; and second, that the record of African American sources must be read with this in mind. (Course offered in alternate years.)

Prerequisite or Corequisite: History 300 or the permission of the instructor.

449. Collecting Memphis Histories.

Spring. Credits: 4.

Major Requirement: History of the United States

Memphis is one of the most fascinating cities in the United States, with a rich and complex history that has not yet been fully explored. In this class, students have an opportunity to help tell that story by conducting oral histories with community members and using them as the foundation for an extended research paper. Additionally, students will gain a more general familiarity with the oral-history process. How and why do historians conduct them? What makes them good or bad? How can we effectively use oral histories in our scholarship? By examining these questions (and others) in a Memphis-specific context, students will both enrich their understanding of the historian's process and significantly add to the historical record of Rhodes' home city.

456. Cold War America.

Spring. Credits: 4.

Major Requirement: History of United States

This course surveys the United States' involvement in the Cold War and how conflict with the Soviet Union shaped postwar international affairs, domestic politics, and American culture society. Students will learn about the rise of the Soviet-American global rivalry and how this competition played itself out in different theatres. Readings will cover the growth of tensions over issues like the Truman Doctrine or Communist control of Vietnam, as well as Cold War nuclear politics. Further, the course will examine Cold War culture in the United States and discuss issues of consensus and dissent in American society. (Course offered every third year.)

Prerequisite or Corequisite: History 300 or the permission of the instructor.

461. Internship.

Fall, Spring. Credits: 2.

Directed internship in law, business, government, or the non-profit sector. To enroll, students must be approved in advance by the instructor and the Office of Career Services. (Does not fulfill the requirements of the major or minor. Taken pass-fail only.)

475. Colonial Encounters in North Africa.

Spring. Credits: 4.

Major Requirement: History of Africa/Middle East

The history of modern North Africa, or the Maghrib, has been deeply marked by the experience of colonization. To understand the contemporary Maghrib, one has to study its colonial past and its lasting impact on post-independence states and societies. We will approach the colonial experience of the Maghrib as a colonial encounter between colonizers and colonized. We will critically examine these clear-cut categories and we will seek to identify the processes by which these categories were mutually shaped in intimate engagement and opposition. Through engagement with different themes relating to the colonial experience of the Maghrib and its aftermath, the course will take us from the beginning of the 19th Century to the late 20th Century.

Prerequisite or Corequisite: History 300 or the permission of the instructor.

481. Cold War in East Asia.

Fall. Credits: 4.

Major Requirement: History of Asia

By reexamining the history and politics of the Cold War in East Asia, this course aims to broaden our understanding of post WW II and contemporary East Asian society and culture. Instead of following the conventional interpretation of the Cold War as ideological and political conflicts between the United States and the Soviet Union, this course focuses on how major historical changes in East Asia – Japan’s surrender in 1945, Mao’s Communist China, two “hot wars” (the Korean War and the Vietnamese War) – shaped ideology-oriented socio-cultural spaces and regulated everyday life in East Asia. Another task of this course is to relate the history of the Cold War to contemporary issues in East Asia such as the rise of China, nuclear crisis in North Korea and post- Cold War East Asian regional community.

Prerequisite or Corequisite: History 300 or the permission of the instructor.

485. Senior Seminar.

Fall, Spring. Credits: 4.

The senior seminar is an examination of important themes and issues in the study and writing of history, as seen through selected representative works drawn from diverse fields of historical investigation.

Emphasis will be on reading and discussion, with both written analyses and oral presentations required. (Open only to senior history majors.)

490. Directed Research.

Fall, Spring. Credits: 4.

Under the direct supervision of a faculty member, a student may pursue a research project of his/her own design. The student must produce a substantive research paper in which he/she engages substantially with primary sources. The paper should result in either a conference presentation or submission for publication. This course can substitute for one of the 400-level courses required for the major, but may not be repeated for credit. Must be arranged between a faculty member and a student.

Prerequisite: History 300 and the permission of the instructor.

495-496. Honors Research.

Fall, Spring. Credits: 4.

Must have departmental approval before undertaking Honors Research. (Does not fulfill the requirements of the major or minor.)

History: Faculty and Staff

Professors

Michael R. Drompp. 1989. Professor. B.A., M.A., and Ph.D., Indiana University. (East Asian history, China and Japan, Inner Asian history.)

Dee Garceau. 1995. Professor. B.A., Nasson College; M.A., Washington State University; Ph.D., Brown University. (Gender in the North American West, Native American, gender in North America.)

Timothy S. Huebner. 1995.. The Irma O. Sternberg Professor of History. B.A., University of Miami; M.A. and Ph.D., University of Florida. (U.S. South, nineteenth century, U.S. constitutional/legal history.)

Jonathan Judaken. 2011. The Spence Wilson Chair in the Humanities. B.A. University of California, San Diego; M.A. and Ph.D. University of California, Irvine (Modern Europe, cultural and intellectual history.)

Lynn B. Zastoupil. 1988. B.A., Dickinson State College; M.A., University of Texas; Ph.D., University of Minnesota. (Modern Britain, India, European intellectual history.)

Associate Professors

Jeffrey H. Jackson. 2000. Chair. The J. J. McComb Chair in History B.S., Vanderbilt University; Ph.D., University of Rochester. (Modern Europe, France, cultural history, natural disasters.)

Michael J. LaRosa. 1995. B.A., George Washington University; M.A. and Ph.D., University of Miami. (Contemporary Latin America, Colombia, church history.)

Charles W. McKinney. 2004. B.A., Morehouse College; M.A. and Ph.D., Duke University. (African-American history, civil rights studies, twentieth-century United States.)

Robert F. Saxe. 2003. B.A., Reed College; Ph.D., University of Illinois. (Twentieth-century United States, political history, war and society.)

Etty Terem. 2008. B.A. and M.A., Tel Aviv University; Ph.D., Harvard University. (Modern Middle East and North Africa, Islamic law and society.)

Tait S. Keller. 2008. B.A., University of Rochester; M.A. and Ph.D., Georgetown University. (Environmental history, modern Europe, Germany.)

Assistant Professors

Hannah Barker. 2014. B.A. University of Chicago; M.A., M.Phil., and Ph.D., Columbia University. (medieval.)

Ryan Johnson. 2014. B.A. University of Iowa; M.Sc. Imperial College, London; Ph.D. University of Oxford. (science and medicine, modern Africa.)

Seok-Won Lee. 2011. B.A., and M.A., Yonsei University; Ph.D. Cornell University. (Modern East Asia.)

Marco Cabrera Gesserick. 2016. M.A. and Ph.D., Arizona State University. (Latin America.)

Staff

Patti Fox. Departmental Assistant.

Honors in History

1. Completion of all requirements for a Bachelor of Arts degree in History, as well as a minimum overall grade point average of 3.50 and a minimum history grade point average of 3.50.
2. Completion of History 495-496.
3. Completion of a major research project, culminating in a research paper and an oral presentation. The student normally begins preparing a proposal by taking a directed inquiry in the spring of the junior year. The formal research proposal must be accepted by the Department early in the student's senior year. The project must be completed and approved by the supervising committee by April.

Requirements for a Major in History

A total of 11 courses (44 credits) as follows:

1. History 300 (The Historian's Craft)
2. History 485 (Senior Seminar)
3. Nine (9) additional courses at the 100, 200, 300, and 400 levels, selected according to the following principles:
 - a. Of the nine courses, no more than one may be taken at the 100 level.
 - b. Of the nine courses, at least two must be seminar courses at the 300 level.
 - c. Of the nine courses, at least two must be seminar courses at the 400 level.
 - d. Of the nine courses taken at all levels, at least one must be taken in five of the six areas listed below:
 - i. History of Asia
 - ii. History of Europe
 - iii. Global/Comparative History
 - iv. History of Latin America
 - v. History of North Africa/Middle East
 - vi. History of the United States
 - e. Of the nine courses taken at all levels, at least one must concentrate in the period prior to 1500 CE. The following courses meet that requirement: History 211, 212, 213, 282, 293, 311, 312, 313, 315, 375, 414, and 415. (There may be special topics as well.)
 - f. Humanities 201 (History Track) counts as a 200-level history course, although it does not fulfill one of the area requirements listed above.

Credit earned through AP or IB does not fulfill the requirements of the major or minor but does count toward the 128 credits required for graduation.

Requirements for a Minor in History

A total of 5 courses (20 credits) selected according to the following principles:

1. No more than one course at the 100 level.
2. At least two courses at the 300 or 400 level.
3. At least one course in each of three of the following areas:
 - a. History of Asia

- b. History of Europe
- c. Global/Comparative History
- d. History of Latin America
- e. History of North Africa/Middle East
- f. History of the United States

Credit earned through AP or IB does not fulfill the requirements of the major or minor but does count toward the 128 credits required for graduation.

Interdisciplinary Study

Africana Studies

Program Committee:

(Addition): **Evelyn Perry, Department of Anthropology and Sociology**

Africana Studies

The mission of the interdisciplinary Africana Studies Program at Rhodes is to understand and appreciate the integral yet distinct experiences of people of African heritage throughout the world.

Africana Studies: Program Committee

Charles McKinney, Department of History, Chair

Ernest Gibson, Department of English

Kendra Hotz, Department of Religious Studies

Luther Ivory, Department of Religious Studies

Susan Kus, Department of Anthropology/Sociology

Robert Saxe, Department of History, Associate Chair

Katheryn Wright, Department of Modern Languages and Literatures

Requirements for a Minor in Africana Studies

A total of twenty-four (24) credits as follows:

1. History 242: African American History, or History 105: Selected Topics in African American History
2. Five additional courses chosen from the following three categories. No more than three courses are to be chosen from either category A or B, one of which must be at the 300-level. Courses regularly offered include:
 - A. Humanities and Fine Arts
 1. Art 265: Topics in Art History (when primary focus of course is related to Africana Studies)
 2. English 224: Introduction to African American Poetry in the United States
 3. English 265: Topics in English (when primary focus of course is related to Africana Studies)
 4. English 364: African American Literature
 5. English 375: Topics in Postcolonial Literature
 6. French 154: African Literatures of French Expression in Translation
 7. French 354: African Literatures in French
 8. History 105: Selected Topics in History (when primary focus of course is related to Africana Studies)
 9. History 205: Selected Topics in History (when topic is related to Africana studies)
 - B. History
 10. History 242: African American History
 11. History 243: The Civil Rights Movement
 12. History 247: The American South
 13. History 305: Selected Topics in History (when primary focus of course is related to Africana Studies)
 14. History 342: Slavery in the United States
 15. History 349: Black and White Women in the History of the South
 16. History 405: Topics in History (when topic is Africana studies)
 - C. Music and Philosophy
 17. Music 105: Topics in Music (when primary focus of course is related to Africana Studies)
 18. Music 118: African American Music
 19. Philosophy 250: Topics in Philosophy (when topic is Africana studies)
 20. Philosophy 255: Philosophy of Race

21. Religious Studies 232: Social Issues in Ethical and Religious Perspective (when primary focus of course is related to Africana Studies)
 22. Religious Studies 258: Topics in the History of Religions (when primary focus of course is related to Africana Studies)
 23. Religious Studies 259: Topics in the History of Christianity (when primary focus of course is related to Africana Studies)
 24. Religious Studies 451-452: Research in Religious Studies (when primary focus of course is related to Africana Studies)
- B. Social Sciences
1. Anthropology/Sociology 211: Peoples of Sub-Sahara African and Madagascar
 2. Anthropology/Sociology 331: Race and Ethnicity in American Society
 3. Anthropology/Sociology 451/452: Research Seminar (when primary focus of course is related to Africana Studies)
 4. International Studies 251: Government and Politics of Africa
 5. International Studies 252: The Politics of African Unity
 6. International Studies 253: Ethnic Conflict in Africa
 7. International Studies 265: Topics in International Studies (when topic is Africana studies)
 8. Political Science 200: Urban Politics and Policy
 9. Political Science 230: Black Political Thought
 10. Psychology 105: Special Topics in Psychology (when topic is Africana studies)
 11. Psychology 408: Advanced Topics (when primary focus of course is related to Africana Studies)
- C. Internships (as approved by the departments and chair of the Africana Studies program committee) Students are strongly encouraged, but not required, to complete a semester-length internship at an approved site.
1. Anthropology/Sociology 460
 2. History 360/461
 3. Music 460
 4. Political Science 460
 5. Psychology 460
 6. Urban Studies 460
 7. Religious Studies 460

Archaeology

Archaeology at Rhodes involves ground-level, empirical techniques such as survey and excavation to recover material remains, as well as the application of scientific and statistical methods to the study of material culture.

Archaeology: Course Offerings

ARCE 120: Field Research in Environmental Archaeology

Summer, Credits: 4.

Degree Requirement: F7, F11.

This course and accompanying lab focus on a scientific understanding of the biological and geological methods and theories that are relevant to human/environmental interaction in pre-historic and historic sites of human occupation. Research questions to be discussed involve three major areas of study: 1) relationships between site formation processes, environmental change and human activity; 2) plant and animal domestication and exploitation; and 3) methods for dating artifacts. The class and lab are held in May and early June at the Ames Plantation in Tennessee. Enrollment is limited; students must apply for acceptance through the director of the Archaeology Program.

210. Learning from Things: Material Culture Studies.

Spring, Credits: 4.

While we are symbol users and inhabitants of imagined worlds, we are also tool makers whose hands are “dirtied” in manipulating the world. This course will focus attention on our “materiality” and our engagement with the material world. Examples of material culture studies will be drawn from such disciplines as archaeology, anthropology, geography, history, art history, folklore, popular culture, architecture, and museum studies. Material culture studies, while a rich source of information is also a challenging arena for the study of individuals, societies and cultures because objects neither “speak” unambiguously nor directly to us. Students will come to appreciate how astute observation underpinned by theoretical acumen and the clever framing of questions can allow us to “learn from things.” This course is cross-listed as Anthropology/Sociology 290.

220. Archaeological Methods.

Credits: 4.

This class will examine how we use archaeological materials to learn about past societies by studying the traces that their inhabitants left behind. Students will explore the range of methods used in the field, laboratory, and museum to find, record, date, preserve, contextualize, and interpret material culture. Basic methods of investigation and research will be discussed through the examination of site survey, excavation, and the analysis of artifacts. Students will be introduced to various systems of archaeological classification and analytical techniques for understanding objects such as lithic artifacts, pottery, human skeletal remains, and other historic and prehistoric artifacts. Artifact illustration, photography, cataloguing, and curating will also be discussed. This course is cross-listed as Anthropology/Sociology 254.

450. Archaeological Field School.

Summer, Credits: 4.

Degree Requirement: F11.

A supervised training course (ordinarily in the summer) in archaeological methods at a controlled excavation. Students will live on the site and participate as crewmembers in the excavation, registration, restoration and publication of archaeological remains. Most students will participate in the Rhodes summer field school at the Ames Plantation, but alternative field schools in the USA or abroad are acceptable alternatives pending the approval of the chair of the Archaeology Program.

460. Internship.

Credits: 4.

A supervised learning experience involving archaeological and/or material culture studies out of state, abroad, or in the community outside of the college. This may include museums, laboratories, cultural resource management firms, cultural conservation projects, historical landmarks, surveying firms, etc. The student and the faculty advisor will devise the program of field work and submit it for approval to the chair of the Archaeology Program.

Archaeology: Program Committee

Miriam Clinton, Department of Art and Art History

Dee Garceau, Department of History

Kimberly Kasper, Department of Anthropology and Sociology

Susan Kus, Department of Anthropology and Sociology, Chair of the Archaeology Program

Jeanne Lopiparo, Department of Anthropology and Sociology

Milton Moreland, Department of Religious Studies

Kenny Morrell, Department of Greek and Roman Studies

Jon Russ, Department of Chemistry

Susan Satterfield, Department of Greek and Roman Studies

Requirements for a Minor in Archaeology

A total of twenty-four (24) credits as follows:

1. Archaeology 210 or Anthropology 290: Learning from Things: Material Culture Studies.
2. Archaeology 220 or Anthropology 254: Archaeological Methods or Art 220 Classical Archaeology
3. Three courses that deal with archaeological issues offered in various departments. At least two departments must be represented to satisfy this requirement. A list of current courses is available each semester. The following courses are representative offerings that satisfy this requirement.
 - Anthropology/Sociology 202: Understanding the Past: Archaeological Perspectives on Culture
 - Anthropology/Sociology 207: Archaeology of Sex and Gender
 - Anthropology/Sociology 221: North of the Rio Grande: Indigenous People of North America
 - Anthropology/Sociology 224: Latin America before 1492
 - Anthropology/Sociology 265: Selected Introductory Topics in Anthropology and Sociology (when subject matter pertains to Archaeology)
 - Anthropology/Sociology 271: Ecological Anthropology
 - Anthropology/Sociology 275: Food and Culture
 - Anthropology/Sociology 325: The Maya and Their World
 - Anthropology/Sociology 327: Gender and Power in Latin America
 - Art 209: Art and Architecture of the Ancient Near East

Art 218: Greek Art and Architecture

Art 219: Roman Art and Architecture

Art 265: Topics in Art (when subject matter pertains to Archaeology)

Art 353: Art and Life in Pompeii

Chemistry 107: Chemistry and Archaeology

Greek and Roman Studies 361: GIS and Mediterranean Archaeology

Religious Studies 260: Archaeology and the Biblical World

Religious Studies 276-277: Selected Topics in Hebrew/Bible/Old Testament (when subject matter pertains to Archaeology)

Religious Studies 285-286: Selected Topics in New Testament (when subject matter pertains to Archaeology)

4. A choice of one course from the following three options.

Archaeology 120: Field Research in Environmental Archaeology

Archaeology 450: Archaeological Field School

Archaeology 460: Internship

Asian Studies

The political, economic, and cultural importance of the nations of Asia grows every year and the Asian Studies Program promotes the understanding of Asia's historical, cultural, political, and economic role in the world.

Asian Studies: Course Offerings

150. Themes in Asian Studies.

Fall or Spring. Credits: 4.

This introductory course examines the historical and cultural experiences of various peoples of Asia through a thematic approach. The course takes a comparative approach to a particular topic that reflects important forces that have had an impact throughout Asia. By examining a broad theme that has had resonance throughout Asia, the student will develop an appreciation for the complexity and diversity of Asian cultures while at the same time exploring common forces that have shaped those cultures. Such themes could include the development of Buddhism in Asia, comparative approaches to Asian theatre, and the history of Asian societies' experiences with Western political and economic expansionism.

Asian Studies: Program Committee

Chien-Kai Chen, Department of International Studies

Michael R. Drompp, Department of History

Li Han, Department of Modern Languages and Literature

John C. Kaltner, Department of Religious Studies

Seok-Won Lee, Department of History

David Mason, Department of Theatre, Chair

Mark W. Muesse, Department of Religious Studies

John E. Murray, Department of Economics

Chia-rong Wu, Department of Modern Languages and Literature

Lynn B. Zastoupil, Department of History

Requirements for a Minor in Asian Studies

A total of twenty (20) credits as follows:

1. One "Primary" Asian Studies course.
2. One "Secondary" Asian Studies course offered by a department other than that which provided the course that fulfilled the "Primary" requirement.
3. Three additional, 200+ level, approved Asian Studies courses.

"Primary" Asian Studies Courses

History 105: Revolutions and Revolutionaries in Modern East Asia

History 105: World War II in Asia

History 105: The Mongol World Empire

History 105: The Two Koreas, Past and Present

Art 165: Survey of Asian Art

Chinese 206: Introduction to East Asian Cultures
 Chinese 214: Introduction to Chinese Culture
 Chinese 216: Asian Urbanization Through Cinema*

History 282: Traditional China
 History 283: Modern China
 History 287: Traditional Japan
 History 293: Ancient and Medieval India

International Studies 261: Government and Politics of China
 International Studies 263: Comparative Political Economy of East Asia

Religious Studies 255: Religions of Asia
 Religious Studies 258/Philosophy 250: Asian Philosophies

"Secondary" Asian Studies Courses

Chinese 205: Modern Chinese Literature in Translation
 Chinese 215: Gender in Chinese Literature
 Chinese 220: Contemporary Chinese Cinema

History 205: The Vietnam Wars
 History 282: Traditional China
 History 283: Modern China
 History 287: Traditional Japan
 History 288: Japan Since 1800
 History 293: Ancient and Medieval India
 History 294: Modern India

International Studies 262: China's Foreign Policy
 International Studies 263: Comparative Political Economy of East Asia
 International Studies 264: China-Taiwan-US Relations

Religious Studies 255: Religious Traditions of India
 Religious Studies 255: Religions of Asia
 Religious Studies 258: Buddhism, Up to Now
 Religious Studies 258/PHIL 250: Asian Philosophies
 Religious Studies 258: Spirituality West and East

Additional Asian Studies Courses

History 385: Nomads of Inner Asia
 History 391: Gandhi
 History 481: Cold War in East Asia

Theatre 360: Theatre In India

Biochemistry and Molecular Biology

Biochemistry and Molecular Biology (BMB) is an interdisciplinary major that allows students to study life at the molecular level under the guidance of faculty drawn from the departments of Biology, Chemistry, and Mathematics & Computer Science.

Biochemistry and Molecular Biology: Course Offerings

310. Methods in Biochemistry and Cell Biology.

Fall. Credits: 4.

This course provides instruction in the theory and application of a variety of research techniques dealing with the structure and function of proteins in biological systems. Students will gain practical laboratory experience in procedures including chromatographic separation of proteins, spectrophotometric protein assays, kinetic characterization of enzymes, polyacrylamide gel electrophoresis, antibody production, enzyme-linked immunosorbent assays (ELISA), immunoblotting, and fluorescence microscopy. Additional experience will be gained in the practical application of computer-based bioinformatics tools for characterizing proteins based on their amino acid or

gene sequences, as well as on mass-spectrometric analysis of peptide fragment fingerprints. This course can count as laboratory credit to accompany Biology 307 or Chemistry 414 or both. One hour of lecture and three hours of laboratory per week plus independent work.

Prerequisites: Chemistry 120-120L 211 and Biology 130-131L; or the permission of the instructor.

451-452. Research in Biochemistry and Molecular Biology.

Fall, Spring. Credits: 1–4.

Qualified students may conduct original laboratory research in biochemistry and molecular biology. A student may use four credit hours of research to satisfy one of the upper level requirements in Biochemistry and Molecular Biology. Interested students should consult a Biochemistry and Molecular Biology committee member. Prerequisites: the permission of a sponsoring faculty member and the Biochemistry and Molecular Biology committee. At least three hours of lab work per week per credit, weekly conferences with faculty sponsor, written report at the end of the semester.

460. Internship.

Fall, Spring. Credits: 1-4.

The Internship Program is designed to introduce students to practical applications of their academic work. Students may work off campus under professional supervision in fields related to the biochemical and molecular biological sciences, such as in bioinformatics and biotechnology. Students will be required to integrate academic and work experiences in an oral and/or written report at the end of the internship. No more than 4 credits per semester for no more than two semesters. Pass/Fail credit only. This course does not satisfy an upper level course requirement for the major.

Prerequisites: Permission of the Biochemistry and Molecular Biology Committee chair.

485-486. Senior Seminar.

Spring. Credits: 4.

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

Prerequisites: Completion of the required courses or the permission of the instructor.

495-496. Honors Tutorial.

Fall, Spring. Credits: 4-8.

Open to candidates for honors in Biochemistry and Molecular Biology. Includes supervised honors research and instruction in an appropriate field of study. Prerequisites: Permission of the Biochemistry and Molecular Biology Committee and Minimum GPA of 3.5.

Biochemistry and Molecular Biology: Program Committee

Terry Hill, Department of Biology

Loretta Jackson-Hayes, Department of Chemistry

Mary Miller, Department of Biology, Chair

Larryn Peterson, Department of Chemistry

Honors in Biochemistry and Molecular Biology

1. Courses required: those listed for the B. S. degree in Biochemistry and Molecular Biology as well as the Honors Tutorial (BMB 495 and BMB 496).
2. Permission of the Biochemistry and Molecular Biology Program Committee.
3. An original investigation of some problem in the area of Biochemistry and Molecular Biology. This project is usually related to work being carried out by members of the faculty affiliated with the Biochemistry and Molecular Biology Major. The project may also be carried out off campus, with the careful guidance of a BMB faculty member liaison for the project.
4. A credible thesis must be presented at the end of the project. The honors project and thesis must be approved by the student's honors committee, which should be comprised of at least three members of the faculty, two affiliated with the Biochemistry and Molecular Biology Major, and one from outside of the program.

Requirements for a Major in Biochemistry and Molecular Biology Leading to the B.S. Degree

Courses required for the BMB major that are appropriate for the fall semester of the first year include Chemistry 120-120L and Biology 130-131L. Students considering taking both Chemistry 120-120L and Biology 130-131L in the fall semester of the first year should consult a BMB advisor.

A total of fifty-three to fifty-six (53-56) credits as follows:

1. Chemistry 120-125L (Foundations in Chemistry), 211, 212-212L (Organic Chemistry with laboratory), and 240-240L (Analytical Chemistry with laboratory)
2. Biology 130-131L (Biology I with laboratory)
3. Biology 325-325L (Molecular Biology with laboratory) and Biology 307(Cell Biology)
4. Chemistry 414 (Biochemistry)
5. BMB 310 (Methods in Biochemistry and Cell Biology)
6. BMB 485 or 486 (Senior Seminar)
7. Three of the following courses:

Biology 204-204L (Mechanisms of Development with laboratory)

Biology 301-301L (Microbiology with laboratory)

Biology 304-304L (Genetics with laboratory)

Biology 330 (Virology/Immunology)

Biology 380 (Topics in Biomedical Science)

Chemistry 311 (Physical Chemistry)

Chemistry 406 (Instrumental Analysis)

Chemistry 416 (Mechanism of Drug Action)

BMB 451 or 452 (Research with affiliated faculty - 4 credits only may satisfy one elective; must be approved by the BMB committee)

Any one of the following: Computer Science 141 (Programming Fundamentals) OR Math 121 (Calculus I) OR one course in probability and statistics. Courses that would be appropriate in the area of probability and statistics include Math111, Psychology 211, Economics 290.

For students seeking admission to graduate school, the following courses are recommended:

- BMB 451 or 452
- Biology 140-141L for programs in the biological sciences.
- Chemistry 312-312L for programs in biochemistry.
- Mathematics 121, 122
- Physics 111-111L, 112-112L

For students seeking admission to programs in the health professions, please visit the Health Professions Website:

<http://www.rhodes.edu/academics/3981.asp>.

Of the following courses: Cell Biology, Biochemistry, Molecular Biology and Methods in Biochemistry and Cell Biology; no more than one may be transferred into Rhodes from another institution to satisfy the requirements for the BMB major. No more than one of the three required courses listed in item #7 above may be transferred into Rhodes from another institution to satisfy the requirements for the BMB major.

Students seeking a double major must have at least four upper level courses for the BMB major that are not used to satisfy requirements for the other major.

Environmental Studies and Sciences

The Environmental Studies & Sciences Program at Rhodes offers an innovative curriculum that allows students to combine study in social sciences, humanities, natural sciences, and fine arts.

Environmental Studies and Sciences: Course Offerings

111. Physical Geology.

Fall or Spring. Credits: 4.

Degree Requirements: F7.

Introduction to the composition and structure of the earth and processes that create modern landscapes. Topics include plate tectonics, the formation of minerals and rocks, weathering, erosion, and crustal deformation. Three hours of lecture and three hours of lab per week, plus optional week-end field trips.

116. Introductory Topics in Earth Science.

Fall or Spring. Credits: 4.

This course offers students an introduction to various topics in the field of earth sciences. Varies with instructor.

120. Introduction to Earth and Atmospheric Science.

Fall. Credits: 4.

Degree Requirements: F7.

This course provides an introduction to the Earth's physical landscape including climate, landforms, and vegetation, and the processes that link them. The first section of the course examines atmospheric processes and the distribution and characteristics of the Earth's climatic regions. The second section of the course focuses on processes at or near the Earth's surface and gives special attention to volcanic and tectonic landforms; weathering and erosion; fluvial, aeolian and glacial processes; and the landforms they produce. The main objective of the course is for students to gain a basic understanding of the interaction between climate and the physical and biological systems at the earth's surface.

150. Environment and Society.

Fall. Credits: 4.

This course is an introduction to contemporary environmental issues. Topics may include over-population pressures, climate change, energy consumption, water availability, biological diversity decline, sustainability practices, agricultural land-use, and global environmental governance, among other major global environmental challenges. Faculty from the natural sciences and humanities/social sciences in the Environmental Studies and Sciences program sometimes team-teach this course. Using an interdisciplinary approach, students will learn the science behind these issues, as well as the economic, political and cultural factors that influence environmental change and shape our responses to it. This course is required for both the Environmental Studies and Environmental Sciences majors and minors.

160. Rocky Mountain Ecology.

Maymester. Credits: 2.

Degree Requirements: F11.

This field course, taught by faculty at the Teton Science Schools in Jackson Hole, Wyoming, is focused on community ecology of the Greater Yellowstone Ecosystem (GYE). Ecology topics include: regional geology, influence of topography and climate on vegetation; community interaction of plants and animals including herbivory; predation and competition, community dynamics, succession, disturbance, identification of plants, insects and birds. The course will also familiarize students with basic field data collection and research techniques. The course will connect students with the other programming areas of Teton Science Schools as well as other professionals in the environmental science field in the context of professional opportunities after college. This course fulfills the Environmental Experience required for Environmental Studies and Sciences majors and minors. Requires separate application process and payment of additional tuition.

170. Rocky Mountain Field Research.

Maymester. Credits: 4.

Degree Requirements: F7 and F11.

This field course, taught by faculty at the Teton Science Schools in Jackson Hole, Wyoming, is focused on community ecology of the Greater Yellowstone Ecosystem (GYE). This course also contains a substantial research component in which students will participate in a long-standing TSS program in order to develop skills in research design and data collection. Then students will create and complete their own research projects. The course will connect students with the other programming areas of Teton Science Schools as well as other professionals in the environmental science field in the context of professional opportunities after college. This course fulfills the Environmental Experience required for Environmental Studies and Sciences majors and minors. Requires separate application process and payment of additional tuition.

205. Selected Topics in Environmental Studies.

Fall or Spring. Credits: 4.

Introduction to selected topics in Environmental Studies. Topics vary with instructor. May be repeated for credit when topics vary. Not offered every year.

206, 206L. Selected Topics in Environmental Sciences.

Fall or Spring. Credits: 4 or 4, 1.

Introduction to selected topics in Environmental Sciences. Topics vary with instructor. May be repeated for credit when topics vary. Course offering may or may not have a laboratory credit associated with the class. Not offered every year. Course may include the equivalent of 3 hours of laboratory each week.

Prerequisites: BIOL 120 or ENVS 120 and CHEM 120 or permission of instructor.

211. Geomorphology.

Fall or Spring. Credits: 4.

This course examines the origin of landforms and their relationship to underlying geology and geologic history with emphasis on the processes acting on the Earth's surface that include active tectonics, weathering, mass-wasting, karst, rivers, deserts, coastal, and glaciation.

Prerequisites: ENVS 111.

220. Physical Geography of the Southeastern United States.

Spring. Credits: 4

This course examines the physical landscapes in the southeastern United States. This is the non-glaciated, humid-subtropical region of eastern North America that includes the southern Appalachian Mountains, Coastal Plain, Interior Low Plateaus, and the Ozark and Ouachita Mountains. The primary focus is on the geological setting, geomorphic features, climate, soils, and vegetation. Students will examine the interrelationships of these factors in addition to human activities that shape the landscape.

Prerequisites: BIOL 120 or ENVS 120 and CHEM 120 or permission of instructor.

260. Aquatic Ecosystem Analysis.

Fall. Credits: 4.

This course is taught at the Semester in Environmental Sciences (SES) Program at the Marine Biological Laboratory in Woods Hole, Massachusetts. The course covers aquatic ecosystems from the point of view of biogeochemistry and important ecological processes. In the field and laboratory students will start out in the first eight weeks of the core courses with an intensive study focused mainly on local ecosystems –ponds and estuaries within the Waquoit Bay watershed adjacent to Vineyard Sound, West Falmouth Harbor on Buzzards Bay, and grassland, forest and suburban sites in the towns of Mashpee and Falmouth, MA. This course may count as an upper-level natural science elective. Requires separate application process.

Prerequisites: SES requires students to have taken college-level Biology, Chemistry, and Math or Statistics.

270. Terrestrial Ecosystem Analysis.

Fall. Credits: 4.

This course is taught at the Semester in Environmental Sciences (SES) Program at the Marine Biological Laboratory in Woods Hole, Massachusetts. The course covers terrestrial ecosystems from the point of view of biogeochemistry and important ecological processes. In the field and laboratory students will start out in the first eight weeks of the core courses with an intensive study focused mainly on

local ecosystems. Terrestrial fieldwork is conducted in grassland, forest and suburban habitats in the Crane Wildlife Management Area in Mashpee and other sites in Falmouth. The sites are chosen to represent a disturbance chronosequence and allow comparison of ecosystems processes, such as primary production and nitrogen mineralization, and properties such as standing stock, plant diversity and soil carbon and nitrogen content across the disturbance gradient. Requires separate application process.

Prerequisites: SES requires students to have taken college-level Biology, Chemistry, and Math or Statistics.

450. Independent Research Project.

Fall. Credits: 4.

This research project is conducted at the Semester in Environmental Sciences (SES) Program at the Marine Biological Laboratory in Woods Hole, Massachusetts. As part of the SES Program, students conduct research on a project of their choosing. The project gives students a chance to work independently, although they are supported by a Principal Investigator at the MBL Ecosystems Center or MBL Bay Paul Center. Students have access to Ecosystems Center facilities and equipment as well as access to MBL field sites such as the Harvard Forest LTER or Plum Island Ecosystems LTER. SES students present their projects in a formal symposium before their classmates and the Center's scientific staff. Requires separate application process.

Prerequisites: SES requires students to have taken college-level Biology, Chemistry, and Math or Statistics.

451-452. Research.

Fall-Spring. Credits: 1-4.

Qualified students may conduct original laboratory, field research, or independent study under a faculty member's supervision. A student may use four credits of research to satisfy one of the upper-level requirements in Environmental Science, or as one of the elective requirements in Environmental Studies. Students may earn a maximum of four credits for ENVS 451 and 452. Interested students should consult the appropriate ENVS faculty member. With approval of the director of the Environmental Studies and Sciences program, this course may fulfill the Environmental Experience required for Environmental Studies and Sciences majors and minors.

Prerequisites: Permission of a sponsoring faculty member.

460. Internship.

Fall or Spring. Credits: 4.

Degree Requirements: F11.

The Environmental Studies and Sciences internship enables students to make connections between what they have learned in the classroom and the world around them by applying their knowledge to real-world settings. Interns can work with a variety of local environmental agencies or organizations. Students must be approved by the Office of Career Services and have the permission of the Director of the Environmental Studies and Sciences program. This course fulfills the Environmental Experience required for Environmental Studies and Sciences minors.

486. Senior Seminar.

Spring. Credits: 4.

This senior capstone experience allows Environmental Studies and Environmental Sciences majors to make interdisciplinary connections between topics and themes which they have studied throughout their coursework. Assignments may include substantial reading, research projects, and oral presentations.

495-496. Honors Tutorial.

Fall-Spring. Credits: 4-8.

Open to candidates for Honors in Environmental Studies and Sciences. Includes supervised honors research in an Environmental Studies or Environmental Sciences field of study.

Prerequisites: Minimum GPA of 3.5 and program permission.

Environmental Studies and Sciences: Program Committee

Tait Keller, Department of History, Director

Erin Bodine, Department of Mathematics and Computer Science

Sarah Boyle, Department of Biology
 Michael Collins, Department of Biology
 Tara Massad, Department of Biology
 Kimberly Kasper, Department of Anthropology/Sociology
 Leigh Pittenger, Department of Religious Studies
 Jon Russ, Department of Chemistry
 William Eckenhoff, Department of Chemistry
 Jennifer Dabbs Sciubba, Department of International Studies
 Rebecca Tuvel, Department of Philosophy

Policy on Advanced Placement Credit

Students who have received a 5 on the Advanced Placement Environmental Science examination may count that credit as one introductory Environmental Sciences elective course in the Environmental Studies and Sciences majors and minors.

Requirements for a Major in Environmental Sciences

A total of fifty four to fifty six (54-56) hours and one additional environmental experience as follows:

1. Four Introductory Courses:
 - A. ENVS 150: Environment and Society.
 - B. Three introductory courses from the following list:
 - BIOL 120: Environmental Science.
 - CHEM 120: Foundations of Chemistry. (environmentally-themed section preferred)
 - ENVS 111: Physical Geology.
 - ENVS 116: Introductory Topics in Earth Science.
 - ENVS 120: Introduction to Earth and Atmospheric Science.
 - ENVS 170: Rocky Mountain Field Research. (at Teton Science Schools)
 - MATH 214: Discrete Mathematical Modeling with Biological Applications.
2. One statistics course from the following list:
 - ECON 290: Statistical Analysis for Economics and Business.
 - MATH 111: Introduction to Applied Statistics.
 - PSYC 211: Statistical Methods.
3. Four upper-level Environmental Sciences electives. Three courses must contain a lab component. Courses must come from at least two departments. Additional courses may be designated by the Environmental Studies and Sciences program.
 - Prerequisites:** ENVS 111
 - ENVS 211(L): Geomorphology.
 - Prerequisites:** BIOL 120 or ENVS 120 and CHEM 120
 - ENVS 206(L): Topics in Environmental Sciences. (when approved by the director of the program)
 - ENVS 220(L): Physical Geography of the Southern United States.
 - Prerequisites:** BIOL 120 and CHEM 120 or BIOL 130-131 and 140-141
 - BIOL 212: Environmental Issues in Southern Africa.
 - BIOL 315(L): Ecology.
 - BIOL 320(L): Conservation Biology.
 - BIOL 345(L): Ornithology.
 - BIOL 365: Advanced Topics in Biology. (i.e. Plants and People, or other environmentally-related topic approved by the director of the program)
 - Prerequisites:** BIOL 120, CHEM 120, and Math or Statistics
 - ENVS 260: Aquatic Ecosystem Analysis. (Semester in Environmental Science Program)
 - ENVS 270: Terrestrial Ecosystem Analysis. (Semester in Environmental Science Program)
 - Prerequisites:** BIOL 130-131 and 140-141
 - BIOL 200(L): Evolution.
 - BIOL 201(L): Mycology.
 - BIOL 202: Vertebrate Life.
 - BIOL 207(L): Animal Behavior.
 - BIOL 253(L): Plant Genetics and Diversity.
 - BIOL 301(L): Microbiology.
 - Prerequisite:** Chemistry 120
 - CHEM 206: Environmental Chemistry.
 - CHEM 211: Organic Chemistry I.
 - Prerequisite:** Chemistry 211
 - CHEM 240(L): Analytical Chemistry.
 - Prerequisite:** Permission of Instructor
 - ENVS 451-452: Research.

ENVS 495-496: Honors Tutorial.

4. Two Environmental Studies electives from the following list:

- ANSO 201: Human Evolution.
- ANSO 221: North of the Rio: Indigenous People of North America.
- ANSO 265: Selected Introductory Topics in Anthropology and Sociology. (i.e. Southern Foodscapes, or other environmentally-related topic approved by the director of the program)
- ANSO 271: Ecological Anthropology.
- ANSO 273: Gender and the Environment.
- ANSO 275: Food and Culture: You Are What You Eat.
- ART 166: Topics in Studio Art: Sculpture, Trees, and the Life of Wood.
- ART 265: Urban Design.
- CHIN 216: Asian Urbanization through Cinema.
- ECON 349: Environmental and Natural Resource Economics.
- ECON 360: Urban Economics.
- ENGL 332: Advanced Shakespeare Studies: Green Shakespeare.
- ENGL 336: Literature & Landscape.
- ENVS 205: Topics in Environmental Studies. (when approved by the director of the program)
- FYWS 151: Overton: Memphis and the History of Urban Parks.
- HIST 105: Disease & Epidemics.
- HIST 207: Global Environmental History.
- HIST 307: Nature and War.
- HIST 309: Natural Disasters.
- HUM 201: Search for Values. (Jackson's Section only)
- INTS 220: Global Ecopolitics.
- INTS 221: Population and National Security.
- INTS 340: The Politics of Migration.
- INTS 341: Comparative Ecopolitics.
- PHIL 230: Environmental Philosophy.
- POLS 206: Urban Politics and Policy.
- RELS 101: The Bible. (Hotz's Section only)
- RELS 220: Topics in Theology: Environmental Theology.
- URBN 201: Introduction to Urban Studies.

5. INTD 225: Geographic Information Systems.

6. ENVS 486: Senior Seminar.

7. Experiential Learning. Each student in the major will be required to complete an environmentally-oriented experience in which he or she will have a substantial engagement with environmental issues outside the Rhodes campus. There are several ways to complete this requirement, some of which are credit-bearing, but others are not. As with the College's F11 requirement, students are not required to receive academic credit.

A. Students may enroll in one of the following:

- ARCE 120: Field Research in Environmental Archaeology.
- ARCE 450: Archaeological Field School.
- BIOL 214: Environmental Field Study in Namibia.
- ENVS 160: Rocky Mountain Ecology (at Teton Science Schools).
- ENVS 170: Rocky Mountain Field Research (at Teton Science Schools).
- ENVS 405: Independent Research Project. (Semester in Environmental Science Program)
- ENVS 451-452: Research.
- ENVS 460: Internship in Environmental Studies and Sciences.
- ENVS 495-496: Honors Tutorial.

B. Experiences other than those listed above must be approved by the director of the Environmental Studies and Sciences Program and will require a substantial essay, evaluated by the director of the program, which links the student's experience with what he or she has learned in the classroom. Experiences may include organized service projects at Rhodes with faculty or staff oversight (such as the Summer Service Fellowships), or study abroad experiences approved by Rhodes with significant environmental content as determined by the director of the Environmental Studies and Sciences program.

Requirements for a Major in Environmental Studies

A total of fifty-two (52) credits and one additional environmental experience as follows:

1. Four Introductory Courses:

- A. ENVS 150: Environment and Society.
- B. Two introductory Environmental Studies courses from the following list (these two courses may not also be used to fulfill Environmental Studies electives):
 - ANSO 201: Human Evolution.
 - HIST 207: Global Environmental History.
 - INTS 220: Global Ecopolitics.

PHIL 230: Environmental Philosophy.

- C. One introductory Environmental Sciences course from the following list (this course may not also be used to fulfill Environmental Sciences elective):

BIOL 120: Introduction to Environmental Science.

ENVS 111: Physical Geology.

ENVS 116: Introductory Topics in Earth Science.

ENVS 120: Introduction to Earth and Atmospheric Science.

ENVS 170: Rocky Mountain Ecology Field Research. (at Teton Science Schools)

2. ECON 100: Introduction to Economics.

3. Four Environmental Studies electives from the following list; courses must come from at least two departments; additional courses may be designated by the Environmental Studies and Sciences program:

ANSO 201: Human Evolution.

ANSO 203: Becoming Human: Domesticating the World.

ANSO 221: North of the Rio: Indigenous People of North America.

ANSO 265: Selected Introductory Topics in Anthropology and Sociology. (i.e. Southern Foodscapes, or other environmentally-related topic approved by the director of the program)

ANSO 271: Ecological Anthropology.

ANSO 273: Gender and the Environment.

ANSO 275: Food and Culture: You Are What You Eat.

ART 166: Topics in Studio Art: Sculpture, Trees, and the Life of Wood.

ART 265: Urban Design.

CHIN 214: Intro to Chinese Culture: Material Culture and Chinese Gardens.

ECON 349: Environmental and Natural Resource Economics.

ECON 360: Urban Economics.

ENGL 332: Advanced Shakespeare Studies: Green Shakespeare.

ENGL 336: Literature & Landscape.

ENVS 205: Topics in Environmental Studies. (when approved by the director of the program)

ENVS 451-452: Research.

ENVS 495-496: Honors Tutorial.

FYWS 151: Overton: Memphis and the History of Urban Parks.

HIST 105: Disease & Epidemics.

HIST 207: Global Environmental History.

HIST 307: Nature and War.

HIST 309: Natural Disasters.

HUM 201: Search for Values. (Jackson's section only)

INTS 220: Global Ecopolitics.

INTS 221: Population and National Security.

INTS 340: The Politics of Migration.

INTS 341: Comparative Ecopolitics.

PHIL 230: Environmental Philosophy.

POLS 206: Urban Politics and Policy.

RELS 101: The Bible. (Hotz's section only)

RELS 220: Topics in Theology: Environmental Theology.

URBN 201: Introduction to Urban Studies.

4. Two additional Environmental Sciences courses from the following list; additional courses may be designated by the Environmental Studies and Sciences program:

1. **No Prerequisites**

BIOL 120: Introduction to Environmental Science.

CHEM 120(L): Foundations of Chemistry. (Environmentally-themed section preferred)

ENVS 111: Physical Geology.

ENVS 116: Introductory Topics in Earth Science.

ENVS 120: Introduction to Earth and Atmospheric Science.

ENVS 170: Rocky Mountain Ecology Field Research. (at Teton Science Schools)

MATH 115: Applied Calculus or a statistics course.

MATH 214: Discrete Mathematical Modeling with Biological Applications.

2. **Prerequisites:** ENVS 111

ENVS 211(L): Geomorphology.

3. **Prerequisites:** BIOL 120 or ENVS 120 and CHEM 120

ENVS 206(L): Topics in Environmental Sciences. (when approved by the director of the program)

ENVS 220(L): Physical Geography of the Southeastern United States.

4. **Prerequisites:** BIOL 120 and CHEM 120 or BIOL 130-131 and 140-141

BIOL 212 : Environmental Issues in Southern Africa.

BIOL 315(L): Ecology.

BIOL 320(L): Conservation Biology.

BIOL 345(L): Ornithology.

BIOL 365: Advanced Topics in Biology. (i.e. Plants and People, or other environmentally-related topic approved by the director of the program)

5. Prerequisites: BIOL 130-131 and 140-141

BIOL 200(L): Evolution.
 BIOL 201(L): Mycology.
 BIOL 202: Vertebrate Life.
 BIOL 207(L): Animal Behavior.
 BIOL 253(L): Plant Genetics and Diversity.
 BIOL 301(L): Microbiology.

6. Prerequisite: Chemistry 120

CHEM 206: Environmental Chemistry.
 CHEM 211: Organic Chemistry I.

7. Prerequisite: Chemistry 211

CHEM 240(L): Analytical Chemistry.

5. INTD 225: Geographic Information Systems.

6. ENVS 486: Senior Seminar.

7. Experiential Learning. Each student in the major will be required to complete an environmentally-oriented experience in which he or she will have a substantial engagement with environmental issues outside the Rhodes campus. There are several ways to complete this requirement, some of which are credit-bearing, but others are not. As with the College's F11 requirement, students are not required to receive academic credit.

A. Students may enroll in one of the following:

ARCE 120: Field Research in Environmental Archaeology.
 ARCE 450: Archaeological Field School.
 BIOL 214: Environmental Field Study in Namibia.
 ENVS 160: Rocky Mountain Ecology. (at Teton Science Schools)
 ENVS 170: Rocky Mountain Ecology Field Research. (at Teton Science Schools)
 ENVS 451-452: Research.
 ENVS 460: Internship in Environmental Studies and Sciences.
 ENVS 495-496: Honor's Tutorial.

B. Experiences other than those listed above must be approved by the director of the Environmental Studies and Sciences Program and will require a substantial essay, evaluated by the director of the program, which links the student's experience with what he or she has learned in the classroom. Experiences may include organized service projects at Rhodes with faculty or staff oversight (such as the Summer Service Fellowships), or study abroad experiences approved by Rhodes with significant environmental content as determined by the director of the Environmental Studies and Sciences program. Students should submit the form on the program's website to petition for such experiences.

Requirements for a Minor in Environmental Sciences

A total of twenty-four (24) credits and one additional environmental experience as follows:

1. ENVS 150: Environment and Society.

2. One of the following introductory courses in Environmental Sciences:

BIOL 120: Environmental Science.
 CHEM 120(L): Foundations of Chemistry.
 ENVS 111: Physical Geology.
 ENVS 116: Introductory Topics in Earth Science.
 ENVS 120: Introduction to Earth and Atmospheric Science.
 MATH 115: Applied Calculus.
 MATH 214: Discrete Mathematical Modeling with Biological Applications.

3. Three of the following Environmental Sciences courses from the following list. At least one must be taken from outside student's major department. Additional courses may be designated by the Environmental Studies and Sciences program.

No Prerequisites

BIOL 120: Introduction to Environmental Science.
 CHEM 120(L): Foundations of Chemistry. (Environmentally-themed section preferred)
 ENVS 111: Physical Geology.
 ENVS 116: Introductory Topics in Earth Science.
 ENVS 120: Introduction to Earth and Atmospheric Science.
 ENVS 170: Rocky Mountain Ecology Field Research. (at Teton Science Schools)
 MATH 115: Applied Calculus.
 MATH 214: Discrete Mathematical Modeling with Biological Applications.

Prerequisites: ENVS 111

ENVS 211(L): Geomorphology

Prerequisites: BIOL 120 or ENVS 120 and CHEM 120

ENVS 206(L): Topics in Environmental Sciences. (when approved by the director of the program)

ENVS 220(L): Physical Geography of the Southeastern United States.

Prerequisites: BIOL 120 and CHEM 120 or BIOL 130-131 and 140-141

BIOL 212: Environmental Issues in Southern Africa.

BIOL 315(L): Ecology.
 BIOL 320(L): Conservation Biology.
 BIOL 345(L): Ornithology.
 BIOL 365: Advanced Topics in Biology. (i.e. Plants and People, or other environmentally-related topic approved by the director of the program)

Prerequisites: BIOL 130-131 and 140-141

BIOL 200(L): Evolution.
 BIOL 201(L): Mycology.
 BIOL 202: Vertebrate Life.
 BIOL 207(L): Animal Behavior.
 BIOL 253(L): Plant Genetics and Diversity.
 BIOL 301(L): Microbiology. Prerequisite: Chemistry 120
 CHEM 206: Environmental Chemistry.
 CHEM 211: Organic Chemistry I.

Prerequisite: Chemistry 120

CHEM 206: Environmental Chemistry.

CHEM 211: Organic Chemistry I.

Prerequisite: Chemistry 211

CHEM 240(L): Analytical Chemistry.

4. One additional Environmental Studies elective from the following list. Additional courses may be designated by the Environmental Studies and Sciences program.

ANSO 201: Human Evolution.
 ANSO 203: Becoming Human: Domesticating the World.
 ANSO 221: North of the Rio: Indigenous People of North America.
 ANSO 265: Selected Introductory Topics in Anthropology and Sociology. (i.e. Southern Foodscapes, or other environmentally- related topic approved by the director of the program)
 ANSO 271: Ecological Anthropology.
 ANSO 273: Gender and the Environment.
 ANSO 275: Food and Culture: You Are What You Eat.
 ART 166: Topics in Studio Art: Sculpture, Trees, and the Life of Wood.
 ART 265: Urban Design.
 CHIN 214: Intro to Chinese Culture: Material Culture and Chinese Gardens.
 ECON 349: Environmental and Natural Resource Economics.
 ECON 360: Urban Economics.
 ENGL 332: Advanced Shakespeare Studies: Green Shakespeare.
 ENGL 336: Literature & Landscape.
 ENVS 205: Topics in Environmental Studies. (when approved by the director of the program)
 FYWS 151: Overton: Memphis and the History of Urban Parks.
 HIST 105: Disease & Epidemics.
 HIST 207: Global Environmental History.
 HIST 307: Nature and War.
 HIST 309: Natural Disasters.
 HUM 201: Search for Values. (Jackson's section only)
 INTS 220: Global Ecopolitics.
 INTS 221: Population and National Security.
 INTS 340: The Politics of Migration.
 INTS 341: Comparative Ecopolitics.
 PHIL 230: Environmental Philosophy.
 POLS 206: Urban Politics and Policy.
 RELS 101: The Bible. (Hotz's section only)
 RELS 220: Topics in Theology: Environmental Theology.
 URBN 201: Introduction to Urban Studies.

5. Experiential Learning. Each student in the minor will be required to complete an environmentally-oriented experience in which he or she will have a substantial engagement with environmental issues outside the Rhodes campus. There are several ways to complete this requirement, some of which are credit-bearing, but others are not. As with the College's F11 requirement, students are not required to receive academic credit.

A. Students may enroll in one of the following:

ARCE 120: Field Research in Environmental Archaeology.
 BIOL 214: Environmental Field Study in Namibia.
 ARCE 450: Archaeological Field School.
 ENVS 160: Rocky Mountain Ecology. (at Teton Science Schools)
 ENVS 170: Rocky Mountain Field Research. (at Teton Science Schools)
 ENVS 451-452: Research.
 ENVS 460: Internship in Environmental Studies and Sciences.

B. Experiences other than those listed above must be approved by the director of the Environmental Studies and Sciences Program and will require a substantial essay, evaluated by the director of the program, which links the student's experience with what he or she has learned in the classroom. Experiences may include organized service projects at Rhodes with faculty

or staff oversight (such as the Summer Service Fellowships), or study abroad experiences approved by Rhodes with significant environmental content as determined by the director of the Environmental Studies and Sciences program.

N.B.: Although not required, INTD 225: Geographic Information Systems, is strongly recommended.

Requirements for a Minor in Environmental Studies

A total of twenty-four (24) credits and one additional experiential environmental experience as follows:

1. ENVS 150: Environment and Society.
2. One introductory course from the following:
 - ANSO 201: Human Evolution.
 - HIST 207: Global Environmental History.
 - INTS 220: Global Ecopolitics.
 - PHIL 230: Environmental Philosophy.
3. Three of the following Environmental Studies courses from at least two departments. Additional courses may be designated by the Environmental Studies and Sciences program.
 - ANSO 201: Human Evolution.
 - ANSO 203: Becoming Human: Domesticating the World.
 - ANSO 221: North of the Rio: Indigenous People of North America.
 - ANSO 265: Selected Introductory Topics in Anthropology and Sociology. (i.e. Southern Foodscapes, or other environmentally-related topic approved by the director of the program)
 - ANSO 271: Ecological Anthropology.
 - ANSO 273: Gender and the Environment.
 - ANSO 275: Food and Culture: You Are What You Eat.
 - ART 166: Topics in Studio Art: Sculpture, Trees, and the Life of Wood.
 - ART 265: Urban Design.
 - CHIN 214: Intro to Chinese Culture: Material Culture and Chinese Gardens.
 - ECON 349: Environmental and Natural Resource Economics.
 - ECON 360: Urban Economics.
 - ENGL 332: Advanced Shakespeare Studies: Green Shakespeare.
 - ENGL 336: Literature & Landscape.
 - ENVS 205: Topics in Environmental Studies. (when approved by the director of the program)
 - FYWS 151: Overton: Memphis and the History of Urban Parks.
 - HIST 105: Disease & Epidemics.
 - HIST 207: Global Environmental History.
 - HIST 307: Nature and War.
 - HIST 309: Natural Disasters.
 - HUM 201: Search for Values. (Jackson's section only)
 - INTS 220: Global Ecopolitics.
 - INTS 221: Population and National Security.
 - INTS 340: The Politics of Migration.
 - INTS 341: Comparative Ecopolitics.
 - PHIL 230: Environmental Philosophy.
 - POLS 206: Urban Politics and Policy.
 - RELS 101: The Bible. (Hotz's section only)
 - RELS 220: Topics in Theology: Environmental Theology.
 - URBN 201: Introduction to Urban Studies.
4. One Environmental Sciences course from the following list. Additional courses may be designated by the Environmental Studies and Sciences program.

No Prerequisites

- BIOL 120: Introduction to Environmental Science.
- CHEM 120(L): Foundations of Chemistry. (Environmentally-themed section preferred)
- ENVS 111: Physical Geology.
- ENVS 116: Introductory Topics in Earth Science.
- ENVS 120: Introduction to Earth and Atmospheric Science.
- ENVS 170: Rocky Mountain Ecology Field Research. (at Teton Science Schools)
- MATH 115: Applied Calculus.
- MATH 214: Discrete Mathematical Modeling with Biological Applications.

Prerequisites: ENVS 111

- ENVS 211(L): Geomorphology

Prerequisites: BIOL 120 or ENVS 120 and CHEM 120

- ENVS 206(L): Topics in Environmental Sciences. (when approved by the director of the program)
- ENVS 220(L): Physical Geography of the Southeastern United States.

Prerequisites: BIOL 120 and CHEM 120 or BIOL 130-131 and 140-141

BIOL 212: Environmental Issues in Southern Africa.

BIOL 315(L): Ecology.

BIOL 320(L): Conservation Biology.

BIOL 345(L): Ornithology.

BIOL 365: Advanced Topics in Biology. (i.e. Plants and People, or other environmentally-related topic approved by the director of the program)

Prerequisites: BIOL 130-131 and 140-141

BIOL 200(L): Evolution.

BIOL 201(L): Mycology.

BIOL 202: Vertebrate Life.

BIOL 207(L): Animal Behavior.

BIOL 253(L): Plant Genetics and Diversity.

BIOL 301(L): Microbiology.

Prerequisite: Chemistry 120

CHEM 206: Environmental Chemistry.

CHEM 211: Organic Chemistry I.

Prerequisite: Chemistry 211

CHEM 240(L): Analytical Chemistry.

5. Experiential Learning. Each student in the minor will be required to complete an environmentally-oriented experience in which he or she will have a substantial engagement with environmental issues outside the Rhodes campus. There are several ways to complete this requirement, some of which are credit-bearing, but others are not. As with the College's F11 requirement, students are not required to receive academic credit.

A. Students may enroll in one of the following:

ARCE 120: Field Research in Environmental Archaeology.

ARCE 450: Archaeological Field School.

BIOL 214: Environmental Field Study in Namibia.

ENVS 160: Rocky Mountain Ecology. (at Teton Science Schools)

ENVS 170: Rocky Mountain Field Research. (at Teton Science Schools)

ENVS 451-452: Research.

ENVS 460: Internship in Environmental Studies and Sciences.

B. Experiences other than those listed above must be approved by the director of the Environmental Studies and Sciences Program and will require a substantial essay, evaluated by the director of the program, which links the student's experience with what he or she has learned in the classroom. Experiences may include organized service projects at Rhodes with faculty or staff oversight (such as the Summer Service Fellowships), or study abroad experiences approved by Rhodes with significant environmental content as determined by the director of the Environmental Studies and Sciences program.

N.B.: Although not required, INTD 225: Geographic Information Systems, is strongly recommended.

Film Studies

Film Studies at Rhodes College offers a critical understanding of the history, theory, and production of moving images. Interdisciplinary by design, Film Studies draws from courses in various departments, including Art, English, History, and Modern Languages and Literatures.

Film Studies: Program Committee

Felix Kronenberg, Department of Modern Languages and Literatures

Valeria Nollan, Department of Modern Languages and Literatures

Rashna Richards, Department of English, Chair

Requirements for a Minor in Film Studies

A total of twenty (20) credits as follows:

1. English 202: Introduction to Cinema

2. English 382: Film Theory

3. Three courses to be chosen from a list of offerings in various departments. One of these requirements may be satisfied by a directed inquiry or an internship (on approval of the Film Minor Committee). Courses regularly offered include:

Art 114: Digital Art

Art 213: Digital Art: Intermediate Projects

Art 313: Digital Art: Advanced Projects

Chinese 216/Urban Studies 265: Asian Urbanization through Cinema

Chinese 220: Contemporary Chinese Cinema
 English 204: Introduction to Screenwriting
 English 241: History and Criticism of American Cinema
 English 242: World Film
 English 245: Special Topics in Film
 English 381: Advanced Topics in Film
 French 334: French and Francophone Cinema
 German 240/340: German Cinema
 History 105: British Empire through Film
 History 105: History of Latin America through Film
 International Studies 254: South Africa through Documentary Film
 Russian 285: Putin's Russia and Media
 Russian 400: Russian Film

First-Year Writing Seminar

The First-Year Writing Seminars (FYWS) are offered by different departments across the curriculum and fulfill the first component of the F2 Requirement.

Director of College Writing: Rebecca Finlayson, Department of English

151. First-Year Writing Seminar.

Fall, Spring. Credits 4.

Degree Requirement: F2s.

A course that develops the ability to read and think critically, to employ discussion and writing as a means of exploring and refining ideas, and to express those ideas in effective prose. Individual sections of the course will explore different topics in reading, discussion, and writing. Topics are selected by individual professors and are designed to help students develop transferable skills of analysis and argumentation, applicable to the various disciplines of the liberal arts and sciences. Several papers will be required, at least one of which will involve use of the library and proper documentation. The seminar will emphasize successive stages of the writing process, including prewriting, drafting, and revision, and will provide feedback from classmates and the instructor. Students may not take both FYWS 151 and FYWS 155.

155. First-Year Writing Seminar: Daily Themes.

Fall, Spring. Credits 4.

Degree Requirement: F2s.

An alternative to FYWS 151 offered to outstanding first-year writers, by invitation from the Director of College Writing. The course is limited to 12 students who meet as a class once a week and individually with the instructor or in small groups with the Writing Fellow once a week. Students will turn in 4 one-page themes each week. Some research will be required, and students will use their daily themes as the basis for two longer papers: one at mid term and the other at the end of the semester. Students may not take both FYWS 151 and FYWS 155.

Gender and Sexuality Studies

Gender and Sexuality Studies focuses on the ways in which gender and sexuality function as part of a dynamic system that shapes identity, structures knowledge, and determines the distribution of social and political power.

Gender and Sexuality Studies: Affiliated Faculty

Elizabeth Bridges, Department of Modern Languages
Kathleen Doyle, Department of Modern Languages and Literatures
Dee Garceau-Hagen, Department of History
Rhiannon Graybill, Department of Religious Studies
Judith Haas, Department of English, Chair
Li Han, Department of Modern Languages and Literatures
Amy Jaspersen, Department of Political Science
Kimberly Kasper, Department of Anthropology and Sociology

Mona Kreitner, Department of Music
Susan Kus, Department of Anthropology and Sociology
Jeanne Lopiparo, Department of Anthropology and Sociology
Laura Loth, Department of Modern Languages and Literatures
Shira Malkin, Department of Modern Languages and Literatures
Michelle Mattson, Department of Modern Languages and Literatures
David McCarthy, Department of Art
Valeria Z. Nollan, Department of Modern Languages and Literatures
Evie Perry, Department of Anthropology and Sociology
Leslie Petty, Department of English
Rashna Richards, Department of English
Amy Risley, Department of International Studies
Zandria Robinson, Department of Anthropology and Sociology
Vanessa Rogers, Department of Music
Rylan Testa, Department of Psychology
Elizabeth Thomas, Department of Psychology and Urban Studies
Rebecca Tuvel, Department of Philosophy
Marsha Walton, Department of Psychology

Gender and Sexuality Studies: Course Offerings

200. Introduction to Gender and Sexuality Studies.

Fall or Spring. Credits: 4.

An interdisciplinary course designed primarily for first and second year students. This course explores the construction of gendered ideologies from a variety of disciplinary perspectives.

400. Feminist and Queer Theory.

Fall or Spring. Credits: 4.

An interdisciplinary seminar in contemporary feminist and queer thought for advanced students. Students will examine the contributions of feminist scholars in fields including political theory, literary criticism, psychology, anthropology, sociology, and philosophy. Junior or senior standing recommended. Prerequisite: GSST 200 or the permission of the instructor.

460. Internship.

Fall, Spring. Credits: 1-4

Degree Requirements: F11.

A directed internship in which students integrate their academic study of gender or sexuality issues with practical experience in off-campus organizations, agencies, or businesses. To be eligible, students must have a G.P.A. of 2.5 or higher.

Pass/Fail only.

Requirements for a Minor in Gender and Sexuality Studies

A total of twenty-four (24) credits as follows:

1. Gender and Sexuality Studies 200. Introduction to Gender and Sexuality Studies.
2. Gender and Sexuality Studies 400. Feminist and Queer Theory.
3. Four courses selected from the Gender and Sexuality Studies curriculum.

Two of these courses must come from fields outside of one's major. For one of these four courses, students are encouraged to consider an Internship or a Directed Inquiry. In order to receive academic credit for either the Internship or the Directed Inquiry, students must write a proposal, in consultation with a faculty mentor and submit the proposal for approval by the director of Gender and Sexuality Studies.

Gender and Sexuality Studies courses regularly offered include, but are not limited to:

Anthropology/Sociology 207: Women in Prehistory
 Anthropology/Sociology 231: Gender and Society
 Anthropology/Sociology 365: Black Feminist Thought
 English 225: Region, Race, Gender and Class in Southern Literature
 History 445: Gender in the American West
 International Studies 432: Women in World Politics
 Music 105: Women in Music
 Psychology 232: Psychology of Gender and Sexuality
 Psychology 280: Psychology of Gender and Sexualities
 Religious Studies 301: Gender and Sexuality in the Hebrew Bible
 Spanish 350: Short Fiction by Spanish Women Writers

Humanities

The Life program and the Search program described below offer alternative ways to fulfill the F1 Requirement in the College's Foundation requirements.

Life: Then and Now

Staff:

Thomas Bremer, Department of Religious Studies
Kyle R. Grady, Department of Philosophy
Patrick Gray, Department of Religious Studies
Stephen R. Haynes, Department of Religious Studies
Kendra G. Hotz, Department of Religious Studies
Luther D. Ivory, Department of Religious Studies, Director
John C. Kaltner, Department of Religious Studies
Steven L. McKenzie, Department of Religious Studies
Bernadette McNary-Zak, Department of Religious Studies
Milton C. Moreland, Department of Religious Studies
Mark W. Muesse, Department of Religious Studies
Mark P. Newman, Department of Philosophy
Susan Satterfield, Department of Greek and Roman Studies
Patrick A. Shade, Department of Philosophy
David Sick, Department of Greek and Roman Studies

In the first two courses of the Life: Then and Now program, the student is introduced to the major methodological approaches to the study of religion represented in the "Life" curriculum. The student selects the last course from a range of courses that apply these specific methodological approaches to different aspects of religion. Fuller course descriptions may be found in the departmental listings.

Religious Studies 101. The Bible: Texts and Contexts.

First Semester, First Year. Credits: 4.

The first in a two-course sequence that introduces the "Life" curriculum, this course focuses on introducing students to the academic study of the Bible. Students survey representative texts from each genre of biblical writing in the Old Testament/Hebrew Bible and the New Testament. Particular attention is paid to understanding the role of historical and cultural context in shaping biblical views on theological issues (God, sin and evil, Jesus' significance, e.g.)

Religious Studies 102. The Bible: Texts and Contexts.

Second Semester, First Year. Credits: 4.

This course continues the introduction to the "Life" sequence begun in Religious Studies 101 by examining the development of central themes in the Christian theological tradition. The course begins with classical figures from the early and medieval periods, and follows the impact of modernity on Christian thought. The course concludes with major theological developments in the 20th and 21st centuries, including the advent of the comparative study of religion.

Final Courses.

The concluding courses in the “Life” curriculum allow the student to focus in particular areas of the study of religion or philosophy. See the departmental listings under “Religious Studies,” “Philosophy,” and “Greek and Roman Studies” for specific courses in the Life curriculum.

The Search for Values in the Light of Western History and Religion

Staff:

Geoffrey Bakewell, Department of Greek and Roman Studies
Hannah Barker, Department of History
Rachel Bauer, Department of Modern Languages
Gordon Bigelow, Department of English
Suzanne Bonefas, Department of Greek and Roman Studies
Elizabeth Bridges, Department of Modern Languages
Daniel E. Cullen, Department of Political Science
Lori Garner, Department of English
Scott Garner, Department of Greek and Roman Studies
Kyle Grady, Department of Philosophy
Patrick Gray, Department of Religious Studies
Rhiannon Graybill, Department of Religious Studies
Judith P. Haas, Department of English
Stephen R. Haynes, Department of Religious Studies
Kendra G. Hotz, Department of Religious Studies
Timothy Huebner, Department of History
Jeffrey H. Jackson, Department of History
Joseph Jansen, Department of Greek and Roman Studies
Ryan Johnson, Department of History
Jonathan Judaken, Department of History
Ariel Lopez, Department of Greek and Roman Studies
Laura Loth, Department of Modern Languages
David Mason, Department of Theatre
Bernadette McNary-Zak, Department of Religious Studies
Milton C. Moreland, Department of Religious Studies
Kenneth S. Morrell, Department of Greek and Roman Studies
John Murray, Department of Economics
Michael Nelson, Department of Political Science
Scott Newstok, Department of English
Valeria Z. Nollan, Department of Modern Languages
Bradley Onishi, Department of Religious Studies
Leigh Pittenger, Department of Religious Studies
Vanessa Rogers, Department of Music
Susan Satterfield, Department of Greek and Roman Studies
Patrick Shade, Department of Philosophy
David H. Sick, Department of Greek and Roman Studies
Rebecca Tuvel, Department of Philosophy
Daniel Ullucci, Department of Religious Studies
Stephen H. Wirls, Department of Political Science

Humanities 101-102-201. The Search for Values in the Light of Western History and Religion.

Fall-Spring-Fall. Credits: 4-4-4.

Degree Requirements: F1.

The Search for Values in the Light of Western History and Religion is an interdisciplinary study of the ideas, beliefs, and cultural developments that have formed Western culture. The first two courses of the sequence are taken in the fall (Humanities 101) and spring (Humanities 102) semesters of the first year. In these courses, students examine original documents in translation from the history and literature of the Israelites, the Greeks, the Romans, and the early Christians. Selected texts from the Hebrew Bible are read and discussed in conjunction with the ideas and themes of Mesopotamian and Greek culture. Students study the Gospels and selected letters from the New Testament in conjunction with Hellenistic and Roman history, life, and thought.

In the third semester of the sequence, students trace the roles of biblical and classical heritages in the shaping of the values, character, and institutions of Western culture and its understanding of self and world.

To this end, they read and discuss selections from the works of philosophers, theologians, political theorists, scientists, and literary artists from the Renaissance to the present. Courses in the second year are organized by discipline or other theme. Choices include biology, classical studies, history, literature, music, philosophy, politics, religious studies, and theatre.

Prerequisites: Humanities 101 is a prerequisite for Humanities 102. Humanities 102 is a prerequisite for Humanities 201. These prerequisites may be satisfied alternatively by the permission of the instructor.

Interdisciplinary Course Offerings

225. Geographic Information Systems (GIS).

Spring. Credits: 4.

Degree Requirement: F6

This course introduces students to Geographic Information Systems (GIS) through the analysis of spatial data. Students use deductive reasoning and logic to interpret data, draw conclusions based on numerical and spatial data, learn spatial statistics, and examine the different ways to represent data. Students also learn to construct, run and apply spatial models. An emphasis is made on the application of GIS to real-world situations.

240. Public Speaking

Fall, Spring. Credits: 4.

This course provides students with frequent opportunities to practice oral communication skills. Students study the fundamentals of healthy and efficient voice production, as well as the use of the voice and body as instruments of expression and persuasion.

322. Geographic Information Systems Research Seminar.

Fall, Spring. Credits: 1-3.

This course is designed for students who have already been introduced to the analytical tools of GIS. Students will undertake a research project under the supervision of one of the faculty teaching this course. The research project will culminate in a paper and presentation. The seminar will meet in an ongoing basis to exchange ideas, report on progress, and share potential sources of information.

331. Theory and Practice of Scholarship Grant Writing.

Spring. Credits: 1.

This course is a workshop designed to assist students in the theoretical and practical aspects of writing successful grants for post-graduate scholarships and other competitive opportunities. Students learn about the various options available, read scholarly literature on grant writing, develop strategies for writing proposals and give and receive criticism on proposals and projects. By the conclusion of the course, students are prepared to compete for national postgraduate scholarships.

460. Interdisciplinary Internship (Health Profession Section)

Fall-Spring. Credits: 3-4.

Degree Requirements: F11.

The Internship Program is designed to introduce students to practical applications of their academic work. Students may work off campus under professional supervision in fields related to the health professions. Students will be required to integrate academic and work experiences in a written report due at the end of the internship. No more than 4 credits per semester for no more than two semesters; at least three hours involvement per week per credit. Pass/Fail credit only. Prerequisites: Permission of the internship program director and instructor of the Health Profession section).

461. Interdisciplinary Internship (Health Profession Section)

Fall-Spring. Credits: 1-2.

Similar to Interdisciplinary Internship (Health Profession Section) 460, but does not require a written report and does not fulfill an F11 degree requirement. Prerequisites: Permission of the internship program director and instructor of the Health Profession section).

485, 486. Interdisciplinary Senior Seminar.

Fall, Spring. Credits: 4.

This course is intended for the student who is pursuing an interdisciplinary, self-designed major. In the event that the student is unable to unify the senior seminar experiences of the departments involved in the major or to take each of the department's senior seminars, the Interdisciplinary Senior Seminar will be utilized to serve as the culminating experience for the major. It is intended to be an experience that will show both a breadth and a depth of knowledge in the integration of the departments, requiring both written and oral work.

PLEASE NOTE: This document reflects information as it was published in the 2014-15 Rhodes Catalogue. You may find more current information elsewhere on rhodes.edu.

Interdisciplinary Majors

Students interested in interdisciplinary study are encouraged to consider interdisciplinary majors. The following interdisciplinary majors have been approved by the Faculty, and the required courses have been defined as listed below. Students who wish to declare any of these established interdisciplinary majors may do so by filing the normal Declaration of Major form with the Office of the Registrar. Any deviation from the program of study outlined in the description must be approved by the chairpersons of the departments involved.

Biomathematics

1. Required Mathematics and Computer Science courses (24 credits):
 - Math 121, 122 (Calculus Sequence) + 251 (Differential Equations)
 - CS 141 (Computer Science I: Programming Fundamentals)
 - Math 214 (Discrete Math Modeling with Biological Applications)
 - Math 315 (Continuous Math Modeling with Biological Applications)
2. Required Biology courses (14 credits) :
 - Biology 130, 131L, 140, 141L (Intro Bio Sequence)
 - One of the following three courses:
 - o Biology 200 + 201L (Evolution)
 - o Biology 304 + 304L (Genetics)
 - o Biology 315 + 315L (Ecology)
3. Math Electives (8 credits): Select 2 courses from the following list in consultation with the advisor (at least one at the 300 or 400 level):
 - Math 201 (Transition to Advanced Math)
 - Math 223 (Multivariable Calculus)
 - Math 261 (Linear Algebra)
 - Math 311 (Probability Theory)
 - Math 312 (Math Statistics)
 - Math 321 (Real Analysis)
 - Math 352 (Partial Differential Equations)
 - Math 465 (Special Topics when appropriate)
 - CS 142 (Computer Science II: Object-Oriented Programming)
4. Biology Electives (14 credits): Select 3 courses from the following list in consultation with the advisor (2 must have a lab):
 - Biology courses at the 200 or 300 level [Biology 307 (Cell Biology) may combine with BCMB 310 (Methods in Cell Biology and Biochemistry) to satisfy a lab elective]
 - Chemistry 414 (Biochemistry) [may combine with BCMB 310 (Methods in Cell Biology and Biochemistry) to satisfy a lab elective]
 - Chemistry 416 (Mechanisms of Drug Action)
 - Neuroscience 270 (Neuroscience) [may combine with Neuroscience 350 (Neuroscience Research Methods) to satisfy a lab elective]
5. Senior Research (4 credits):

Normally, students will have two advisors: one who advises the mathematical component of their senior research and one who advises the biological component of their research. Each student will take three semesters of seminar, one the spring of their junior year (1 credit), and one each semester of their senior year (2 credits fall, 1 credit spring).

 - Math 386 (Junior Sem), 485-486 (Senior Seminar)
6. Recommended Courses:
 - If considering grad school in Ecology it is strongly recommended that students take Bio 315, CS 142, and Math 311.
 - If considering grad school in Mathematics, Biomathematics, or Mathematical Ecology it is strongly recommended that students take Math 201, 261, and 321.
 - Students should consider Bio 160, Bio 214, or EnvS 160 as a means of fulfilling their F-11 requirement.
 - Physics 111 + 111L (Fundamentals in Physics I) as appropriate to career goals
 - Some classes that may be of interest:

Economics 407 (Game Theory)
 Geology 116 (Global Environmental Change)
 History 105 (Special Topics: Disease & Epidemics) F2i, F3
 History 270 (Global Environmental History) F3, F11
 History 374 (Nature & War) F3
 History 472 (Environmental Justice) F11
 International Studies 340, 341 (Global Ecopolitics, Comparative Ecopolitics) F8
 International Studies 375 (Population and National Security) F2i
 Philosophy 302 (Environmental Ethics)
 Philosophy 303 (Medical Ethics) F1

Economics and Business

A total of sixty-four (64) credits as follows:

1. Economics 100, 201, 202, 290, 420, 486.
2. Business 241, 243, 351, 361, 371, 486.
3. Four credits from Economics 250, 265, 305, 310, 311, 312, 317, 318, 323, 331, 339, 343, 345, 349, 360, 377, 407, 440, 465.
4. One course from each of two of the following areas:
 - a. Accounting: Business 341.
 - b. Finance: Business 452, 454.
 - c. Management: Business 463, 464, 466, 467, 482
 - d. Marketing: Business 472, 473, 474, 482, 483
 - e. Business 481.
5. Mathematics 115, 116, or 121.
6. Recommended: Mathematics 107; Political Science 218; Interdisciplinary 240.

Economics and International Studies

A total of 15-16 courses (60-64 credits) as follows:

1. Economics 100, 201, 202, 290, 310, 312; either Economics 486 or International Studies 485.
2. Economics 407 or 420.
3. International Studies 110, 120, 190, 300, plus one two-course sequence (other than 210-312).
4. Mathematics 115 or 121.
5. An appropriate foreign language through completion of the second year (202).

History and International Studies

A total of 12-13 courses (48-52 credits) as follows:

1. History 300, and two additional courses from the following: 207, 215, 216, 217, 224, 225, 232, 233, 255, 256, 261, 262, 267, 275, 276, 281, 283, 288, 294.
2. International Studies 110, 120, 300.
3. Economics 100.
4. A total of four additional courses, two in each department. Students must choose one of the following concentrations:
 - a. Europe: History: 327, 395, 427, 428, 429; I.S. 281, 282, 283, 284, 285.
 - b. Africa/Middle East: History 375, 395, 475; I.S. 243, 244, 245, 251, 252, 253
 - c. Asia: History 391, 395, 481; I.S. 260, 261, 262, 263, 264, 395.
 - d. Latin America: History 363, 364, 365; I.S. 273-274.
5. I.S. 485. Senior paper to be written under the direction of one faculty member from each department. The senior paper should pertain to the student's concentration.
6. An appropriate foreign language through completion of the second year (202.)

Qualified students wishing to pursue Honors can do so by fulfilling the requirements of the interdisciplinary major and of the Honors Tutorial in either department.

Mathematics and Economics

A total of 15 courses (60 credits) as follows:

1. Economics 100, 201, 202, 290, 407, 420.
2. One course from Economics 305, 310, 331.
3. Mathematics 121, 122, 201, 223, 251, 261.
4. Mathematics 311 or 321.
5. Economics 486 or Mathematics 485 and 486. Senior projects must have a faculty reader from both departments. The final presentation of the senior project must be made in the Senior Seminars of both departments.

Qualified students wishing to pursue Honors can do so by fulfilling the requirements of the interdisciplinary major and of the Honors Tutorial in either department.

Mathematics and economics majors seeking admission to graduate programs in economics, operations research, statistics, or mathematical finance are advised to also take Mathematics 312, Mathematics 431, Computer Science 141, Computer Science 142, and possibly Business 351.

Music and Psychology

A total of 16 courses (64 credits) as follows:

1. Music Courses (6 courses, 8 performance credits = two 4-credit courses):
 - a. Theory & Musicianship: MUSC 204 - Understanding Musicianship [F5]
 - *Two 300-level music theory courses
 - *If placement test determines this course is redundant, choose three 300-level music theory courses.
 - b. History & Literature: 1 course from:
 - MUSC 227 - European Musical Heritage I [F3]
 - MUSC 228 - European Musical Heritage II [F3]
 - c. Performance:
 - 4 semester of large ensembles (MUSC 180-184, 190-194= 1 credit each.)
 - 4 semesters of applied lessons (MUSC 160-178 = 1 credit each.)
 - 4 semesters of Performance Attendance (MUSC 100 = 0 credits.)
 - d. Electives: Two 4-credit courses
 1. One music cognition/therapy topic course (MUSC 140-149 or MUSC 340-349.)
 2. Other courses should be selected from the following recommended list:
 - MUSC 103 – Elements of Music.
 - MUSC 117-119; 105 [F9] – World Music courses.
 - MUSC 227-228 [F3] – European Musical Heritage courses
 - MUSC 222 – Music Technology. (cognition concentration)
 - MUSC 306 – Mathematical Musical Analysis [F6]
 - MUSC 414-415 – Conducting I & II. (applied concentration)

NOTE: Music Talent Award and Fine Arts Award recipients' conditions for waivers of Applied Music fees are outlined in their award letters, which supersedes music major and minor fee waivers are contained here.

2. Psychology Courses (7 courses):
 - a. Foundational Psychology Courses:
 - PSYC 150 - Foundational Issues in Psychology [F8]
 - PSYC 200 - Research Methods and Statistics
 - PSYC 211 - Statistical Methods [F6]
 - b. Perception - PSYC 216
 - c. Advanced Research Methods: 1 course from PSYC 350-353.
 - d. Two other courses chosen from one concentration:

Cognition:

- PSYC 306 – Language and Communication
- PSYC 327 – Cognitive Processes
- PSYC 345 – Cognitive Neuroscience
- PSYC 451-452 – Research Practicum (4 credits)
- NEURO 270 – Neuroscience

NEURO 318 – Neuroscience of Brain Disorders

Applied:

- PSYC 220 – Psychology of Health
- PSYC 222 – Educational Psychology
- PSYC 224 – Psychological Disorders
- PSYC 229 [F11] – Developmental Psychology: Infant and Childhood [F11]
- PSYC 230 – Adolescent Development
- PSYC 311 – Counseling Psychology
- PSYC 326 – Learning and Motivation
- PSYC 451-452 – Research Practicum (4 credits)

3. Senior Experience (4 credits)

Either MUSC 485-486 or PSYC 485 as recommended by advisor and topic availability. The culminating Senior Seminar research project is required to integrate the fields of Music and Psychology.

Other suggested courses to complement this course of study include:

- EDUC 201 - Foundations of Education
- EDUC 460 – Internship in Education [F11]
- FYWS 151 – American Music and Politics [F2s]
- MUSC 160-178 – Lessons. Four additional semesters of lessons and ensembles are recommended. (especially guitar and/or voice for applied/therapy track)
- MUSC 190-198 – Ensembles
- PHIL 270 – Philosophy of Education [F11]
- PHIL 328 – Philosophy of Mind and Consciousness
- PHYS 107 – Physics of Sound and Music [F7]
- PSYC 338 – Psychological Assessment
- PSYC 460 – Internship in Psychology
- PSYC 495-496 – Honors Tutorial
- 460 Other Internship [F11]

Political Science and International Studies

A total of 12 courses (48 credits) as follows:

1. International Studies: Two of the following: 110, 120, 190, both of the following: 300 and one two-course sequence.
2. Political Science: POLS 151; POLS 340 or 360; another 300 level course from among the following courses in American politics and policy (301, 305, 308, 318, 320, 321, 330, 340, 370); one of the following courses in political theory (212, 214, 218, 230, 314); one additional course at the 200 level or above. (POLS 262, 263, 264, do not count toward the Political Science and International Studies Interdisciplinary major.)
3. Economics 100.
4. International Studies 485 or Political Science 485.
5. An appropriate foreign language through completion of the second year (202.)

Russian Studies and International Studies

A total of 16 courses (64 credits) as follows:

1. Russian 202, 205, 255, 410, 486.
2. Two of the following: Russian 301, 302, 309.
3. Russian 212 or 215.
4. International Studies 110, 120, 190, 284, 300, 485.
5. Economics 100.
6. One of the following: Political Science 151, Political Science 215, or History 229.

Latin American Studies

The Latin American Studies program includes a strong language component and brings together courses from six departments: Anthropology/Sociology, Economics, History, Modern Languages (Spanish), Music, and International Studies.

Honors in Latin American Studies

1. Completion of all requirements for the Latin American Studies major.
2. Completion of Latin American Studies 495-496.
3. Completion and public presentation of a substantial research project.

Project proposal must be approved by the Latin American Studies Committee by April of the junior year.

Latin American Studies: Course Offerings

200. Introduction to Latin American Studies.

Fall. Credits: 4.

Degree Requirements: F9.

An introduction to the diverse cultural, social, and political realities of Latin America and the Caribbean. The region is examined from an interdisciplinary perspective that draws on the fields of literature, anthropology, sociology, history, and international studies. Major topics covered in the course include gender, ethnicity, religion, magical realism, immigration, revolution, dictatorship, and human rights. The course is intended as a broad overview of Latin American studies.

460. Latin American Studies Internship.

Fall, Spring. Credit: 1-4.

Degree Requirements: F11.

A work experience at one of several local non-profit organizations and other entities whose missions intersect with the Latin American Studies curriculum. Prior to enrolling in the course, students should research placement options with Career Services and Latin American Studies faculty. The course is conducted under the joint supervision of a Latin American Studies faculty member and a representative of the partner organization. Students who enroll in the course for less than four credits may repeat the course for up to four total credits.

485. Senior Seminar.

Fall or Spring. Credits: 4.

Senior Seminar is an interdisciplinary research project from the following departments: Anthropology/Sociology; History; International Studies; Modern Languages and Literatures (Spanish), Theatre, Biology. Students must combine two disciplines in their research and work under the supervision of faculty members of the Latin American Studies Committee.

495-496. Honors Tutorial.

Fall, Spring. Credits: 4-8, 4-8.

Latin American Studies: Program Committee

Amy Risley, Department of International Studies, Chair

Eric Henager, Department of Modern Languages and Literatures

David Jilg, Department of Theatre

Michael LaRosa, Department of History

Jeanne Lopiparo, Department of Anthropology and Sociology

Elizabeth Pettinaroli, Department of Modern Languages and Literatures

Alberto del Pozo Martinez, Department of Modern Languages and Literatures

Requirements for a Major in Latin American Studies

A total of forty-two to forty-four (42-44) credits as follows:

1. Latin American Studies 200: Introduction to Latin American Studies.
2. Latin American Studies 485: Senior Seminar.

3. Nine of the following courses from at least four different departments. No more than three courses in any one department may count toward the major:
- Anthropology/Sociology 224: Latin America Before 1492.
 - Anthropology/Sociology 325: The Maya and Their World.
 - Anthropology/Sociology 327: Gender and Power in Latin America.
 - Anthropology/Sociology 365: Cultural Motifs. (when the topic focuses on Latin America)
 - Anthropology/Sociology 379: Anthropology of Social Change. (when the topic focuses on Latin America)
 - Biology 160: An International Experience in Health Care.
 - Economics 100: Introduction to Economics.
 - History 261: Colonial Latin America.
 - History 262: Modern Latin America.
 - History 363: History of US-Latin American Relations.
 - International Studies 120: Introduction to Comparative Politics.
 - International Studies 265: Topics in International Studies. (when the topic focuses on Latin America)
 - International Studies 266: Topics in International Studies. (when the topic focuses on Latin America)
 - International Studies 273: Government and Politics of Latin America.
 - International Studies 274: Issues in US-Latin American Relations.
 - International Studies 310: Comparative Political Economy.
 - International Studies 311: International Political Economy.
 - Latin American Studies 460. (4 credits)
 - Music 119: Music of Latin America.
 - Spanish 306: Introduction to Latin American Cultures and Literatures.*
 - Spanish 309: Spanish in Latin America.
 - Spanish 310: US-Latino Literatures and Cultures.
 - Spanish 320: Spanish American Drama.
 - Spanish 330: Spanish American Poetry.
 - Spanish 340: Colonial and Global Visions in Spanish American Literatures.
 - Spanish 360: Gender in Spanish American Literature.
 - Spanish 365: Special Topics in Spanish. (when the topic focuses on Latin America)
 - Spanish 375: Contemporary Central American Literature.
 - Spanish 370: Contemporary Southern Cone Literature.
 - Spanish 405: Literature of Mexico after 1911.
 - Spanish 406: Contemporary Novel of Spanish America.
 - Spanish 408: Spanish American Short Story.
 - Spanish 426: Imperial Discourses of the Hispanic World.

Requirements for a Minor in Latin American Studies

A total of twenty-two to twenty-four (22-24) credits as follows:

1. Latin American Studies 200.
2. Five of the following courses from at least four different departments (Latin American Studies 460 does not count toward the four-department distribution.)
 - Anthropology/Sociology 224.
 - Anthropology/Sociology 325.
 - Anthropology/Sociology 379.
 - Biology 160.
 - History 261.
 - History 262.
 - International Studies 120.
 - International Studies 273.
 - International Studies 274.
 - Latin American Studies 460.
 - Music 119.
 - Spanish 306.*

*Notes: **prerequisite for Spanish 306:** course or courses required to achieve skill competency for literature courses, usually Spanish 202 and 301 or 302.

Neuroscience

Neuroscience at Rhodes provides students with a nuanced understanding of the methodological challenges and conceptual issues that lie at the heart of efforts to understand the function of the nervous system and its role in behavior.

Honors in Neuroscience

In addition to maintaining a cumulative and major GPA of at least 3.5, honors candidates are required to enroll in Neuroscience 399 in the Spring of their junior year. By the start of the senior year, the candidate must submit a proposal for an independent research project for approval by the Program Committee. Up to 8 credits of Neuroscience 495-496 are taken each semester of the senior year. In addition to submitting a written report, the candidate is required to make an oral presentation at the conclusion of the research project. The honors degree in Neuroscience is contingent upon committee acceptance of the research manuscript.

Neuroscience: Course Offerings

270. Neuroscience.

Fall, Spring. Credits: 4.

This course examines the structure and function of the nervous system. Topics range from communication within individual neurons to higher order brain functions such as learning, memory, perception, states of consciousness, language and the regulation of motivation and emotion. Psychiatric and neurological disorders will also be discussed. Particular attention will be given to methods and research design in the Neurosciences.

Prerequisites: Biology 130 and 140, or Psychology 150.

318. Neuroscience of Brain Disorders.

Fall. Credits: 4.

Human brain dysfunction can produce a wide variety of neurological and psychiatric illnesses. While there have been many advances in understanding the underlying mechanisms of these disorders there are few preventative or therapeutic interventions, making these disorders among the most important health problems in our society. This course is designed to provide students with a basic understanding of the neuroscientific literature that addresses the causes and treatments of several brain disorders at the cellular, molecular and genetic levels.

Prerequisites: Neuroscience 270.

350. Neuroscience Research Methods.

Fall. Credits: 4.

This laboratory methods course is designed to expose students to a wide range of neuroscience techniques including electrophysiology, stereotaxic surgery, behavioral pharmacology, tissue fixation and sectioning, histology, immunohistochemistry, western blotting, blood and salivary hormone analysis, and various psychophysiological measures. The class will comprise short lectures accompanying longer laboratory exercises.

Prerequisites: Neuroscience 270.

399. Junior Honors Tutorial.

Spring. Credits: 1.

Junior Neuroscience majors who are considering pursuing honors research are required to enroll in this preparatory tutorial.

Prerequisite: Permission of the faculty member who has agreed to supervise the honors candidate's research.

451-452. Research in Neuroscience.

Fall, Spring. Credits: 1-4.

Qualified students may conduct laboratory research in neuroscience. Four credits of research may be used to satisfy one of the three breadth requirements for the Neuroscience Major. Requirements include at least three hours of work per week per credit, regular meetings with the faculty sponsor, and a formal presentation of the research product upon completion. Interested students should consult the Neuroscience Program committee.

Prerequisite: Permission of the sponsoring faculty member and the Neuroscience Committee.

485-486. Senior Seminar.

Fall, Spring. Credits: 4.

All Neuroscience majors are required to enroll in Senior Seminar during one semester of their senior year. Senior Seminar is intended to be a capstone academic experience that involves student presentations and discussions of current primary literature in Neuroscience. Students will also prepare a research paper on a current topic in the field.

Prerequisite: Permission of the instructor.

495-496. Honors Tutorial.

Fall, Spring. Credits: 4-8.

For seniors accepted into the Neuroscience honors research program.

Neuroscience: Program Committee

Mauricio Cafiero, Department of Chemistry

Kelly Dougherty, Department of Biology

Kim Gerecke, Department of Psychology, Chair

Jason Haberman, Department of Psychology

David Kabelik, Department of Biology

Rebecca Klatzkin, Department of Psychology

Katie White, Department of Psychology

Requirements for a Major in Neuroscience Leading to the B.S. Degree

A total of fifty-three to fifty-six (53-56) credits as follows:

1. Eight (8) core requirements:

Chemistry 120-120L

Biology 130-131L

Biology 140-141L

Psychology 150

Psychology 211

Neuroscience 270

Neuroscience 350

Neuroscience 485/486

2. Two (2) depth requirements:

Biology 375 or Biology 376; AND either Neuroscience 318 or Psychology 345

3. Three (3) breadth courses from the following:

Biology 204, 207, 303 or 304+304L, 307, 325, 340

Chemistry 414, 416

Neuroscience 451-452 (4 credits total)

Psychology 216, 220, 224, 306, 327, 353

Philosophy 328

4. A third depth course

5. Courses recommended but not required:

Chemistry 211-212

Computer Science 141

Mathematics 115

Physics 111-112 (with laboratory)

Political Science 21

Political Economy

Political Economy at Rhodes entails the study of the important works that laid the foundations of economic and political systems throughout the world, the major critiques of those systems, and the quandaries and disputes that arise at the intersection of politics and economics

Political Economy: Course Offerings

486. Senior Seminar in Political Economy.

Spring. Credits: 4.

Senior Seminar offers students the opportunity to integrate and extend their understanding of the various areas of theory, history, politics, philosophy and policy studied as a Political Economy Major.

Prerequisites: Senior standing.

Political Economy: Program Committee

Stephen J. Ceccoli, Department of International Studies

Daniel E. Cullen, Department of Political Science

Marshall K. Gramm, Department of Economics

Teresa Beckham Gramm, Department of Economics

Renee J. Johnson, Department of Political Science

John E. Murray, Department of Economics, Chair

Robert F. Saxe, Department of History

Patrick A. Shade, Department of Philosophy

Stephen H. Wirls, Department of Political Science

Requirements for a Major in Political Economy

A total of 12 courses (48 credits) as follows:

1. Economics 100 and 323; either Economics 201 or 202.
2. International Studies 311.
3. Political Science 110, 205, 218, 314.
4. Political Economy 486.
5. Tracks (choose one):
 - A. Global Track

Three electives (two of which must be outside of Economics) from Economics 310, 312; International Studies 264, 282, 310, 331, 340, 451.
 - B. Historical Track

Three electives from Economics 339; Greek and Roman Studies 270; History 255, 256, 351, 352, 436, 439.
 - C. Philosophical Track

Philosophy 301 and two electives (one of which must be outside of Political Science) from English 265 (Literature and Economics); Philosophy 255, 303, 355; Political Science 212, 214, 230, 411.
 - D. Policy Track

Either Economics 290 or Political Science 270.
Two electives from Economics 305, 310, 420; Political Science 209, 280, 305, 320, 370, 470; Psychology 309.

Self-Designed Interdisciplinary Majors

The option of a self-designed interdisciplinary major is available for those students whose academic goals may best be achieved by combining and integrating the work of two or more academic departments. Like the College's other interdisciplinary programs, the self-designed interdisciplinary major exists to provide an appropriate structure for programs of study that do not fit within the bounds of existing departments and require an interdisciplinary approach.

The majors currently offered by the College's academic departments and interdisciplinary programs are carefully designed and rigorously reviewed by the faculty for intellectual depth and coherence. Students who wish to propose a self-designed course of study should expect that their proposals will be held to the same standards. The self-designed interdisciplinary major petition process therefore requires a significant amount of time and reflection. Students wishing to pursue this option will work closely with their advising faculty in the relevant departments to construct their proposal and to see their study through to completion.

Students who wish to pursue a self-designed interdisciplinary major must complete the required "Declaration of Interdisciplinary Major" form. In completing that form, students should follow the steps below in order to meet the rigorous criteria for the proposed program of study.

1. Consult with faculty members in the departments that will be combined in the major to determine the feasibility of the interdisciplinary major. Consultation with the Registrar is also recommended in order to secure an understanding of the approval procedure.
2. Prepare, in consultation with those faculty members and departments, a petition requesting the College Faculty's approval of the interdisciplinary major. This petition is addressed to the Chairperson of the Faculty Educational Program Committee. The petition must contain the following items:
 - a. An essay that articulates the student's rationale for the interdisciplinary major. Simply explaining how courses in different departments are related is not a sufficient rationale. The rationale must specifically explain why the academic goals of the self-designed major cannot be achieved through a combination of majors and minor(s). The petitioner must demonstrate that only by integrating work in the departments can those academic goals be realized. The importance of this essay cannot be overemphasized. It is not only a statement of the student's reasons for choosing the proposed interdisciplinary major, but also a philosophical and practical statement of (i) how the new major meets the same rigorous standards as the College's already-existing majors, (ii) how the proposed course-plan will include truly "interdisciplinary" study, (iii) how, if there are similar programs or majors at other comparable institutions, the proposed plan for interdisciplinary study compares to those.
 - b. The Declaration of Interdisciplinary Major, including a complete listing of courses that comprise the interdisciplinary major, with numbers, titles, and dates when the courses are to be taken. Though it is customary that the number of courses in each department will be fewer than what is expected of a major in that department, it is essential that substantial advanced work is done in each department. The proposed program of study must include a complete description of how the "interdisciplinary" senior experience will be structured. It must be clear how the departments involved in the major will be integrated into the senior seminar, seminars, or capstone experience. Any self-designed capstone experience should be explained in detail and should be comparable in content, rigor, and methodology to the capstone experiences for existing majors.
3. The Declaration of Interdisciplinary Major must be endorsed in writing by the chairpersons of the concerned departments. This endorsement must include a detailed assessment of the student's rationale and of the student's ability to undertake and complete successfully the work projected in the petition. The departmental endorsements should also specify who will serve as the principal faculty advisor for the student. If the student's petition includes coursework or other projects outside of the participating departments' normal course offerings, the chairpersons should also note their awareness of those elements of the proposal and give assurances that those or comparable opportunities will be available for the student.
4. The entire Declaration of Interdisciplinary Major with the completed petition is submitted to the Registrar for review before it is sent to the Education Program Committee for a full review and final determination. Incomplete Declarations will be returned to the student without review.
5. Interdisciplinary majors must be declared and receive approval no later than midterm of the spring semester of the junior year. It is expected that work on the petition, interviews with faculty, and consultation with the Registrar should begin as early as possible, but will take place no later than the fall semester of the junior year. The student who submits an interdisciplinary major petition will have already declared a major by midterm of the spring semester of the sophomore year. If the interdisciplinary major can be worked out in time for the sophomore year deadline for declaring a major, it should be submitted earlier.
6. Any proposed deviation from an approved interdisciplinary major must have departmental approvals and the approval of the Education Program Committee before changes are made in the course of study.

Urban Studies

In Urban Studies, coursework is integrated with urban field experiences to lend perspective to different urban phenomena. It provides an interdisciplinary learning experience grounded in the liberal arts and connected to concerns of Memphis, the Mid-South region, and the world.

International Study

Many Urban Studies students spend a semester abroad and some of the courses may be eligible for Urban Studies credit. However, students must provide the program director with the course information before beginning the program. There are also some programs that are more appropriate for Urban Studies students such as IHP "Cities in the 21st Century" and DIS "Urban Studies in Europe."

Requirements for a Major in Urban Studies

A total of forty four (44) credits as follows:

1. Urban Studies 201: Introduction to Urban Studies
2. Urban Studies 220: Research Methods in Urban Studies
3. Political Science 206: Urban Politics and Policy
4. One 4 credit course on Race and Ethnicity in the United States
 - Race and Ethnicity in American Society (Anthropology/Sociology 331)
 - African American History (History 242)
 - Black Political Thought (Political Science 230)
 - Black Theology (Religious Studies topics course)

The Civil Rights Movement (History 243)

Intercultural Knowledge and Competence (Urban Studies 250)

(other courses may fulfill this requirement, but will require permission of the Director of Urban Studies)

5. One 4 credit course that provides an Urban Field Experience

Urban Studies 362: Urban Field Research

Urban Studies 460: Internship

Religious Studies 460: Health Equity Internship

*Students in the Urban and Community Health Concentration must take Religious Studies 460.

6. Urban Studies 485: Senior Seminar

7. **Urban Studies Concentration** (typically five, 4 credit courses). The urban studies concentration may be student directed or may take the form of a more formal (transcribed) concentration with required courses specified below.

*In each concentration, one course must address historical and/or comparative perspectives on the urban experience.

1. a. **Concentration in Urban and Community Health**

The following two courses are required as part of the concentration:

1. Medical Sociology (Anthropology/Sociology 347), Introduction to Urban and Community Health (Urban Studies 240), Faith, Health and Justice (Religious Studies 232), or Anthropology of Health (Anthropology/Sociology 265)

2. Community Psychology (Psychology 250) or Psychology of Health (Psychology 220)

Three elective courses may be chosen from the following list. Only two of the three electives may come from the same department or program. One of these courses must be taken at the 300 or 400 level (Urban Studies 460 and Urban Studies 362 do not satisfy this upper level requirement.)

Anthropology of Health (Anthropology/Sociology 265)

Geographic Information Systems (Interdepartmental 225)

Biology of Medicine (Biology 105)

Embryology (Biology 209)

Parasitology (Biology 220)

Genetics (Biology 304 with lab OR Biology 303 without lab)

Molecular Biology (Biology 325)

Virology/Immunology (Biology 330)

Demography of Health (Anthropology/Sociology 265)

Medical Sociology (Anthropology/Sociology 347)

Music and Healing (Music 105)

Medical Ethics (Philosophy 303)

Statistical Methods (Psychology 211)

Psychology of Health (Psychology 220)

Community Psychology (Psychology 250)

Health Care Policy (Political Science 320)

Pain, Suffering, and Death (Religious Studies 233)

Faith, Health, and Justice (Religious Studies 232)

Narrative Perspectives on Religion and Medicine (Religious Studies 300)

Introduction to Urban and Community Health (Urban Studies 240)

Urban Geography (Urban Studies 230)

Nonprofits in the City (Urban Studies 340)

Right to the City (Urban Studies 365)

Global Health/Global Health Maymester (Biology 160)

Note: Students who concentrate in Urban and Community Health and wish to pursue graduate study in Public Health or the medical professions should contact the Director of Health Professional Advising, in addition to working closely with an Urban Studies faculty advisor. Graduate study in Public Health, for example, typically requires the Introductory Biology Sequence and Statistics.

b. **Student-directed Concentration**

Five courses are selected from the Urban Studies Electives with the support of a faculty advisor in Urban Studies.

These courses should support student interests and future goals.

*At least one additional methods course is strongly encouraged. Only one additional methods course may count as an elective for the major.

Additional Research Methods Courses:

Introduction to GIS (Interdepartmental 225)

Statistical Analysis for Economics and Business (Economics 290)

Statistical Methods (Psychology 211)

Urban Field Research (Urban Studies 362)

Research Practicum (Urban Studies 451/452)

*No more than two electives may come from any one academic department.

*Two electives must be taken at the 300 or 400 level (Urban Studies 460 and Urban Studies 362 do not satisfy this upper level requirement)

Urban Studies Electives that are regularly offered are listed below. Urban Studies elective courses may be added during the school year, including topics courses as appropriate. During registration, check Banner Web or the Urban Studies Program office for a complete list of Urban Studies electives. Other courses may be used to fulfill the major requirement provided the courses: 1) contain an urban institutional or urban issues focus, and 2) are approved for major credit by the Director of Urban Studies.

Urban Studies Electives:

Race and Ethnicity in American Society (Anthropology/Sociology 331)
 Medical Sociology (Anthropology/Sociology 347)
 Sociology of Education (Anthropology/Sociology 341)
 The City (Anthropology/Sociology 241)
 Urban Design (Art 265)
 Environmental Science (Biology 120)
 Management of Organizations (Business 361)
 Public Economics (Economics 305)
 Foundations of Education (Education 201)
 Race, Class, Gender, and Sexuality in Education (Education 320)
 Environmental Geology (Geology 214)
 African American History (History 242)
 The Civil Rights Movement (History 243)
 History of Poverty in the United States (History 249)
 Urban History (History 205)
 Black Political Thought (Political Science 230)
 Community Psychology (Psychology 250)
 Infant and Child Development (Psychology 229)
 Community and Program Evaluation (Psychology 350)
 Health Equity Internship (Religious Studies 460)
 Introduction to Urban and Community Health (Urban Studies 240)
 Urban Geography (Urban Studies 230)
 Intercultural Knowledge and Competence (Urban Studies 250)
 Music and Community in Memphis (Urban Studies 262)
 Nonprofits in the City (Urban Studies 340)
 Right to the City (Urban Studies 365)
 Music and Community in Memphis (Urban Studies 382)
 Internship (Urban Studies 460)

Requirements for a Minor in Urban Studies

A total of 24 credits as follows:

1. Introduction to Urban Studies (Urban Studies 201)
2. Research Methods in Urban Studies (Urban Studies 220)
3. One 4 credit course that provides an Urban Field Experience
 - Urban Studies 362: Urban Field Research
 - Urban Studies 460: Internship.
 - Religious Studies 460: Health Equity Internship.

Two of these courses may count toward the minor; only one is required. If two courses are taken, two additional courses should be selected from the urban studies curriculum rather than three courses as noted below.

4. Three courses selected from the Urban Studies Curriculum (including Urban Studies major requirements and electives.) Two of these courses must come from fields outside of one's major. No more than two courses may come from any one academic department. Two courses must be taken at the 300 or 400 level (the Urban Field Experiences courses do not satisfy this upper level requirement.)

Courses in the Urban Studies Major and Urban Studies Electives that are regularly offered are listed under the major. Urban Studies elective courses may be added during the school year, including topics courses as appropriate. During registration, check Banner Web or the Urban Studies Program office for a complete list of Urban Studies electives. Other courses may be used to fulfill the minor requirement provided the courses: 1) contain an urban institutional or urban issues focus, and 2) are approved for minor credit by the Director of Urban Studies.

Requirements for a Minor in Urban and Community Health

A total of 24 credits as follows:

1. Introduction to Urban Studies (Urban Studies 201)
2. Health Equity Internship (Religious Studies 460)
3. Four electives courses chosen from the list of electives in the Urban and Community Health Concentration (see Urban Studies Major requirements and electives.) No more than two courses may come from any one academic department. One elective course must be taken at the 300 or 400 level.

Urban Studies: Course Offerings

201. Introduction to Urban Studies

Fall. Spring. Credits: 4.

Degree Requirements: F8, F11.

An interdisciplinary approach to examining issues and institutions in American cities; neighborhoods, downtowns, suburbs, housing, poverty, environmental justice, nonprofits and city politics; discussion of urban public and social policies; field trips or service learning will be used to do hands on analysis of urban issues.

220. Research Methods in Urban Studies

Fall. Credits: 4.

This course will examine different ways of undertaking urban research. One goal will be to link substantive research questions to appropriate research methods, including both qualitative and quantitative approaches. A second goal will be to develop a critical understanding of research on cities through analysis and practice.

230. Urban Geography

Fall or Spring. Credits: 4

Degree Requirements: F2i, F8

This course examines the history of urbanization from a geographic perspective. This entails an analysis of the historical development of cities and an investigation of the spatial theories utilized to understand the causes of urbanization and its impacts on everyday life. The course begins with a discussion of key concepts such as industrialization, urban political-economy, suburbanization, and the ghetto/inner city. The course then focuses on four inter-related urban processes: working in the city, governing the city, living in the city, and urban social movements. This course begins to tell a more complete story of the urban form and the way in which this mode of life continues to alter human institutions and social relations well beyond the boundaries of the city.

240. Introduction to Urban and Community Health

Fall or Spring. Credits: 4

Degree Requirements: F8

This course focuses on the production of health inequalities and the policy interventions proposed to reduce them, with an emphasis on US cities and Memphis. The course begins by examining the concept of health and its key social determinants. The remainder of the course focuses on applying these conceptual foundations to evaluate community health policies, including access to health care, obesity, gun violence, and environmental health. It uses Memphis as a case study through which to understand many of the challenges of urban health, as well as the potential policy interventions.

250. Intercultural Knowledge and Competence

Credits: 4

Degree Requirements: F9

This course focuses on helping students acquire the knowledge, attitudes, and skills necessary to interact effectively in diverse cultural contexts. Multiple pedagogical strategies are used to foster student growth including: (1) exposing students to interdisciplinary scholarship that contextualizes the experiences of people from diverse cultural backgrounds, (2) requiring students to continually reflect on how their own cultural identities have influenced their values, beliefs, and worldviews, and (3) providing multiple opportunities for students to practice and enhance their intercultural competence skills. Although the course focuses primarily on the experiences of diverse cultural groups within the US, the skills learned should be transferable across multiple contexts.

262. Music and Community in Memphis

Fall, Spring. Credits: 2

In the course, students will join the Mike Curb Institute for Music to explore and understand the richness and complexity of Memphis through research and study, reflection, and real-world experience. Theories and best practices of community integrative education will be studied and applied to tangible projects through the unifying theme of music and community. Students will come to this class from multiple backgrounds (Music, Film, Art, Urban Studies, History, English, Business, Computer Science, etc.) that will inform a variety of projects related to recording, marketing, entrepreneurship, music outreach and education, research, preservation, design, or performance. They will meet together to discuss and reflect on how their experiences in the class connect with what they have learned in other classes, and how their projects connect to each other and the city of Memphis. Students will also explore and reflect on how experiences like these shape their outlook on urban spaces and the role of the arts in these spaces.

No prerequisites, but permission of instructor required.

265. Special Topics

Fall, Spring. Credits: 4

Study of selected topics in urban studies. Varies with instructor. May be repeated for credit when topics vary.

340. Nonprofits in the City: Health, Community, and the Voluntary Spirit

Spring. Credits: 4

Nonprofits have always performed an important role in the production and maintenance of healthy cities. From early settlement houses, soup kitchens, garden clubs and dispensaries to present day community development organizations, charter schools, hospitals and after-school programs, nonprofits provide much of the social, political, and economic infrastructure that allow urban residents to live healthy and productive lives. This course utilizes a political-economic perspective to examine the history of urban nonprofits in the United States. It explores the legal frameworks and financing that allow nonprofits to serve the community as well as the wide variety of services nonprofits provide. It concludes with an assessment of the nonprofit environment in Memphis.

Prerequisites: Introduction to Urban Studies (URBN 201) or Urban Politics and Policy (POLS 206)

362. Urban Field Research

Spring. Credits: 4.

This course provides the opportunity for students to integrate academic understandings, research skills, and community based learning. Students, faculty, and community partners design and conduct field research addressing an urban challenge or issue.

Prerequisites: Two courses in Urban Studies or Urban Studies electives. Research Methods in Urban Studies preferred.

365. Advanced Seminar on Special Topics

Fall, Spring. Credits: 4

Advanced study of selected topics in urban studies. Varies with instructor. May be repeated for credit when topics vary.

382. Music and Community in Memphis

Fall. Credits: 2

In the course, students will join the Mike Curb Institute for Music to explore and understand the richness and complexity of the urban setting of Memphis through research, reflection, and real-world experience. Theories and best practices of Community Integrative Education will be studied and applied to tangible projects through the unifying theme of music and community.

This class will be taught simultaneously with URBN 262, with students in URBN 362 working as student leaders and mentors for the projects. Students will work to develop and reflect on their own personal leadership skills and thoughts on becoming engaged citizens.

Prerequisites: Music and Community in Memphis (URBN 262) and permission of instructor

451/452: Research Practicum In Urban Studies: Research Practicum in Urban Studies

Fall, Spring. Credits: 1-4.

Students will work on a research project under the close supervision of a faculty member. Only 4 practicum credits may count toward the major. This is a pass/fail course.

Prerequisites: Permission of the instructor.

460. Urban Studies Internship

Fall, Spring. Credits: 4.

Degree Requirements: F11.

A directed internship with an urban, social, governmental, or nonprofit agency. The courses integrate traditional academic work in Urban Studies with practical internship experience.

Prerequisites: Two courses in Urban Studies or Urban Studies electives.

485. Senior Seminar in Urban Studies

Spring. Credits: 4.

An investigation of subject areas in the discipline of Urban Studies that involves research collaboration between students and faculty.

Urban Studies: Program Committee

John Bass, Department of Music

Sarah Boyle, Department of Biology

Zachary Casey, Educational Studies Program

Erin Cue, Mellon Postdoctoral Fellow

Anita Davis, Department of Psychology

Keith Gibson, Department of Political Science

Peter Hossler, Urban Studies Program

Kendra Hotz, Department of Religious Studies

Charles Hughes, The Memphis Center at Rhodes College

Evelyn Perry, Department of Anthropology and Sociology

Elizabeth Thomas, Department of Psychology and Director of Urban Studies

Shaolu Yu, Mellon Postdoctoral Fellow

International Studies

The Department of International Studies prepares students to understand international politics, foreign policy making, political development, international law, international organization, defense policy, and the politics and cultures of various countries and regions of the world.

Areas of Concentration

Area A: Functional Specializations - includes courses numbered at the 300-level or 400-level (excluding IS 300, IS 485, and IS 495-6)

Area B: Area Specializations - includes region-specific courses numbered at the 200-level (excluding IS 200 and IS 235)

Other Courses (these can be either A or B area courses):

133: Model United Nations

235: Great Decisions in U.S. Foreign Policy

265-266: Selected Topics in International Studies

270: Research Methods

450: Washington Semester

460: Internship in International Studies

470: Summer Internship Abroad (Mertie W. Buckman International Internship Program)

Honors in International Studies

Required: Completing Honors in the Department of International Studies is comprised of two semesters (Fall and Spring). Students must enroll in International Studies 485 in the Fall semester of the year in which the student intends to complete the Honors Project and gain departmental approval of a research proposal. Students will select a first and second reader for the Honors Project and a third member will be selected by the department. Students should consult with an International Studies faculty member about their intentions to pursue an honors project prior to the beginning of the fall semester and obtain a copy of the "Honors in International Studies Guidelines." A minimum GPA of 3.70 in all course work and approval of the department are required.

International Studies: Course Offerings

110. Introduction to International Relations.

Fall, Spring. Credits: 4.

Degree Requirements: F8.

A survey of contemporary international politics. Major topics covered in this course include international political geography, the evolution of the international system, the nation-state, modern diplomacy, international political economy, international law and organization, the East-West conflict, and North-South issues.

120. Introduction to Comparative Politics.

Fall, Spring. Credits: 4.

Degree Requirements: F8.

An introduction to the principal theories, analytical approaches, and methods relating to the study of comparative politics. Concrete country and case studies are used to highlight the relationship between the tools of comparative politics and real world political events and processes.

133. Model United Nations.

Fall, Spring. Credits: 1.

Simulation of United Nations bodies (General Assembly, Security Council, Economic and Social Council, etc.) in a controlled class environment where debate and procedure are emphasized. Students engage in topical research on political, economic, and social issues of assigned countries and formulate position papers and resolutions for debate in the simulation. The course meets one evening per week for eight weeks. It may be repeated for credit up to a maximum of four (4) credits.

190. International Politics since 1945.

Fall, Spring. Credits: 4.

Degree Requirements: F3.

Survey of significant events and trends in the international system since 1945. Topics include the origins, evolution, and end of the cold war. The emergence of the post-cold war era, decolonization and East-West competition, the rise of nationalism, the role of nuclear weapons in world politics, changes in the global economy, and challenges facing the United States today are also examined.

220. Global Ecopolitics.

Fall. Credits: 4.

Degree Requirements: F8.

An introduction to the ecological politics paradigm, an alternative approach to the study of international relations. This course explores how environmental issues, population, disease, technology, and globalization create both problems and solutions to traditional questions of international relations (like war and peace, sovereignty, development, and power) and raise new areas of inquiry. This course may be sequenced with INTS 341: Comparative Ecopolitics for the purposes of the IS minor.

221. Population and National Security.

Fall or Spring. Credits: 4.

Degree Requirements: F2i.

An exploration of the shifting meanings and interpretation of “security,” particularly the securitization of population. The course covers a wide range of population topics, including aging, migration, the youth “bulge,” urbanization, health, and the demographic “bonus.” Population trends, their security implications, and their connections to issues such as development and the environment are examined. This course may be sequenced with INTS 340: The Politics of Migration for the purposes of the IS minor.

235. Great Decisions in U.S. Foreign Policy.

Spring. Credits: 1.

A review of important global issues confronting U.S. foreign policy decision makers. The course meets in the evening for two hours, once a week for eight weeks. The teaching of this course is shared as each member of the departmental faculty will typically deliver one lecture. The course is open to Meeman Center Students.

243. Government and Politics of the Middle East.

Fall. Credits: 4.

Degree Requirements: F8, F9.

Survey of historical and political trajectories of selected Middle East states, including Turkey, Iran, Israel-Palestine, and the Eastern (Mashreq) Arab world. The region’s history, influence of Islam, and ideological trends are considered as are the roles of ethnic and religious minorities, state building, economic and political liberalization, authoritarian rule, conflict, and gender questions.

244. Issues in Middle East Politics.

Spring. Credits: 4.

Degree Requirements: F8.

Survey of topical areas of significance to Middle East politics. Possible topics include the treatment of minority peoples, social movements, and political ideologies in the region as well as the Arab-Israeli conflict and the Kurdish dispute.

245. Foreign Policies of Middle Eastern States.

Spring. Credits: 4.

Survey of the foreign policies of selected Middle Eastern states. Particular attention is paid to theoretical interpretations of state behavior, individual decision makers, unintended policy results, and the need to balance domestic and external policy imperatives. The central pedagogic concern revolves around understanding how and why various Middle Eastern states choose the policies they do.

251. Government and Politics of Africa.

Fall. Credits: 4.

Degree Requirements: F9.

An introduction to the complexity of the African political and socio-economic mosaic. The course examines the political, economic, and social transitions on the continent since the 1960s with particular focus on issues of governance and socio-economic development in selected countries. The role of both external and internal factors in shaping these political and social dynamics provides the theoretical focus for an investigation of present political economy and future possibilities.

252. The Politics of Pan-Africanism.

Spring. Credits: 4.

Degree Requirements: F9.

This course examines the origins and development of Pan-Africanism and its impact as a political movement for the empowerment of Africans in the Diaspora and the decolonization of the African continent. The role of the OAU/AU as the basis of collective African

security, diplomacy, regional economic integration, and development is evaluated with a view to determining its achievements, problems, and prospects. Particular emphasis is placed on the role of agency in hatching, animating, and orchestrating social movements.

253. Ethnic Conflict in Africa.

Spring. Credits: 4.

Degree Requirements: F8.

A theoretical delineation of how ethnic groups are socially constructed and maintained through a deliberate process of cultural objectification. The historical, political, religious and socio-economic roots of ethnic conflict in Africa are examined. Conflicts such as the Sudanese civil war; the Rwandan genocide; the Biafran civil war; conflict in the Great Lakes region; post-election violence in Kenya as well as ethnic strife in other areas are covered.

254. South Africa through Documentary Film.

Fall. Credits: 4

This course will use documentary film to help understand the remarkable political transformation of South Africa in the 20th century. When the first Europeans settled in South Africa in 1652 they laid the basis for a racial oligarchy which only ended in 1994 with the election of Nelson Mandela as President of a "New" South Africa. Heretofore South Africa had been ruled by whites for the benefit of whites with a system of racial domination called apartheid (from 1948) and which kept the white minority in power with a combination of economic dependency, political exploitation, psychological manipulation and violent repression. The inherent inhumanity of apartheid created an international outcry and spawned a global human rights movement which, along with internal political action by the black majority, helped move South Africa toward a non-racial government. Essential to that movement were images of life inside the apartheid system which were seen via a set of documentary films. The earlier documentary films we will see both not only showed the truth of what happened on the ground but also became artifacts of the struggle itself. It is for this reason that we will use documentaries to tell the story of South Africa's transition from apartheid to freedom. The latter films show how much needs to be done before the promise of equality in South Africa is realized.

260. Summer Study in China.

Summer. Credits: 4.

Degree Requirements: F11.

A six week study program in China. Emphasis is placed on the language, culture, history, politics, and economy of China. Students should contact the I.S. Department and/or the International Programs Office for additional details.

Prerequisites: Minimum 2.0 GPA and approval by the International Programs Office.

261. Government and Politics of China.

Fall. Credits: 4.

Degree Requirements: F9.

A study of the political system of the People's Republic of China, including an examination of the three centers of power (party, government, and military), ideology, leadership, political change, provincial and local governments. The Chinese political system is assessed as a unique communist system and one that is changing due to rapid economic development. Current political problems are also analyzed.

262. China's Foreign Policy.

Spring. Credits: 4.

Degree Requirements: F9.

An analysis of China's foreign policy from 1949 to the present. Particular emphasis is placed on China's relations with the United States, Russia, Japan and Europe, its bid to lead the Third World bloc, Beijing's efforts to adjust to a new world order and its new role as an economic power.

263. Comparative Political Economy of East Asia.

Fall or Spring. Credits: 4.

Degree Requirements: F8.

A comparative study of the interactions between politics and the economy in Japan, South Korea, and Taiwan. Major topics covered include developmental states, state-society interactions, state-business relations, labor politics, economic and political development, and welfare politics.

264. China-Taiwan-U.S. Relations.

Fall or Spring. Credits: 4.

Degree Requirements: F8.

An exploration of the political and economic dimensions of China-Taiwan relations as well as the role played by the U.S. in these relations. Major topics covered include Sino-U.S. relations, Chinese nationalism, identity politics in Taiwan, Taiwan Strait Crises, the U.S. approach to China-Taiwan relations, China's Taiwan policy, Taiwan's China policy, and economic ties between China and Taiwan.

265-266. Topics in International Studies.

Fall, Spring. Credits: 4.

Concentrated study on issues of special importance in international affairs. Recently offered topics include Modern Islamic Fundamentalism, International Development, Ethnic Conflict, Terrorism, and International Drug-Trafficking.

270. Research Methods in International Relations.

Fall or Spring. Credits: 4.

This course examines various tools and methods used in the study of international relations. The formulation and design of research projects is emphasized. Basic analytical concepts and techniques are introduced as students explore various approaches to the study of world politics.

Prerequisites: International Studies 100 and 200, or the permission of the instructor.

273. Government and Politics of Latin America.

Fall. Credits: 4.

Degree Requirements: F8, F9.

An introduction to Latin American politics. Military rule, human rights, democratization, populism, and the politics of gender, class, and ethnicity are examined in relation to specific countries in the region. The course then explores the political dimensions of development, poverty, and inequality. Emphasis is placed on the most important conceptual and theoretical frameworks used to understand politics and governance in Latin America.

274. Contemporary Issues in Inter-American Relations.

Spring. Credits: 4.

Degree Requirements: F8.

A survey of Inter-American affairs, with a focus on past and present relations between Latin American countries and the United States. The course examines the consequences of U.S.-Latin American relations for democracy, human rights, and economic prosperity in the Western Hemisphere. Relevant themes include democracy promotion, immigration, and trade. The course combines case studies of specific countries, policy analysis, and historical/theoretical perspectives on Inter-American relations.

281. Government and Politics of Western Europe.

Fall. Credits: 4.

Degree Requirements: F8.

A comparative study of the government and politics of Europe. Emphasis is given to the evolution of parliamentary democracy, governmental, political, and social institutions, disparate decision-making patterns, and different political cultures. A special segment is devoted to the evolution of the European Union and the current level of European integration.

282. Politics of European Integration

Spring. Credits: 4

Degree Requirements: F8

An examination of the evolving European integration process, institutions, and policymaking procedures, and the interaction between national and "European" interests and political outcomes. The development of Europe as a "community of values" and the fostering of a "European" identity are examined in the context of the European Union's growth as a political community and its relations with non-member states.

283. Introduction to International Business Cases

Summer. Credits: 4.

Degree Requirements: F11.

This travel/study course is a combination of lectures, case discussions, and site visits in Antwerp, Belgium. Students should contact the Economics and Business Department and/or the International Programs Office for additional details. The course is the same as Business 283.

284. Russia and Eurasia

Spring. Credits: 4.

Degree Requirements: F8, F9.

A study of countries comprising the former USSR. The course discusses the politics of reform, as well as the domestic, foreign, and security policies of the successor states, and the context of the changed global power equation after the Cold War.

285. Putin's Russia and the Media

Spring. Credits: 4

Degree Requirements: F9

This course examines mainstream and independent media sources, literary works, and films in order to find the authentic Putin and dynamic contemporary Russia. Unraveling over a century of attempts by the West to penetrate and remake Russia, we will apply theoretical frameworks appropriate to the specific forms of communication and expression (journalism, literature, and film) in order to better understand the real, instead of parodied or demonized, president and the country he has steered since the beginning of the millennium. The course is the same as Russian 285.

292. Encountering Other Cultures: Before.

Fall, Spring. Credits: 2

This course is designed to prepare students for their study abroad experience and to help them derive maximum benefit from their time abroad. Studying or interning in a different country can be exciting and life-changing. It can also be confusing and frustrating, especially if you are not prepared for the different cultural context and are uncertain about the prevailing social norms or work habits of the host country. This first course will prepare the student for his or her first exposure to living, studying, and working in a foreign country.

293. Encountering Other Cultures: During the Encounter.

Fall, Spring. Credits: 2

The course is intended to help students to engage with the host culture while abroad; in so doing, students will hopefully learn more about themselves as well. It will also allow students to keep in touch with their peers and others engaged in study/internship abroad. Students will communicate with each other and their Rhodes mentor using Moodle.

294. Encountering other Cultures: the Return.

Fall, Spring. Credits: 2

The objective of this course is to facilitate re-entry after a study abroad experience, identify intercultural competency and cultural learning gained through the study-abroad experience, and extend and apply that learning in new situations both at present and looking toward the future.

300. International Relations and Comparative Politics Theories.

Fall, Spring. Credits: 4.

An examination of the major theoretical paradigms in the study of international politics and/or comparative politics. An overview of approaches to the study of international relations with emphasis on the realist, liberal, critical, and Marxist debates. Paradigms of international development studies are also analyzed.

Prerequisites: International Studies 100, 200 and Junior or Senior Standing.

310. Comparative Political Economy.

Fall. Credits: 4.

Contemporary nation-states display a wide range of diversity in their patterns of power and authority and choices of economic systems. This course seeks to comprehend from a theoretical perspective the processes which produced these present systems, their similarities and differences, and their sources and mechanisms of change. Major theoretical perspectives are reviewed.

Prerequisite: International Studies 200.

311. International Political Economy.

Spring. Credits: 4.

Degree Requirements: F8.

An overview of major issues and theoretical paradigms in international political economy, including interdependence, foreign economic policymaking, the evolution of the international financial system, the role of multinational corporations, and issues in the North-South dialogue. Emphasis is on the variety of ways in which political and economic forces interact to affect flows of goods, services, investments, money and technology.

Prerequisite: International Studies 100 or the permission of the instructor.

330. Women in World Politics.

Fall or Spring. Credits: 4.

Degree Requirements: F8; F2i.

An examination of how politics shapes women's lives and the ways in which women influence politics at the domestic and international levels. Contemporary issues affecting women around the world, including the "War on Terror," rape and similar forms of gender violence, sex trafficking, economic globalization, and environmental destruction are considered. Case studies are used to highlight the diversity of women's political goals and strategies.

332. The Politics of Social Movements and Grassroots Organizing

Fall or Spring. Credits: 4.

Degree Requirements: F8, F11, and Urban Studies Elective.

This community-integrative course introduces students to the politics of social movements and activism both within the United States and abroad. The main focus will be urban-based movements seeking to represent communities who have been politically marginalized on the basis of class, race, ethnicity, gender and/or sexuality. Students will investigate the strategies participants in such movements use to identify pressing social problems, to mobilize support for their cause, and to influence policy making. Comparative analysis of local/national forms of activism and movements that have emerged overseas is central to the course. All students will engage in community-based learning by working with local organizations involved in advocacy.

334. Religion and Politics

Spring. Credits: 4.

Degree requirements: F8, F9.

Religious politics is on the rise: sectarian conflict is destabilizing the Middle East, Hindu and Jewish ethno-religious parties are challenging liberal democracies through democratic systems, the Christian Right in the US has become a crucial player in local and national politics, Christian Democrats in Europe are leading governments, the Catholic Church is reorienting itself with a new global mission, Evangelical Protestantism is spreading widely and quickly in Latin America and Africa, religious liberties are still a human rights issue in China, and radical transnational religious movements, such as Al Qaeda and ISIS, are challenging the international system

based on nation-states. In this class, we will address this rise of religious politics through: (1) the lenses of comparative politics theories and discuss issues such as the role of religion in democratization, civil wars, national identity, and post-conflict reconciliation, and (2) the lenses of international relations theories and discuss issues such as the global rise of radical religious movements, the role of religion in foreign policy making and regional conflicts.

336. International Human Rights.

Spring. Credits: 4.

This course will examine many of the complex and controversial issues regarding the emergence of the contemporary international human rights regime. Among these issues are: What is the purpose of human rights? What should their content be? When do violations of human rights warrant intervention across national boundaries? Is there a single moral foundation for human rights that spans many cultures or are there many culturally specific moral foundations, or none? In what sense, if any, are human rights universal? We begin with a brief look at the philosophy of rights, discussing how to define rights in general and human rights in particular. Using Mary Ann Glendon's study of Eleanor Roosevelt and the drafting of the Universal Declaration of Human Rights as a point of departure, we also review existing international treaties on human rights. Our class discussions will focus on rights about which there is a great deal of international consensus (such as the right not to be tortured) and rights over which there is much disagreement (such as the right to health care). We will also discuss whether rights are accorded to individuals or groups and how rights are guaranteed. We conclude with a consideration of what makes for a successful human rights campaign (e.g. South Africa) and what challenges are faced by "new" campaigns such as women's rights, LGBTQ rights, and the rights of the child?

340. The Politics of Migration

Fall or Spring. Credits: 4

Degree Requirements: F8

This course explores how international migration challenges notions of identity, citizenship, and economic livelihood and how migrants engage in transnational social practices through travel, communication, and financial transfers. It examines whether the international regime to deal with migration is adequate to meet today's challenges, including refugees and trafficked persons, and how the cultural challenges of integration differ across countries, particularly in liberal states. This course may be sequenced with INTS 221: Population and National Security for the purposes of the IS minor.

341. Comparative Ecopolitics.

Spring. Credits: 4.

Degree Requirements: F8.

This course examines the question why different countries and communities end up with different approaches to the same environmental and population problems. Using a comparative lens, we look for the answer in different roles of social movements and advocacy; regime type; political culture and institutions; the policymaking process; and economic development. This course may be sequenced with INTS 220: Global Ecopolitics for the purposes of the IS minor.

371. American Foreign Policy.

Fall. Credits: 4.

Degree Requirements: F8.

This course examines the foreign policy making process in the U.S. and American foreign policy since World War II. Emphasis is placed on the historical evolution of American foreign policy, the conduct and style of foreign policy making and the contemporary foreign policy establishment. Policy alternatives for specific issues in the present and near future are also studied.

Prerequisite: International Studies 190 or the permission of the instructor.

372. U.S. National Security Policy.

Spring. Credits: 4.

Degree Requirements: F8.

This course examines the evolution of American military power and U.S. national security policy in the twentieth century. Emphasis is placed on the dynamics of policy formation, the interaction of foreign and defense policy, and the impact of domestic politics and the changing international environment on the policy process. Various strategic theories, assumptions about national security policy, and dilemmas regarding the use of force are also examined.

Prerequisites: International Studies 190 and 371, or the permission of the instructor.

373. Terrorism and U.S. National Security.

Fall. Credits: 4.

An examination of the impact of terrorism on U.S. national security in the post-9/11 environment. The impact of 9/11 on U.S. security policy is considered, including the threats posed by terrorism to the homeland and to U.S. interests abroad, U.S. responses to terrorism, and long-term implication of the Global War on Terrorism strategy for U.S. global power position.

Prerequisite: International Studies 190 or the permission of the instructor.

374. Security Studies.

Fall. Credits: 4.

An examination of how Security Studies have evolved over the years, covering both traditional and non-traditional areas of security. It examines a range of concepts from “hard security” to such ideas as energy security, economic security, cyber security and human security. The problem of preventive war, deterrence, mass suicide terrorism, nuclear proliferation unconventional war, and globalization are also considered.

395. U.S. Foreign Policy in East Asia.

Fall or Spring. Credits: 4.

An examination of U.S. foreign policy toward the countries of East Asia with a focus on America’s traditional role in the Far East, wars in Korea and Vietnam, problems in current relations with China and Japan, the NICs and ASEAN. Also to be assessed are the survival of communism in East Asia, trade and security issues, and human rights.

Prerequisite: At least one of the following: International Studies 260, 261, 262, 263, 264, 371, 372.

420. Revolution in World Politics.

Fall or Spring. Credits: 4.

Degree Requirements: F3.

This course examines the concept and theories of revolution; the development of processes involved in revolutionary political movements, and the consequences and ramifications of revolutionary political change. Historical case studies are employed to analyze the specific revolutionary role of such contributive factors as human agency, mass mobilization, state breakdown, international dynamics, and the prevailing social and cultural environment.

421. Democratization in World Politics.

Fall or Spring. Credits: 4.

An examination of the global expansion of democracy in recent decades. The course analyzes the processes of democratic transition, consolidation, and deepening. Relevant themes include civil society, political institutions, culture, and economic development. A variety of countries in Africa, Asia, Latin America, the Middle East, and the former Soviet Bloc are explored. Particular attention is given to theories of democratization within the field of comparative politics.

Prerequisite: International Studies 200 or the permission of the instructor.

422. International Conflict Management.

Fall or Spring. Credits: 4.

Degree Requirements: F8.

A survey of theoretical explanations of international and regional conflicts and an analysis of the practicalities of conflict management and resolution through negotiation, mediation, adjudication, and various other forms of third party intervention. Emphasis is placed on historical origins of conflict; its ethnic, religious, geographic, and political dimensions; and the complexities of conflict management and resolution on the part of international actors.

451. International Organization.

Fall. Credits: 4.

An examination of the growth of international organizations in the nation-state system; procedures of international cooperation in key issue areas, including the peaceful settlement of disputes and collective security, human rights, ecological balance, and economic well-being. The course also covers functional and universal organizations, with an emphasis on the United Nations.

Prerequisite: International Studies 100 or the permission of the instructor.

452. International Law.

Spring. Credits: 4.

Degree Requirements: F8.

A study of the sources and development of international law with particular focus on examination of the core domains of the law including international human rights law; diplomatic law; the law of treaties; international criminal law; international environmental law; as well as the law of the sea, among others. The course seeks to address questions such as; what are the sources of international law? Who makes international law and how is it legislated? What are the rights and duties of subjects of international law? Who enforces international law and how? Towards this end, specific legal cases are delineated and discussed with a view to demonstrating the practical application of international law and the difficulties associated with enforcing international law.

460. Internship in International Studies.

Fall, Spring. Credits: 1-8.

Degree Requirements: F11.

On an individual basis and in conjunction with the Career Services Office, students can receive internship credit for work in various professional settings. Internships have been arranged in the past with a variety of local law firms, non-profit agencies, government agencies, and area corporations. The typical internship experience receives four academic credits on a pass/fail basis. Student interns are expected to keep a regular log of their activities and write a final paper reflecting on their experience.

470. Summer Internship Abroad.

Fall or Spring. Credits: 2.

Degree Requirements: F11.

The Mertie W. Buckman International Internship Program provides an opportunity for outstanding International Studies majors and International Studies-related Interdisciplinary majors to spend two months abroad while working on an internship project approved by the International Studies faculty. The internships, which seek to give students a practical exposure to international politics and economics, are awarded on a competitive basis.

485. Senior Tutorial.

Fall, Spring. Credits: 4.

Conducted as a tutorial in seminar format, this course assists students in intensive research and the completion of the Senior Paper and an oral presentation of the Senior Paper based on topics chosen by students and approved by the faculty member in charge of the seminar. Social science research methods and theories used in the study of international relations and comparative politics are also discussed.

Prerequisite: Senior Standing.

495-6. Honors Tutorial.

Fall and Spring. Credits: 4-4.

An Honors version of International Studies 485, this tutorial will consist of individual research and writing of the Honors Project. Students should consult with an International Studies faculty or staff member about their intentions to pursue an honors project at the beginning of the fall semester of the senior year (or earlier) and obtain a copy of the "Honors in International Studies Guidelines."

Prerequisites: Senior standing, minimum GPA of 3.70 in all course work, and the approval of the department

PLEASE NOTE: This document reflects information as it was published in the 2015-16 Rhodes Catalogue. You may find more current information elsewhere on rhodes.edu.

International Studies: Faculty and Staff

Professors

Stephen J. Ceccoli. 1998. P.K. Seidman Professor of Political Economy. B.A., Heidelberg College; M.A., Ph.D., Washington University. (International relations, political economy, comparative public policy.)

Associate Professors

Shadrack W. Nasong'o. 2005. Chair. Stanley J. Buckman Professor of International Studies. B.A. and M.A., University of Nairobi, Kenya; Ph.D., Northeastern University, Boston. (African politics, comparative politics, international relations.)

Amy E. Risley. 2005. B.A., University of Wisconsin, Madison; M.A., New York University; Ph.D., University of Texas at Austin. (Latin American politics, comparative politics, international relations.)

Assistant Professors

Chien-Kai Chen. 2013. B.A., National Taiwan University; M.A., The University of Alabama, Tuscaloosa; Ph.D., Boston University. (East Asian Politics, Comparative Politics, International Relations.)

Esen Kirdis. 2011. J.S. Seidman Research Fellow. B.A., Koc University, Istanbul, Turkey; Ph.D., University of Minnesota, Twin Cities. (Middle East politics, Islamic politics, international relations, comparative politics.)

Jennifer D. Sciubba. 2008. B.A., Agnes Scott College; M.A., Ph.D., University of Maryland. (Political demography, environmental politics, international relations.)

Adjunct Professor

Yasir Kazi. 2010. B.Sc. University of Houston; B.A. and M.A., University of Madinah, Saudi Arabia; M.A., M. Phil., Ph.D., Yale University. (Islamic Studies.)

Staff

J. Barron Boyd. 2012. Coordinator, Buckman International Studies Initiative. B.A., Rhodes College; M.A. and Ph.D., University of South Carolina. (International politics, International Human Rights, South African Politics.)

Kimberly A. Stevenson. 2008 Departmental Assistant. B.S., University of Memphis.

Requirements for a Major in International Studies

A total of sixty (60) credits as follows:

1. Required courses: International Studies 100, 190, 200, 300, 485.
2. Economics 100.
3. Political Science 151 or 214.
4. Twenty-four (24) additional credits in International Studies with at least 8 credits from each area (A and B).
5. Completion of courses in a modern foreign language through the second full year at the college level (through the 202-level). Any 4-credit foreign language course above the 202-level and taught in the foreign language could also be used to satisfy the language requirement. Ancient Greek, Biblical Hebrew, or Latin will not satisfy this requirement.
6. One International Studies-related course from outside the department chosen by the student and with the approval of the I.S. department adviser and the I.S. Department Chair.

The Department of International Studies offers a number of interdisciplinary majors in collaboration with other departments. These majors include International Studies/Economics; International Studies/History; International Studies/Political Science; and International Studies/Russian Studies

Requirements for a Minor in International Studies

A total of twenty-four (24) credits as follows:

1. International Studies 100, 190, 200.

2. Two-course sequence numbered 200 or above in either area A or B.
3. One additional course at 200-level or above (I.S. 300 is recommended.)

Master of Science in Accounting

Rhodes College offers a 32-credit program of study in accounting and business leading to the Master of Science in Accounting degree. The M.S. in Accounting is a professional master's degree designed to provide a mature understanding of accepted professional practices in the field of accounting and to support entry and advancement in the various fields of professional accounting.

Additional Information

The M.S. in Accounting program office hours are 8:00 a.m. - 4:00 p.m. Monday through Friday (CST). For additional information, contact:

Dr. Pamela Church
Director of M.S. in Accounting Program
Rhodes College
2000 North Parkway
Memphis, Tennessee 38112-1690
Telephone 901-843-3863
church@rhodes.edu

Academic Regulations

The M.S. in Accounting program abides by the same academic regulations as the undergraduate program at Rhodes, with the exceptions noted below.

Registration

Qualification as a full-time, degree student requires registration for a minimum of eight (8) credits in a semester. Degree-seeking students who register for seven (7) credits or less in any one semester are classified as part-time students.

Pass-Fail

A student may enroll in a class on a pass-fail basis. Permission of the instructor and the Director of the M.S. in Accounting is required and must be obtained during the first three weeks of the class in a semester. The Pass/Fail option may not be used to satisfy any of the graduate course requirements for the M.S. in Accounting degree.

Academic Probation and Suspension

To maintain acceptable scholastic standing and to graduate, a student must have an overall grade point average of 3.000 (B) for all graduate work attempted. The Graduate Committee places on academic probation any student whose cumulative grade point average at the end of a semester falls below the minimum standard. Notification of academic probation will be printed on the student grade report. A student on academic probation is not considered to be in good academic standing. Such students are ineligible to participate in some extracurricular activities, including intercollegiate athletics. A student is removed from academic probation upon attainment of a 3.000 average in graduate courses. A student placed on academic probation because of a grade point average below 3.000 has one academic semester of course work to raise his or her average to the required 3.000. If the grade point average is not raised to a 3.000, he or she may be dropped from the program. Any student who earns a D or an F in any graduate course may be dismissed immediately from the program.

Admission

Admissions Procedure

A student who wishes to apply for admission to the M.S. program should print an application form from the Rhodes College website. The completed form should be mailed to the Director of the M.S. in Accounting program with a nonrefundable application fee of twenty-five dollars.

All applicants for admission to the M.S. in Accounting program are required to submit transcripts from all colleges attended and three letters of reference.

All applicants to the graduate program must have an earned baccalaureate from an accredited institution before being admitted into the program.

Standardized Tests

Non-Rhodes applicants are required to take the Graduate Management Admissions Test (GMAT). Rhodes students may choose to submit a GMAT score as part of the application package. Any student planning to apply to the program for fall admission should plan to take the test no later than December so that his or her scores will be available for the Graduate Admissions Committee by March 1. Test application forms may be obtained from some colleges and universities or from the GMAT website at www.mba.com. Applicants whose university instruction was not in English are also required to take the Test of English as a Foreign Language and achieve a score of 550 or above.

Provisional Admission

A limited number of students who would be denied admission based on test scores, letters of recommendation, personal interviews and transcripts may be admitted provisionally to the program if they can demonstrate high probability of success in the program and likelihood of outstanding performance in the profession of accounting in some other manner. Other criteria may include, for example, a record of outstanding performance in a job with increasing levels of responsibility over time. Any student provisionally admitted to the program must attain a grade point average of at least a 3.00 (B) on the first twelve hours of the program completed in order to remain in the program.

Admission of Special Students (Non-degree Candidates)

Students who give evidence of sufficient ability may be admitted as special students to a course offered as part of the M.S. in Accounting curriculum. Special students may take no more than two courses. After two courses, which may total no more than eight credits, the student must make formal application to the M.S. in Accounting program and be accepted into it before taking any additional graduate courses. An undergraduate student in his or her senior year may petition the graduate committee to enroll in a graduate course as a special student. In such a case, no graduate credit will be granted for courses used to satisfy undergraduate requirements. A student may apply no more than a total of four graduate credits earned as a special student and/or for transfer credit toward the requirements for the M.S. in Accounting at Rhodes.

Readmission of Students

The M.S. in Accounting degree must be completed within three academic years from the date of initial enrollment as a degree candidate. Failure to complete the degree requirements within this time will result in being dropped from the program. Any student who wants to continue the program after being dropped must petition the Director for reinstatement.

Expenses and Financial Aid

The tuition charges, regulations for payment and withdrawal, activity fees, and special fees and deposits for the M.S. in Accounting are the same as for the undergraduate program at Rhodes. These charges and policies are outlined in the "Expenses" portion of the catalogue. Room charges and policies are also the same as those for the undergraduate programs; however, on-campus rooms will be made available to graduate students only after all undergraduate demand has been satisfied.

Financial Aid

Financial assistance for students in the M.S. in Accounting program will be in the form of loans and scholarships.

Loans

Graduate students are currently eligible for Federal Stafford Loans up to \$20,500 per year. Federal Stafford Loans are made on an unsubsidized basis, and the student is responsible for interest payment during periods of enrollment. Repayment begins six months after the student graduates or ceases to be enrolled at least half-time. The interest rate is fixed at 6.8%.

Anyone interested in the student loan program should contact:

Office of Financial Aid
Rhodes College
2000 N. Parkway
Memphis, TN 38112-1690
Telephone 901-843-3810

Scholarships

All applicants are automatically considered for a departmental scholarship with no additional forms required to be filed. Departmental scholarships for students in the M.S. in Accounting program are merit based; financial need is not a consideration. Selection for a scholarship is based upon the candidate's academic record, personal achievements, and promise of success in accounting.

Master in Accounting: Faculty and Staff

Associate Professors

Dee Birnbaum. 1991. B.A., State University of New York at Stony Brook; M.B.A., Baruch College; M.Phil., Ph.D., City University of New York. (General management; human resource management.)

Pamela H. Church. 1988. Director, M.S. in Accounting Program. B.S., M.S., University of Memphis; Ph.D., University of Houston. C.P.A. (Accountancy.)

Assistant Professors

Kayla D. Booker. 2015. B.B.A., M.P.A., Ph.D., Jackson State University. C.P.A. (Accountancy.)

Sujan M. Dan. 2013. B.Tech, Kerala University, India; M.S., Ph.D., Texas A&M University. (Marketing.)

Andrey Zagorchev. 2013. B.S., M.S., Plovdiv University, Bulgaria; M.B.A., Wright State University; Ph.D., Lehigh University. (Finance.)

Part-Time Assistant Professor

Milton L. Lovell. 2003. B.S., J.D., University of Mississippi. LL.M., New York University School of Law. Chief Financial Officer and General Counsel, nexAir, LLC (Accountancy; taxation.)

Instructors

Jade O. Planchon. 2012. B.A., Rhodes College; M.B.A., Columbia University. (Finance.)

Ferron Thompson. 2001. B.A., Vanderbilt University; M.S. University of Memphis. C.P.A. (Accountancy.)

Part-Time Instructor

Chris Nunn. 2010. B.A., M.S., Rhodes College. Chief Financial Officer, Security Bancorp of Tennessee, Inc. (Accountancy.)

Staff

Linda Gibson. 2006. Departmental Assistant. B.A., Vanderbilt University; M.L.S., George Peabody College.

Master of Science in Accounting: Course Offerings

Courses numbered 500-599 have a 300 or 400 level cognate course in which undergraduates may be enrolled. (See Course Offerings.) Courses numbered 600 and above are graduate-level-only courses. Students may not enroll in graduate courses if they have undergraduate credit in a course with comparable content. The Director and the professor teaching the graduate course will determine comparability.

Fall and Spring following the course titles indicate the semester in which the course is usually taught. Course credit is shown to the right of the semester.

The College reserves the right to cancel any course for which there is insufficient enrollment.

Course Offerings

552. Cases in Managerial Finance.

Credits: 4.

Same as Business 452 with additional requirements for graduate credit.

Prerequisites: Business 351 or the permission of the instructor and program director.

554. International Finance.

Credits: 4.

Same as Business 454 with additional requirements for graduate credit.

Prerequisites: Business 351 or the permission of the instructor and program director.

563. International Management.

Fall or Spring. Credits: 4.

Same as Business 463 with additional requirements for graduate credit.

Prerequisites: Business 361 or the permission of the instructor and program director.

565. Graduate Topics in Accounting.

Fall or Spring. Credits: 1-4.

Content of the course varies with instructor. The course may be repeated for credit as long as topics covered are different. The course will include international accounting, accounting for not-for-profit organizations, including governmental entities.

Prerequisites: Graduate standing and the permission of the instructor.

566. Personnel and Human Resource Management.

Fall or Spring. Credits: 4.

Same as Business 466 with additional requirements for graduate credit.

Prerequisites: Economics 290 and Business 243 and 361 or the permission of the instructor and program director.

572. Cases in Market Strategy and Value Analysis.

Fall. Credits: 4.

Same as Business 472 with additional requirements for graduate credit. Prerequisites: Economics 290 and Business 243 and 371 or the permission of the instructor and program director.

573. International Marketing.

Fall or Spring. Credits: 4.

Same as Business 473 with additional requirements for graduate credit.

Prerequisites: Business 371 or the permission of the instructor and program director.

583. Advanced International Business Cases.

Maymester. Credits: 4.

Same as Business 483 with additional requirements for graduate credit.

Prerequisites: One of the following: Business 351, 361, 371.

641. Seminar in Financial Accounting Theory and Research.

Fall or Spring. Credits: 4.

An in-depth analysis of the measurement and reporting of financial information to investors and managers. Conventional accounting methods, asset valuation, and income determination, as well as other current topics, will be explored. The course will utilize current articles to study contemporary research issues in financial accounting.

Prerequisites: Completion of core courses.

643. Seminar in Accounting Control.

Fall or Spring. Credits: 4.

An advanced study of conceptual and practical aspects of accounting as a control system. Topics will include measurement of organizational performance, resource allocation, activity-based costing, break-even analysis, process costing, cost variances, transfer pricing, and choosing among alternative projects. Students will analyze case studies, work problems similar to real-world situations, read journal articles on current cost issues, and prepare written reports and presentations.

Prerequisites: Completion of core courses.

644. Accounting for Governmental and Not-for-Profit Entities.

Credits: 4.

An overview of the accounting principles, procedures, and reporting for governmental and not-for-profit entities. Topics covered include accounting for state and local governments, operating statement accounts, budgetary accounting, general capital assets, long-term liabilities and debt service, college and university accounting, and health care accounting. The course will stress comparisons between governmental accounting and corporate accounting to strengthen the students' understanding of the conceptual bases of each.

Prerequisites: Completion of core courses.

645. Taxation of Business Organizations.

Fall or Spring. Credits: 4.

An intensive examination of the federal income tax laws as they relate to partnerships, trusts, and corporations. Discussions will focus on economic and policy issues surrounding the current tax structure. Also, emphasis will be placed on tax research to enable students to analyze complex tax problems.

Prerequisites: Completion of core courses.

646. Consolidations and Advanced Accounting Topics.

Fall or Spring. Credits: 4.

This course will address various topics in advanced accounting. Accounting for investments including fair value, equity and consolidation of financial statements will be covered in depth. Bankruptcy and partnership accounting issues will be reviewed. Foreign currency transactions and translation will be examined. Emerging issues related to the accounting profession will be discussed as an integral part of the course.

Prerequisites: Completion of core courses.

647. Legal and Regulatory Environment of Business.

Fall or Spring. Credits: 4.

The impact of federal regulations on businesses, particularly in the areas of antitrust law and securities regulations. This course will examine the legal responsibilities of business owners and directors, as well as the responsibilities of business entities.

Prerequisites: Completion of core courses.

648. Systems Auditing.

Fall or Spring. Credits: 4.

A comprehensive view of the development, implementation, and auditing of accounting information systems. The course will cover the theoretical and technical aspects of the attest function, with an emphasis on the establishment and analysis of controls in computer-based systems. Topics will include data integrity and quality, materiality, sampling, reports, ethics, and regulations.

Prerequisites: Completion of core courses.

665. Graduate Topics in Accounting.

Fall or Spring. Credits: 1-4.

Content of the course varies with instructor. The course may be repeated for credit as long as topics covered are different. The course will include international accounting, accounting for not-for-profit organizations, including governmental entities.

Prerequisites: Graduate standing and the permission of the instructor.

680. Ethics: Business and Society.

Fall or Spring. Credits: 4.

This is a survey course of the relationship between business and society. The course explores a wide variety of analytical models that might be used to evaluate business decisions from an ethical perspective. The course uses lectures, discussion and case methods to analyze the relationship between business and the public with which it interacts.

Prerequisites: Completion of core courses.

Requirements for the M.S. Degree

A total of thirty (32) credits as follows:

Required courses. (28 credits):

1. Business 641: Seminar in Financial Accounting Theory and Research.
2. Business 643: Seminar in Accounting Control.
3. Business 644: Accounting for Governmental and Not-for-Profit Entities.
4. Business 645: Taxation of Business Organizations.
5. Business 646: Consolidations and Advanced Accounting Topics.
6. Business 647: Legal and Regulatory Environment of Business.
7. Business 648: Systems Auditing.

Elective course. (4 credits) One 500- or 600-level course in the Department of Commerce and Business.

Changes in Degree Requirements

A student may satisfy the requirements for an M.S. in Accounting degree as described in any catalogue that has been in effect during the student's enrollment in the M.S. program. Students readmitted to Rhodes may graduate under requirements in effect during the original period of enrollment or by following a program incorporating features of the current and the earlier degree requirements and approved by the Graduate Committee. For students electing to graduate under earlier degree requirements, there is no guarantee that the courses specified in those requirements will be offered.

The Educational Program

The graduate program builds upon the undergraduate study of accounting by introducing more complex accounting practices and reasoning into the functional areas of accounting: cost, tax, auditing and advanced financial. The graduate program also addresses the legal environment of business and business ethics, accounting research, and the theory and methodology of the accounting discipline. It is central to the mission of the program that students be able to communicate effectively, both orally and in writing. A significant component of all graduate courses will be oral presentations and discussions as well as written assignments.

The Curriculum

Core courses and prerequisites. The following courses or their equivalents are required before beginning the graduate program. The graduate committee will evaluate a student's transcript to determine whether a core course requirement has been met. At the committee's discretion, a student may be allowed to take certain graduate courses concurrently with these core courses.

1. Financial Accounting.
2. Intermediate Accounting I and II.
3. Cost Accounting.
4. Federal Income Tax.
5. Auditing.
6. Introduction to Economics.

Area courses. A student must complete at least one course, either graduate or undergraduate, in each of the following areas:

1. Finance.
2. Management or Marketing.

Transfer Credit

No more than a total of eight graduate credits earned at another institution and/or graduate credit earned as a special student (see above) may be counted toward the M.S. in Accounting at Rhodes. A minimum grade of B- must be earned for any course credit to be transferred.

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

1. The institution at which the course work is taken must be an accredited college or university.
2. Correspondence courses and distance learning (Internet) courses will not be accepted for meeting the program's prerequisites, area courses, or degree requirements.
3. To be accepted for credit, each course must be judged comparable in terms of content and quality to a course in the graduate curriculum at Rhodes. The Program Director makes these judgments.
4. All course work taken at other institutions for which Rhodes receives a transcript will be evaluated for transfer credit, and if acceptable, will be posted to the student's record.
5. A maximum of 4 credits (1 credit = 1 semester hour) will be accepted toward the Rhodes M.S. in Accounting degree. Transfer credits based on a quarter system are converted to the Rhodes credit basis using the formula that one quarter hour equals two-thirds credit. Fractional transfer credits will be credited.
6. Transfer credits are not accepted if the grade is C+ or below. Transfer credits are credited to the Rhodes transcript as credits only; they are not used to determine the grade point average.
7. Transfer credit may be used to satisfy M.S. degree requirements.

Mathematics and Computer Science

The Department of Mathematics and Computer Science offers students numerous opportunities to develop quantitative reasoning, critical-thinking, problem-solving, and communication skills through its curriculum and extracurricular activities.

Computer Science: Course Offerings

141. Computer Science I: Programming Fundamentals.

Fall, Spring. Credits: 4.

Degree Requirements: F6.

An introduction to the fundamental concepts and practices of procedural programming. Topics include data types, control structures, functions, arrays, files, and the mechanics of running, testing, and debugging. Emphasis is placed on program design and problem solving techniques. The course also includes an introduction to the historical and social context of computing and an overview of computer science as a discipline.

142. Computer Science II: Object-Oriented Programming.

Fall, Spring. Credits: 4.

Degree Requirements: F6.

An introduction to the fundamental concepts and practices of object-oriented programming. The object-oriented programming paradigm is introduced, with a focus on the definition and use of classes as a basis for fundamental object-oriented program design. Other topics include an overview of programming language principles, simple analysis of algorithms, basic searching and sorting techniques, and an introduction to software engineering issues.

Prerequisite: Computer Science 141.

172. Discrete Structures for Computer Science.

Fall, Spring. Credits: 4.

Degree Requirements: F6.

An introduction to and survey of the mathematics used in computer science including functions, relations, sets, counting, logic, Boolean algebra, proof techniques, induction, recursion, computational complexity, and computability. Other topics may be included as time permits.

Prerequisite: Computer Science 141.

231. Introduction to Computer Organization.

Fall, Spring. Credits: 4.

A bottom-up exploration of the interaction between computer hardware and software. Topics begin with an introduction to digital logic, and continue through elementary processor design, to assembly language, machine data representation, and computer arithmetic. Other topics in contemporary computer architecture such as multicore processors and GPU's may be discussed as time allows. Projects include hardware and simulated digital circuits as well as programs in assembly language.

Prerequisite: Computer Science 141.

241. Computer Science III: Data Structures and Algorithms.

Fall, Spring. Credits: 4.

An introduction to the fundamental concepts of data structures and the algorithms that arise from them, using the object-oriented design paradigm. Data structures covered include stacks, queues, linked lists, hash tables, trees, and graphs. Other topics include an introduction to iterative and recursive algorithmic strategies and basic algorithm analysis.

Corequisite: Computer Science 172 (unless already taken).

Prerequisite: Computer Science 142.

320. Computer Graphics.

Spring. Credits: 4.

Coverage of the basic concepts of 2D and 3D graphics, including an overview of graphics hardware, use of a graphics application programming interface, user interface design, techniques for computer animation, and graphical algorithms such as geometric transformations, clipping, windowing, hidden surface removal, and raster graphics techniques for the representation of curves, surfaces, and solids.

Corequisite: Math 223 or Math 261 (unless already taken).

Prerequisite: Computer Science 241.

330. Operating Systems.

Fall or Spring. Credits: 4.

An introduction to the fundamentals of operating systems design and implementation. Topics include the process model and implementation of processes, an overview of the major components of a modern operating system, mutual exclusion and interprocess synchronization, a survey of scheduling algorithms, memory management techniques, and file systems.

Prerequisite: Computer Science 231.

340. Databases.

Fall or Spring. Credits: 4.

An introduction to the design and use of database systems, as well as the key issues in building such systems. Topics include the relational model, logical database design, query languages, and database implementation issues such as storage and indexing, query processing and optimization, concurrency control, and transaction management. In addition to traditional database topics, this course provides an introduction to key technologies for managing and exchanging data on the World Wide Web.

Prerequisite: Computer Science 241.

350. Theory of Computation.

Spring. Credits: 4.

A study of theoretical models for computing. The hierarchy of finite state machines, pushdown machines, context free grammars, and Turing machines will be analyzed, along with their variations. The basic concepts of decidability, complexity theory, and NP-Complete problems will be introduced. (Course offered in alternate years; scheduled for 2016-2017.)

Prerequisite: Computer Science 172.

355. Advanced Algorithms.

Spring. Credits: 4.

An in-depth study of the design and analysis of advanced algorithms, including the performance tradeoffs and resources required by various algorithmic implementations. Major classes of computational problems will be identified and explored. Advanced data structures and approximation heuristics are introduced as required for solution design. Topics vary depending on the specific problems covered but will include the Master Theorem, dynamic programming, divide-and-conquer and greedy algorithms. (Course offered in alternate years; scheduled for 2015-2016.)

Prerequisite: Computer Science 172, 241.

360. Programming Languages.

Fall or Spring. Credits: 4.

A wide-ranging and in-depth coverage of fundamental programming language concepts, presenting design issues of the various language constructs, and examining the design choices for these constructs in a range of the most popular contemporary programming languages. Language design alternatives are examined and critiqued. Methods of syntax description, common approaches to describing the semantics of programming languages, and various implementation approaches are covered.

Prerequisite: Computer Science 241.

372. Artificial Intelligence.

Fall or Spring. Credits: 4.

An introduction to the basic knowledge representation, problem solving, and learning methods of artificial intelligence (AI). Students study the core algorithms and data structures used in AI, abstract real problems into the prototypical tasks that have been studied in AI, and learn to map between abstract tasks and the basic AI techniques that address them.

Prerequisite: Computer Science 241.

451-452. Research in Computer Science.

Fall, Spring. Credits: 1 to 4.

Qualified students may conduct original research in computer science under the supervision of a faculty mentor. A student may use four combined credits from 451 and 452 towards one upper-level major elective. Students should expect to commit at least three hours per week per credit.

Prerequisite: Permission of faculty mentor.

455-456. Readings in Computer Science.

Fall, Spring. Credits: 1 to 4.

This course allows students to do advanced work not provided for in the regular courses. Its content will be fixed after consultation with the student and in accord with his or her particular interests.

Prerequisite: Permission of the department chair.

460. Internship.

Fall, Spring. Credits: 1 to 4.

Degree Requirements: F11

Internships in Computer Science, which are normally arranged by the Director of Career Services, permit a qualified student to receive academic credit for off-campus work experience. Upon completion of the internship, the student makes written and oral reports focusing on an integration of the student's academic work and the internship project. Normally the course will be taken on a Pass/Fail basis; it

does not count toward the requirements for the major or minor except with special approval of the department. Interested students should contact the Chair of the department and the Director of Career Services.

465. Special Topics in Computer Science.

Fall, Spring. Credits: 4.

An occasional offering of topics not covered in the existing computer science courses. Examples of topics include data mining, human-computer interfaces, virtual environments, bioinformatics, parallel systems, and compilers.

485-486. Senior Seminar.

Fall, Spring. Credits: 1-4.

Fall term: This course lays the groundwork for the Spring Senior Seminar experience. Independent readings will be discussed and presented, and a Senior Seminar Project prospectus will be prepared and presented for approval by the faculty of the department.

Spring term: This course comprises an in-depth exploration of the principles and techniques of analysis and design of software systems from an object-oriented perspective. Design patterns, a diagrammatic modeling language, and standard techniques of computer software specification, implementation, testing, and documentation will be explored and used as tools by students working in teams. Each team will produce a robust, scalable, and maintainable large-scale system based on the project proposal completed in CS 485. The Senior Seminar sequence is meant to emphasize the unity and power of computer science by applying and extending ideas drawn from the courses required for all Computer Science majors. All participants will make several oral presentations.

Prerequisites: Senior standing in the Computer Science major.

495-496. Honors Tutorial in Computer Science.

Fall, Spring. Credits: 4 to 8.

Prerequisites: Permission of the department chair.

Honors in Mathematics or Computer Science

1. Required courses: fulfillment of the requirements for the major.
2. Honors Tutorial: 495 and 496.
3. Approval by the department is required.

Mathematics and Computer Science: Faculty and Staff

Professor

Alec Michael Sheard III. 2008. Chair. B.A., Yale University; M.A. and Ph.D., University of California, Berkeley. (Logic, set theory.)

Associate Professors

Eric Gottlieb. 1998. B.S., Antioch College; M.S., University of Washington; Ph.D., University of Miami. (Algebraic combinatorics.)

Christopher Mouron. 2002. B.S., Lafayette College; M.S. and Ph.D., Texas Tech University. (Topology, continuum theory, discrete dynamical systems.)

Betsy Williams Sanders. 2007. B.S., Millsaps College; M.S. and Ph.D., Vanderbilt University. (Computer graphics and animation.)

Chris Seaton. 2004. E.C. Ellett Professorship of Mathematics and Computer Science. B.A., Kalamazoo College; Ph.D., University of Colorado at Boulder. (Differential geometry, differential topology, orbifolds, Lie groupoids, singular symplectic reduction, invariant theory.)

Assistant Professors

Ibrahim Abdelrazeq. 2015. B.S., Yarmouk University; M.S., New Mexico State University; Ph.D., University of Ottawa (Time series analysis, financial and actuarial mathematics, parametric and nonparametric goodness of fit tests.)

Erin N. Bodine. 2010. B.S. and B.A., Harvey Mudd College; Ph.D., University of Tennessee, Knoxville. (Optimal control theory, mathematical ecology, differential equations, discrete difference equations, individual and agent based modeling.)

Rachel M. Dunwell. 2005. B.Sc., Leeds University; M.Sc., Liverpool University, Ph.D., Heriot-Watt University. (Psychometrics.)

Phillip B. Kirilin. 2012. B.S., University of Maryland; M.S. and Ph.D., University of Massachusetts Amherst. (Artificial intelligence,

machine learning, music informatics.)

D. Brian Larkins. 2015. B.S., M.S., Ph.D., The Ohio State University.(Parallel programming, programming languages, network security.)

Catherine E. Welsh. 2013. B.S., Ursinus College; M.S., Lehigh University; Ph.D., University of North Carolina-Chapel Hill. (Bioinformatics, computational genetics.)

Staff

K. Michelle Hammtreee. Departmental Assistant. B.A., University of Southern Indiana, Evansville.

Mathematics: Course Offerings

107. Linear Methods.

Fall, Spring. Credits: 4.

Degree Requirements: F6.

Topics include systems of linear equations, matrices, matrix inversion and applications (including Leontief input-output analysis), mathematical programming, linear programming and the simplex method, finite Markov chains, and game theory.

108. Cryptology.

Spring. Credits: 4.

Degree Requirements: F6.

This course is an examination of conventional cryptographic methods (such as substitution and transposition ciphers), public key methods (such as RSA, a standard method for secure web transactions), and computer-based conventional cryptographic techniques (block ciphers and hash functions). We will develop and use mathematical tools such as modular arithmetic, probability, matrix algebra, and number theory both to implement and cryptanalyze these methods. In addition, we will deal with a few of the technical and public policy issues surrounding uses of encryption.

111. Introduction to Applied Statistics.

Fall, Spring. Credits: 4.

Degree Requirements: F6.

A modern introduction to statistical inference. Core topics include one- and two-sample hypothesis testing and confidence interval construction for means and proportions using both randomization techniques and traditional methods; correlation; and simple linear regression. Students are introduced to professional statistical packages. Students who have already taken Math 122 should consider taking Math 311-312 instead. Students who already have credit for Economics 290 may not earn credit for Math 111.

115. Applied Calculus.

Fall, Spring. Credits: 4.

Degree Requirements: F6.

This one-semester course presents an introduction to applied mathematics and an overview of calculus: applications of the derivative, the definite integral, the Fundamental Theorem of Calculus, partial derivatives and double integrals. Applications will involve the use of a variety of functions, including exponential, logarithmic and trigonometric functions. Each topic is introduced through the modeling process; computer-based applications and group work are major components of this course. (Note: Students who have already had Math 121 may not earn credit for Math 115. Math 115 is not adequate preparation for Math 122.)

121. Calculus I.

Fall, Spring. Credits: 4.

Degree Requirements: F6.

This course is an introduction to the concepts, formalism, and applications of derivatives and integrals. Elementary transcendental functions are used throughout; specific topics include limits, the derivative, applications of differentiation, the definite integral, and the

Fundamental Theorem of Calculus.

Prerequisites: Students will need a background in high school algebra, geometry, trigonometry, and exponential and logarithmic functions.

122. Calculus II.

Fall, Spring. Credits: 4.

Degree Requirements: F6.

This course is an introduction to (1) formal and numerical techniques of integration, (2) Taylor's theorem, sequences, series, power series, and their applications, (3) applications of integration and series to solving first-order and linear differential equations, and (4) applications of integration to calculate area, length, volume, probability, work, centroids, and fluid pressure.

Prerequisite: Math 121.

201. Transition to Advanced Mathematics.

Fall. Credits: 4.

Degree Requirements: F6.

A thorough introduction to the reading, writing, presenting and creating of mathematical proofs. Students will learn and practice in a careful and deliberate way the techniques used to prove mathematical theorems. Proofs studied will be chosen from a variety of fields such as set theory, number theory, analysis, algebra, and graph theory. Topics also include elements of the history and philosophy of mathematics and an introduction to the mathematical community.

Prerequisite: Math 122 or the permission of the instructor.

214. Discrete Mathematical Modeling with Biological Applications.

Spring. Credits: 4.

Degree Requirements: F6.

In this course students will learn how to use discrete mathematical models to analyze problems arising in the biological sciences, without using calculus. The types of models used will include discrete difference equations, matrix models, and agent-based models. Some of the biological applications explored in this course include modeling the population sizes of various species over time, describing how the concentration of a drug in the body changes over time, modeling the process of ecological succession, modeling the concentration of a pollutant in water reservoir, and modeling the frequency of a certain allele in a population over time. To facilitate analyzing mathematical models, students will learn how to utilize the software package MATLAB. One hour a week of this course will be spent in a computer lab.

Prerequisite: None.

223. Calculus III.

Fall, Spring. Credits: 4.

Degree Requirements: F6.

A continuation of Math 122: vector calculus, functions of several variables, partial derivatives, multiple integrals, line integrals, and Green's theorem.

Prerequisite: Math 122.

251. Differential Equations.

Fall, Spring. Credits: 4.

Degree Requirements: F6.

The theory, methods, and applications of ordinary differential equations. Topics include existence, uniqueness and other properties of solutions, linear equations, power series and Laplace transform methods, systems of linear equations, and qualitative analysis.

Prerequisite: Math 122.

261. Linear Algebra.

Spring. Credits: 4.

Degree Requirements: F6.

Topics include systems of linear equations, matrix algebra, determinants, real and complex vector spaces, linear transformations, eigenvalues and eigenvectors, and diagonalization. Attention is given to proofs.

Prerequisites: Math 201, 223, or the permission of the instructor.

311. Probability Theory.

Fall. Credits: 4.

Topics include the axioms of Kolmogorov, basic combinatorics, conditional probability, independence, various discrete and continuous probability distributions, expected value, variance, moment-generating functions, characteristic functions, the weak and strong law of large numbers, the Central Limit Theorem, and simulation. (Course offered in alternate years; scheduled for 2017-2018.)

Corequisite: Math 223.

312. Mathematical Statistics.

Spring. Credits: 4.

This course introduces students to theoretical issues and data-driven applications in statistics. Topics include modes of convergence, estimation theory, confidence interval construction, hypothesis testing, linear regression, goodness-of-fit tests, and nonparametric tests. Special emphasis is placed on the use of the Student's t , F , Z , and chi-squared distributions to draw inferences about the means and variances of one or two populations. (Course offered in alternate years; scheduled for 2017-2018.)

Prerequisite: Math 311.

315. Mathematical Modeling.

Fall. Credits: 4.

Mathematical modeling is central to harnessing the power of mathematics in the generation of new scientific knowledge. Students will work in teams to model biological or physical scenarios using different classes of mathematical models: systems of differential equations, matrix models, and stochastic models. Students will learn to conduct literature searches, pose and refine research questions, use standard mathematical models, identify which models are applicable to a given research question, modify standard models to novel situations, communicate each of these effectively in writing, and work effectively in a team. A final project will require students to create a final, polished research article presenting their models. A significant portion of this course will focus on developing fluency in scientific writing.

Prerequisite: Math 251 or the permission of the instructor.

321-322. Real Analysis.

Fall, Spring. Credits: 4-4.

Topics include the real and complex number systems, metric spaces, sequences and series, continuity, and differentiation, as well as topics selected from the Riemann and the Riemann-Stieltjes integrals, sequences and series of functions, functions of several real variables, and Lebesgue theory. Emphasis is on careful proof.

Prerequisites: For 321, Math 201 and Math 223. For 322, Math 321.

352. Partial Differential Equations.

Fall. Credits: 4.

An introduction to the concepts, theory, and basic solution techniques of partial differential equations. Examples studied in detail include the heat equation, wave equation, and Laplace equation. The theory and applications of Fourier series are introduced. Other topics that may be covered include numerical methods, modeling, and nonlinear waves. (Course offered in alternate years; scheduled for 2016-2017.)

Prerequisite: Math 251.

362-363. Abstract Algebra.

Fall, Spring. Credits: 4-4.

An introduction to axiomatic algebraic structures. Topics include groups, subgroups, permutation groups, cyclic groups, normal subgroups, quotient groups, homomorphisms, isomorphisms, rings, integral domains, polynomial rings, ideals, quotient rings, fields, and extension fields. Additional topics may include finite fields, Galois theory, and advanced topics from linear algebra. (Course offered in alternate years; scheduled for 2017-2018.)

Prerequisites: For 362, Math 201 and Math 261. For 363, Math 362.

370. Complex Variables.

Spring. Credits: 4.

This course is an introduction to the theory of functions of a complex variable. Topics include complex numbers and their properties, analytic functions and the Cauchy-Riemann equations, complex logarithms, exponential and trigonometric functions, complex integration and the Cauchy integral formula, complex power series, the residue theorem, and applications to calculations of definite integrals.

Prerequisite: Math 223.

386. Junior Seminar.

Spring. Credits: 1.

This course will prepare students for the Senior Seminar experience. Students will attend the Senior Seminar presentations, pursue independent readings, and prepare a Senior Seminar prospectus for approval by the faculty of the department.

431. Topology.

Spring. Credits: 4.

Topics selected from sets, functions, metric spaces, topological spaces, separation properties, compactness, connectedness, the Stone-Weierstrass theorem, mapping theorems, plane topology.

Prerequisites: Math 201 and Math 223.

451-452. Research in Mathematics.

Fall, Spring. Credits: 1 to 4.

Qualified students may conduct original research in pure mathematics, applied mathematics, or statistics under the supervision of a faculty mentor. A student may use four combined credits from 451 and 452 towards one upper-level major elective. Students should expect to commit at least three hours per week per credit.

Prerequisite: Permission of faculty mentor.

455-456. Readings in Mathematics.

Fall, Spring. Credits: 1 to 4.

This course allows students to do advanced work not provided for in the regular courses. Its content will be fixed after consultation with the student and in accord with his or her particular interests.

Prerequisite: Permission of the department chair.

460. Internship.

Fall, Spring. Credits: 1 to 4.

Internships in Mathematics, which are normally arranged by the Director of Career Services, permit a qualified student to receive academic credit for off-campus work experience. Upon completion of the internship, the student makes written and oral reports focusing on an integration of the student's academic work and the internship project. Normally the course will be taken on a Pass/Fail basis; it does not count toward the requirements for the major or minor except with special approval of the department. Interested students should contact the Chair of the department and the Director of Career Services.

465. Special Topics in Mathematics.

Fall, Spring. Credits: 4.

An occasional offering of topics not covered in the existing mathematics courses. Examples of topics include: graph theory, Fourier analysis, measure theory, dynamical systems, matrix groups, foundations of mathematics, game theory, set theory, logic, non-Euclidean geometry, orbifold Euler characteristics, and operations research.

482. Combinatorics.

Fall. Credits: 4.

Topics selected from basic counting principles, Ramsey theory, the inclusion/exclusion principle, recurrence relations, generating functions, partially ordered sets, systems of distinct representatives, combinatorial designs, graphs, directed graphs, partitions, combinatorial optimization, enumeration under group action, and an introduction to coding theory. (Course offered every third year; scheduled for 2014-2015.)

Prerequisite: Math 201 or the permission of the instructor.

485-486. Senior Seminar.

Fall, Spring. Credits: 2-2, 4-0, or 0-4.

Students pursue individual projects supervised by members of the faculty. Seminar sessions focus on issues of effective written and oral presentation of mathematics. A student may pursue either a research project, in which the student carries out original research on a suitable topic of interest, or an expository project, demonstrating understanding of mathematics by exploring some topic of established mathematics which is not covered in a regular course. Students who pursue an expository project may complete the senior seminar requirement in either one semester (4 credits in the Fall) or two semesters (2 credits in the Fall, 2 credits in the Spring.) Students pursuing a research project must complete the requirement over two semesters.

495-496. Honors Tutorial in Mathematics.

Fall, Spring. Credits: 4-4.

The Honors Tutorial provides an alternative to the Senior Seminar for qualified students who wish to pursue an original research project in greater depth than would be possible otherwise. Criteria for successful completion of an Honors project include originality, mathematical maturity, progress, and independence.

Prerequisite: Permission of the department.

Planning a Major

Students considering a major in Mathematics or Computer Science should contact the Chair or another member of the department as early as possible to ensure progress is being made toward the major. More information can be found at the department's web site:

www.rhodes.edu/mathcs.

For reasonable progress toward a major in Mathematics, a student should begin the Calculus sequence (Math 121, 122 and 223) at the appropriate level in the first year, and complete the sequence before the Spring of the second year; complete Math 201 in the first year or second year; and complete Math 261 by the end of the second year.

For reasonable progress toward a major in Computer Science, a student should begin the introductory programming sequence (Computer Science 141, 142, 241) in the first year. In the second year, a student should complete Computer Science 172 in fall and Computer Science 231 in the spring. The Mathematics requirements should be completed by the end of the third year.

Requirements for a Major in Computer Science

A total of fifty-three (53) credits as follows:

1. Computer Science 141, 142, 172, 231, 241, 330, 485, and 486.
2. Computer Science 350 or 355.
3. Mathematics 121 and one additional mathematics course.
4. Three additional four-credit computer science courses numbered above 300, excluding 495 and 496.

Requirements for a Major in Mathematics

A total of forty-nine (49) credits as follows:

1. Mathematics 121, 122, 201, 223, 261, 386, and four credits of 485 and/or 486.
2. Six additional four-credit courses from among mathematics courses numbered above 200 or Computer Science 141, including at least four courses numbered above 300, excluding 460, 495, and 496.

Requirements for a Minor in Computer Science

A total of twenty-four (24) credits as follows:

1. Computer Science 141, 142, 172, 231, and 241.
2. One additional four-credit computer science course numbered above 300.

Requirements for a Minor in Mathematics

A total of twenty-four (24) credits as follows:

1. Mathematics 121 and 122.
2. Four additional four-credit mathematics course numbered above 200, including at least one course numbered above 300.

Modern Languages and Literatures

The Department of Modern Languages and Literatures regularly offers instruction in Chinese, French, German, Russian, and Spanish. Details about the study of each of these languages at Rhodes are found under the subject heading for that specific language. In addition to literature and culture courses in the modern languages, the department also offers some courses in literature and culture in English translation. Classes in Portuguese are available through consortial agreement with the University of Memphis.

The F10 Degree Requirement. The degree requirement in languages may be met by the successful completion of any appropriate four-credit course numbered 201 or higher or by demonstrating proficiency through placement into a language course at a level above 201 and approval by the appropriate language faculty. Students who take 201 (or higher) or the equivalent at another institution can earn transfer credit, but must still demonstrate proficiency (see above) in the specific language before the degree requirement is satisfied. This pertains to languages that are taught at Rhodes. Students who can demonstrate native or near-native proficiency in reading, writing, speaking and listening in a language other than English may petition the department of Modern Languages and Literatures to waive the F10 requirement.

All students who plan to fulfill Rhodes' foreign language degree requirement in a language they have previously studied for two years or more in high school must take a placement test in that language. For French, German, Russian, and Spanish, scores on that test will be used to place students in the course most appropriate for them at Rhodes. Students with fewer than two years in a language may enter that language at the 101 level. Any student who scores at the 202 level or higher will need to consult with the department to see if he or she fulfills Rhodes' foreign language requirement. Students wishing to fulfill the F10 requirement in a language not previously studied should sign up for a course numbered 101 in that language. However, a student normally may not take a course numbered 101 in any language for academic credit if two or more years of that language were completed in high school.

In the modern languages, placement tests typically cover reading comprehension and grammar. Literature or culture courses given in translation do not satisfy the foreign language degree requirement.

Chinese

Chinese: Course Offerings

101-102. Elementary Chinese.

Fall, Spring. Credits: 4-4.

This two-semester course introduces Chinese to students with no knowledge of the language. Equal emphasis will be given to acquiring the rudiments of spoken and written Chinese. Students who complete the year-long course will master approximately 700 characters and a vocabulary of a 1,000 words. It also intends to acquaint students with some aspects of Chinese culture and society as a necessary part of their education in this language.

201-202. Intermediate Chinese.

Fall, Spring. Credits: 4-4.

Degree Requirements: F10 for 201.

In addition to the same objectives for the first year, this course aims at improving students' aural-oral skills to achieve fluency and comprehension, further developing their proficiency in reading for understanding, and enhancing their ability to write in Chinese and to translate from Chinese into English and vice versa.

205/305. Modern Chinese Literature in English Translation.

Fall or Spring. Credits: 4.

Degree Requirements: F4, F9.

An introductory course of modern Chinese literature (1918-1989) designed to acquaint students with major phases of modern Chinese literature and some masterpieces of representative writers in relation to political and social changes. The course provides opportunities to learn about modern Chinese culture, society, and politics through readings of chosen works and trains students to read thoughtfully and critically. The course is taught in English. Chinese 305 is reserved for majors, who will do substantial portions of the work for the course in Chinese.

206/306. Introduction to East Asian Cultures.

Fall or Spring. Credits: 4.

Degree Requirements: F4, F9.

This course introduces East Asian cultures through the classic works of China, Japan, and Korea. In order to better grasp the cultural legacies of East Asia, students will read various cultural texts such as fiction, poetry, drama, and prose in English translation. This course is designed to help students develop a more sophisticated understanding of and critical appreciation for East Asian cultures. The course is taught in English. Chinese 306 is reserved for majors, who will do substantial portions of the work for the course in Chinese.

207/307. Orientalism and Global China on Screen

Fall or Spring. Credits: 4.

Degree Requirements: F5, F9.

This course explores both the evolving Chinese worldview represented in Chinese films and the western texts on China and the Orient/East/Asia. While the course introduces the theoretical foundation of Chinese worldviews in response to Orientalism and globalization, students will also survey the (mis-)representation of India and the Middle East in the western world for comparative purposes. In addition to watching films and documentaries, students are required to read scholarly works, historical accounts, poems, and travelogues in order to better understand diverse worldviews. By engaging the East-West dynamic, this course is designed for students interested in the issues of cross-cultural understanding and global consciousness. The course is taught in English. Chinese 307 is reserved for majors, who will do substantial portions of the work for the course in Chinese.

210. Chinese Literary Heritage.

Fall or Spring. Credits: 4.

Degree Requirements: F4, F9.

This course introduces one of the world's richest literary heritages: traditional Chinese literature. It conducts a general survey of Chinese literature from high antiquity up to modern times with the focus on some representative writers and their works. It consists of three major sections: poetry and prose, drama, and fiction. All readings are in English. No prior knowledge of Chinese language and culture is required.

214/314. Introduction to Chinese Culture.

Fall or Spring. Credits: 4.

Degree Requirements: F3, F9.

This course introduces students to Chinese civilization and culture from the multiple perspectives of geography, history, philosophy, language, literature, religion, art, people, society, and general ways of life. Major concerns will include, but are not restricted to, forms of material and spiritual culture that have developed and changed through China's continuous traditions; individual and collective values that underlie social life, political organization, economics systems, family structure, human relationships, and individual behavior; and the rationales that have made Chinese culture what it is. The course is taught in English. Chinese 314 is reserved for majors, who will do substantial portions of the work for the course in Chinese.

215/315. Gender in Chinese Literature.

Fall or Spring. Credits: 4.

Degree Requirements: F4, F9.

This course looks into the changing constructions of gender, sexuality, and desire in Chinese literature and film over time. It seeks to examine the social, cultural and institutional norms of gender behaviors in Chinese society as well as how the fictional imagination conforms to, deviates from and subverts these norms. Other critical issues discussed include the complex relationships between identity and performance, the construction of female subjectivity and male fantasy, gender and genre. Students will be encouraged to conduct cross-genre and cross-cultural comparisons. All readings in English. Chinese 315 is reserved for majors, who will do substantial portions of the work for the course in Chinese.

216. Asian Urbanization through Cinema.

Fall or Spring. Credits: 4.

Degree Requirements: F9.

Urbanization is one of the most prominent social-historical transformations that many Asian countries have experienced since the beginning of the 20th century. Today, the huge wave of rural-urban internal migration in Asian countries represents one of the largest population flows in the world. This course looks into ongoing urbanization as well as related demographic, economic and socio-cultural changes occurring in a number of Asian cities and how the challenges associated with such transformations are portrayed in contemporary cinema. The course looks into metropolises in Mainland China, Hong Kong, Taiwan, Japan, and Korea. In addition, it also explores diasporic Asian spaces and the subsequent issues regarding race, immigration, identity and sense of place. It combines urban studies with film studies. Taught in English. No prerequisites. This course also qualifies as an elective for Urban Studies, Asian Studies, Film Studies, and Environmental Studies.

220/320. Contemporary Chinese Cinema.

Fall or Spring. Credits: 4.

Degree Requirements: F5, F9.

An introductory course on contemporary Chinese cinema that combines film viewing with readings of film theory and criticism. The aim is to provide a window for students to glimpse the complexity of contemporary Chinese culture. Students will view selected Chinese films produced in mainland China, Taiwan, and Hong Kong from the 1980's to the present and be required to read essays of critical studies which explore the interrelations of various issues in Chinese society. The course is taught in English. Chinese 320 is reserved for majors, who will do substantial portions of the work for the course in Chinese.

301-302. Advanced Chinese.

Fall, Spring. Credits: 4-4.

This course lays greater emphasis on further developing students' proficiency in reading for understanding and enhancing their ability to write in Chinese and to translate from Chinese into English and vice versa. At the end of the year-long course students should be able to read Chinese materials in everyday life, to write compositions in Chinese characters for daily communication, and to translate non-technical materials from Chinese into English and vice versa with the help of dictionaries.

310. Readings. (Advanced Level)

Fall, Spring. Credits: 1-4.

Readings designed to meet individual interests and needs. May be taken more than once for credit with new topics.

Prerequisite: Permission of the instructor.

311. Supplemental Readings.

Fall, Spring. Credits: 1.

This reading course is reserved for Chinese minors and self-designed majors. It is designed to give students opportunities to read, write, and speak in Chinese in conjunction with the coursework in English. May be taken more than once for credit with new topics.

409. Special Topics.

Fall or Spring. Credits: 4.

Intensive study of some aspect or theme of Chinese literature, culture or society in China. May be taken more than once for credit with new topics.

Prerequisites: Chinese 301 and 302 or the permission of the instructor.

Requirements for a Minor in Chinese Studies

A total of twenty (20) credits in Chinese language (above the level of intermediate Chinese 202), literature and culture. The credits are spread across the following courses:

1. 1. Chinese 301 and 302: Advanced Chinese*
2. 2. Two of the Chinese Literature and Culture courses:
 - Chinese 205: Modern Chinese Literature in Translation
 - Chinese 206: Introduction to East Asian Cultures
 - Chinese 210: Chinese Literary Heritage
 - Chinese 214: Introduction to Chinese Culture
 - Chinese 215: Gender in Chinese Literature
 - Chinese 220: Contemporary Chinese Cinema
3. 3. One of the following courses:
 - History 282: Traditional China
 - History 283: Modern China
 - International Studies 261: Government and Politics of China
 - International Studies 262: China's Foreign Policy

*Students may substitute 409 for 301 or 302.

French

French: Course Offerings

101. Elementary French.

Fall. Credits: 4.

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

102. Elementary French.

Fall, Spring. Credits: 4.

A continuation of 101. Additional fundamentals of the language including pronunciation, grammar, reading, writing, and speaking.

141. Topics in the Francophone World.

Spring. Credits: 4.

Intensive study of some aspect of French and/or Francophone culture and literature. No prior knowledge of French is necessary: all works are read in English.

154. African Literatures of French Expression in Translation.

Fall. Credits: 4.

Degree Requirements: F4, F9.

An introduction to the reading and analysis of African literatures written in French. The course examines identity/otherness, "race," cultural hegemony, oral literatures, gender-related issues, and post-colonialism. No prior knowledge of French is necessary: All works are read and discussed in English. Open to seniors with permission of instructor only.

200. Intensive French.

Summer. Credits: 4 or 6.

Degree Requirements: F10, F11.

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

Prerequisite: French 102 or the equivalent.

201. Intermediate French.

Fall, Spring. Credits: 4.

Degree Requirement: F10.

Continued practice and acquisition of the basic language skills.

Prerequisite: French 102 or the equivalent.

202. French and Francophone Connections.

Fall, Spring. Credits: 4.

Enhanced practice and acquisition of linguistic and cultural skills. Particular attention is placed on the reading and discussion of literary and cultural texts

Prerequisite: French 201 or the equivalent.

301. Literary Analysis Through Written Expression.

Fall. Credits: 4.

Degree Requirements: F2i.

This course develops the ability to read critically and write substantial analytical essays in French. Introduction to literary analysis and advanced grammar review.

Prerequisite: French 202.

305. Intensive French.

Summer. Credits: 4.

Degree Requirements: F11.

Immersion-style French language study beyond the intermediate level, in a Francophone country. Counts as one elective course beyond the three core courses in the French minor, but does not count toward the major in French.

Prerequisite: French 202 or the equivalent.

306. Conversation Practicum.

Fall, Spring. Credits: 1.

Emphasis on oral expression and listening comprehension. Small group format. May be repeated once for credit with a different instructor or topic. Recommended in conjunction with French 301.

Prerequisite: French 301 or the permission of the instructor.

308. French Cultural Heritage.

Summer. Credits: 4.

Degree Requirements: F11.

Intensive French language study at the advanced level in a Francophone culture, supplemented by an in-depth investigation of a major aspect of that culture's civilization. Research paper and formal oral presentation. Counts as one course towards the major in French.

Prerequisite: French 301 or the permission of the instructor.

317. Modern French Civilization.

Credits: 4.

Life in France and the Francophone world. French readings on contemporary society, lifestyles, values, art and fashion, commerce, and advertising. Readings in leading French newspapers, periodicals, and on the Internet. Research project.

Prerequisite: French 301 or the permission of the instructor.

321. French Society from the Middle Ages to the Revolution.

Spring. Credits: 4.

Degree Requirements: F2i, F3.

Survey of the historical, intellectual, and artistic forces that shaped French society from the Middle Ages to the fall of the Ancien Régime in 1789.

Prerequisite: French 301 or the permission of the instructor.

322. French Society from Napoleon to the 21st Century.

Spring. Credits: 4.

Degree Requirements: F3.

Survey of the social, political, intellectual, and artistic changes that have created modern French society and its contemporary issues.

Prerequisite: French 301 or the permission of the instructor.

323. Survey of French Literature Through the Revolution.

Spring. Credits: 4.

Degree Requirements: F4.

Major French authors of the Middle Ages, Renaissance, classical period and enlightenment.

Prerequisites: French 301. Students are advised to take French 321 or 322 prior to French 323.

324. Survey of Literature Since the Revolution.

Fall. Credits: 4.

Degree Requirements: F4.

Major French authors of the nineteenth, twentieth and twenty-first centuries.

Prerequisites: French 301. Students are advised to take French 321 or 322 prior to French 324.

332. French Drama.

Fall. Credits: 4.

Degree Requirements: F5.

Plays by representative French dramatists from the French classical period to the present.

Prerequisites: French 301, and 321 or 322 and 323 or 324.

334. French and Francophone Cinema.

Spring. Credits: 4.

Degree Requirements: F5.

A study of prominent directors and movements of French and Francophone cinema, this course emphasizes techniques and themes of French and Francophone filmmaking and may include the New Wave and other movements. Taught in English. Counts toward the Film Studies minor.

Prerequisites: Students wishing this course to count toward the French minor or major should have completed French 301 and 321 or 322 and French 323 or 324 prior to taking 334. Credit toward the French major or minor will not be granted retroactively.

335. Readings in French Fiction.

Fall or Spring. Credits: 4.

Selected prose readings from the French classical period to the twenty-first century. The major focus of the course will be the study of representative French novelists. May be repeated for credit with a different topic.

Prerequisites: French 301, and 321 or 322 and 323 or 324.

336. Contemporary French Literature.

Fall. Credits: 4.

Focusing on a particular theme, the course examines the developments associated with contemporary issues in French culture and society as they are represented in French literature and film from the 1970s to the present.

Prerequisites: French 301, and 321 or 322 and 323 or 324.

337. French Language Studies.

Credits: 1-4.

Special studies in contemporary French usage. Focus on practical analysis of the French language.

Prerequisites: French 301, and 321 or 322 and 323 or 324.

340. Introduction to Translation.

Fall or Spring. Credits: 4.

Emphasis on problems and strategies of translation. Students will be trained in a variety of techniques to translate accurately and idiomatically from French into English and from English into French.

Prerequisites: French 301, and 321 or 322 and 323 or 324.

354. African Literatures in French.

Spring. Credits: 4.

Degree Requirements: F9.

Examines the origins and development of sub-Saharan African literatures written in French. Emphasis on the origins and dynamics of the Négritude movement, postcolonial theories and literatures, and the emergence of women's voices in literature.

Prerequisites: French 301, and 321 or 322 and 323 or 324.

441-442. Special Topics in French.

Credits: 4-4.

Intensive study of some aspect of French literature, culture, or linguistics.

Prerequisite: Permission of the instructor.

485. Senior Paper.

Credits: 2.

An independent research and writing project to result in an oral presentation and a paper of critical literary inquiry on a topic of the student's choice. Required of all majors.

Prerequisite: Senior standing.

486. Senior Review.

Credits: 2.

Review of selected topics and theories in French and Francophone literatures. Preparation for the Senior Paper. Required of all majors.

Prerequisite: Senior Standing.

495-496. Honors Tutorial.

Fall, Spring. Credits: 4-8,4-8.

Honors in French

A minimum of 44 hours above the 200-level courses in French; a research paper on a specific literary topic; demonstrated proficiency in spoken and written French; and study abroad (at least one semester.)

Requirements for a Major in French

A total of forty (40) credits as follows:

1. French 202*.
2. French 301, 485, 486.
3. French 321 or 322.
4. French 323 or 324.
5. Twenty (20) additional credits in French (5 four-credit courses) at the 300-400 level, three of which must be in literature.

Recommended: A second modern language or Latin; related courses in English, history, philosophy, and art.

Majors are strongly encouraged to spend their junior year in a French or Francophone university. Departmentally pre-approved courses taken there will normally be accepted as courses in the major.

Requirements for a Minor in French

A total of twenty (20) credits as follows:

1. French 202*.
2. French 301.
3. French 323 or 324.
4. Additional elective four-credit courses at the 300-400 level. French 202, 301, and 323 or 324 must be taken before elective courses above 324 are attempted.

Minors are strongly encouraged to spend at least one term of their junior year in a French or Francophone university. Departmentally pre-approved courses taken there, beyond French 324, will count as elective courses in the minor. French 305 counts as one elective course in the French minor.

*Students who place into the 300-level are neither required nor permitted to take French 202 for credit toward the major or minor. Students placed at the 300-level are still required to take a total of 40 credits for the major and 20 credits for the minor. Students who choose to take appropriate 300-400 level courses offered by the French section in English may count only one course taught in English toward the major or minor.

German

German: Course Offerings

101-102. Elementary German.

Fall, Spring. Credits: 4-4.

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

Prerequisite: German 101 is the prerequisite for German 102

201. Intermediate German.

Fall. Credits: 4.

Degree Requirements: F10.

Continued practice and acquisition of basic German language skills.

Prerequisites: German 102, 205 or the equivalent.

202. Topics In German and the German Speaking World.

Spring. Credits: 4

Enhanced practice and acquisition of linguistic and cultural skills. Particular attention is placed on reading/viewing of texts from multiple media and on the cultures of the German-speaking countries.

Prerequisite: German 201 or the equivalent.

205. German in Germany.

Summer. Credits: 4.

Degree Requirements: F11.

An intensive study of intermediate German in Germany. This course does not count toward the major or the minor.

210. Readings. (intermediate level)

Fall, Spring. Credits: 1-4.

Readings designed to meet individual interests and needs.

Prerequisites: Permission of the instructor.

220/320-221/321. Topics in German Literature, Culture and Society.

Alternating Fall. Credits: 4-4.

Degree Requirements: F3.

A two-semester survey of the cultural and intellectual history of the German speaking peoples particularly after 1750. The historical periods covered will be presented within the framework of specific topics, such as revolution or national identity. Readings from a

variety of areas (literature, philosophy, politics, etc.); films, lectures, reports, and discussions. 220/320 will cover roughly 1750-1870; 221/321 will proceed from 1870-present. German 320-321 is reserved for majors and minors. Students taking these courses toward the major or minor must take one credit of 311 concurrently.

Prerequisites: For German 320-321: German 301 or 302 or the permission of the instructor.

240/340. German Cinema.

Fall or Spring. Credits: 4.

Degree Requirements: F5.

This course, examining important German films since the days of the Weimar Republic, places special emphasis on the historical and social background of each film as well as the aesthetic qualities of the works. It thereby seeks to contribute to a better understanding of recent German history and of films as an artistic medium. Filmmakers to be studied include Friedrich Murnau, Fritz Lang, Leni Riefenstahl, Volker Schlöndorff, Helma Sanders-Brahms, Wim Wenders, Rainer Werner Fassbinder, and Wolfgang Becker. All films are subtitled; the course is taught in English. German 340 is reserved for majors and minors, who will do substantial portions of the work for the course in German.

242/342. The Holocaust in Text, Image, and Memory.

Fall or Spring. Credits 4.

Degree Requirements: F2, F9.

Examination of such topics as the origins and expressions of Anti-Semitism in central Europe, the political events and structures of the Holocaust, the reality of ghettos and concentration camps, the impact of technological modernization on the Final Solution, and resistance to the Nazis. Materials will include non-fictional texts, literature, art, and music. All materials and discussions in English. German 342 is reserved for majors and minors, who will do substantial portions of the work for the course in German.

244/344. German Fairy Tales.

Fall or Spring. Credits: 4.

Degree Requirements: F2, F4.

Emphasis on the Grimms' tales: theoretical approaches to the tales from the late 19th and early 20th centuries as well as later adaptations. All materials and discussions in English. German 344 is reserved for majors and minors, who will do substantial portions of the work for the course in German.

248/348. Special Topics in German Literature.

Fall or Spring. Credits 4.

Degree Requirements: F4.

Emphasis on a specific author, group of authors, or theme. Course topics may vary, and students may repeat the course with a different topic. All materials and discussions in English. German 348 is reserved for majors and minor, who will do substantial portions of the work for the course in German.

301. Composition and Conversation.

Fall. Credits: 4.

Advanced training in written and oral German expression.

Prerequisite: German 202, or the permission of the instructor.

302. Advanced Reading Comprehension.

Spring. Credits: 4.

Emphasis on the development of reading skills through a variety of text types.

Prerequisites: German 202, 301 or the permission of the instructor.

305. German in Germany.

Summer. Credits: 4.

Degree Requirements: F11.

An intensive study of advanced German in Germany.

310. Readings. (advanced level)

Fall, Spring. Credits: 1-4.

Readings designed to meet individual interests and needs. May be taken more than once for credit with new topics.

Prerequisite: Permission of the instructor.

311. Supplemental Readings.

Fall, Spring. Credits: 1.

This readings course is reserved for majors and minors enrolled in German 320 or 321. It is designed to give students opportunities to read, write, and speak in German in conjunction with the coursework in English. May be repeated once.

Prerequisite: Concurrent enrollment in 320 or 321.

409. Special Topics.

Fall or Spring. Credits: 4.

Intensive study of some aspect or theme of German literature, culture or society in German. May be taken more than once for credit with new topics.

Prerequisites: German 301, 302 or 305 or the permission of the instructor.

486. Senior Seminar.

Spring. Credits: 2.

Independent study designed to give students the opportunity to apply their knowledge of the discipline in a full-length research paper.

495-496. Honors Tutorial.

Fall, Spring. Credits: 4.

Honors in German

A minimum of 40 credits above German 201; a research paper on a specific literary, linguistic, or cultural topic; demonstrated proficiency in spoken and written German.

Requirements for a Major in German Studies

A total of nine courses (36 credits) above 201 as follows:

1. German 301 and 302. Must be taken before any other 300-level course is attempted but may be taken concurrently with others. German 305 taken abroad may be substituted for one of these.
2. German 320 and 321 (each must be taken in conjunction with one credit of 311.)
3. Two of the following: German 340-348 (Students who wish to count these toward the German major will do portions of the work in German.)
4. German 409 (topics vary.)
5. German 202 may be applied to the major unless a student places into a higher level course in the curriculum.
6. One of the following courses may be applied to the major: German 240-248. (Students who wish to count these toward the German major will do portions of the work in German.)
7. German 486 (Senior Paper). Required for majors.

Majors are strongly encouraged to participate in the exchange program with the University of Tübingen, the University of Landau, or with a departmentally approved ISEP program during their junior years; equivalent courses from there will be accepted as substitutes.

Recommended: A second foreign language; related courses in English, international studies, philosophy, and history.

Requirements for a Minor in German Studies

A total of five courses (20 credits) above 201 as follows:

1. German 301 and 302. Must be taken before any other 300-level course is attempted but may be taken concurrently with others. German 305 taken abroad may be substituted for one of these.
2. At least one of the following: German 320-321 (each must be taken in conjunction with one credit of 311.)
3. At least one course numbered 340 or higher.
4. German 202 may be applied to the minor unless a student places into a higher level course in the curriculum.

Minors are also strongly encouraged to spend at least a semester at the University of Tübingen, the University of Landau, or with a departmentally approved ISEP program; equivalent courses from there will be accepted as substitutes.

Modern Languages and Literatures: Faculty and Staff

Professors

Michelle Mattson. 2004. B.A., University of Minnesota; M.A., Ph.D., Stanford University. (Twentieth-century German literature and culture, Gender Studies)

Valeria Z. Nollan. 1986. B.A., University of Delaware; M.A. and Ph.D., University of Pittsburgh. (Russian language and literature-nineteenth and twentieth centuries, Soviet/Russian cinema, literature and music.)

Associate Professors

Kathleen Anne Doyle. 1999. B.A., Saint Xavier College, Chicago; M.A. and Ph.D., University of Chicago. (Spanish Language, Modernism in Spain, Contemporary Peninsular Spanish literature, Gender Studies.)

P. Eric Henager. 1995. Chair. B.A., Rhodes College; M.A. and Ph.D., University of Illinois. (Spanish language, Contemporary Spanish-American literatures and cultures, popular culture and literature, Latin American Studies.)

Shira Malkin. 1990. Doctorat de Troisième Cycle, Université de Paris VII; Ph.D., State University of New York at Buffalo. (French language and literature, drama, intercultural education, and translation.)

Elizabeth Marcela Pettinaroli. 2007. B.A. Franklin and Marshall College; M.A. and Ph.D., University of Virginia (Early Modern Hispanic literature, Spanish American literature, Space and Place.)

Katheryn L. Wright. 1987. B.A., Virginia Polytechnic Institute and State University; M.A., University of Florida; Ph.D., Indiana University. (Twentieth- and Twenty-first-century French Language and Literature; African and Francophone Literatures.)

Assistant Professors

Rachel Noël Bauer. 2008. B.A. Duquesne University; M.A. Purdue University; Ph.D. Vanderbilt University (Early Modern Spanish Literature, Golden Age Narrative, Don Quixote de la Mancha.)

Brandy Brown. 2013. B.A. Middle Tennessee State University; M.A. The Pennsylvania State University (Medieval and Early Modern French Literature, Medieval and Modern Arthuriana, Genre Studies, Print Culture Studies.)

Elizabeth Bridges. 2010. B.A. Hendrix College; M.A. University of Arkansas; Ph.D. Indiana University (Late-Eighteenth through Early Twentieth-century German Studies, Film Studies, Gender and Sexuality.)

Alexandra Kostina. 1996. M.A. Novgorod State University; Ph.D. Gornyi University/Russian State Pedagogical University (Russian Language, Linguistics, and Culture.)

Felix Kronenberg. 2009. M.A. University of Regensburg, Germany; Dr.phil. University of Regensburg, Germany (Language Acquisition and Technology, Stereotypes in Advertising, German Culture.)

Han Li. 2008. B.A. Nanjing University; Ph.D. University of California, Irvine (Literature and culture of Late Imperial China.)

Laura Loth. 2009. B.A. College of William and Mary; M.A. and Ph.D., University of Minnesota (Nineteenth- and Twentieth-century French Studies, Francophone Literatures, Gender Studies.)

Clara Pascual-Argente. 2011. B.A. and M.A. Universidad de Salamanca; Ph.D. Georgetown University (Medieval and Early Modern Spanish Literature, Film Studies.)

Alberto del Pozo Martínez. 2008. Licenciado en Filología, Universidad de Zaragoza. M.A. and Ph.D. Vanderbilt University (Modern Spanish American Literature and Literary Theory.)

Catherine Sundt. 2012. B.A. Grand Valley State University; M.A. and Ph.D. The Ohio State University (Modern Spanish Literature and Urban Literature)

Chia-rong Wu. 2011. B.A. National Kaohsiung Normal University; M.A. National Dong Hwa University; Ph.D. University of Illinois at Urbana-Champaign (Modern Chinese Literature and Culture.)

Instructors

Nora Jabbour. 2002. B.A. Universidad Rafael Landívar; M.A. Mississippi State University (Spanish Language and Hispanic Cultures).

Staff

Jessica Abernathy. 2013. Departmental Assistant. B.A. and M.A. University of Memphis

Modern Languages and Literatures: General Courses

Modern Languages 150. Selected Foreign Languages.

Credits: Variable.

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

Modern Languages 280. Introduction to General Linguistics.

Spring. Credits: 4.

Degree Requirements: F9.

The Introduction to General Linguistics course presents language as a specific object of knowledge, thought, science, and philosophy. Students will be introduced to the major linguistic theories and examine language as a system and structure at its various levels, as well as a tool to guide, plan, and monitor human activity.

Modern Languages 460. Internship.

Fall, Spring. Credits: 1-4.

Degree Requirements: F11

Internships in the departmental languages are occasionally available for language majors and permit a qualified student to receive academic credit for an internship experience on or off campus, for example by working with a business, a non-profit organization, or within the department itself. The internship, which requires of the student an advanced competence in a foreign language, must entail a significant encounter with a foreign language. Working with a faculty mentor, students must submit a project proposal for the internship prior to the beginning of the internship itself. The completed project will be graded by the faculty mentor. Intradepartmental internships will be reserved for students planning to continue their studies in a foreign language and culture beyond the undergraduate level. Such internal internships will involve working with a faculty mentor on projects of a diverse nature that seek to enhance the program offerings of the language section. Placements must be approved by the faculty mentor who teaches the language in question and the chair of the department. Internship credit will not be awarded retroactively and does not count toward the total number of credits required for the major.

Pass/Fail only.

Russian

Programs Abroad

Rhodes College maintains a close relationship with the Gornyi Institute in St. Petersburg, where the Russian Studies Program's Maymasters take place (see 209, 309, 256 descriptions). Through affiliation with Bard College, Rhodes students of Russian can study at the Smolny Institute of St. Petersburg for a semester or a year. In addition, students studying Russian can spend a summer, semester, or academic year in Russia through such nationally-recognized programs as the Council for International and Educational Exchange (CIEE) in St. Petersburg or the American Council on the Teaching of Russian (ACTR) in Moscow.

Requirements for a Major in Russian Studies

A total of forty (40) credits above Russian 201 as follows:

1. Russian 202.
2. Russian 205; and either 212 or Humanities 201. (Russian literature track)
3. Two courses from Russian 301, 302, 309.
4. Russian 410, 486.
5. Russian 300 or 400.
6. One course from Russian 215, 255, ML280.
7. One course in Russian history approved by the program coordinator.

Recommended (do not count toward the 41 credits needed for the major): Economics 323 (Classical and Marxian Political Economy) and IS 284 (Russian Successor States.) Majors are encouraged to spend at least one semester studying in Russia.

Requirements for a Minor in Russian Studies

A total of twenty (20) credits as follows:

1. Russian 301, 302, and 410.
2. Two of the following: Russian 205, 212, 215, 255, 300, 400.

Minors are encouraged to spend at least one Maymester in Russia.

Russian: Offerings

101-102. Elementary Russian.

Fall, Spring. Credits: 4-4.

Elementary grammar, reading, and conversation, supplemented by materials on Russian culture.

201-202. Intermediate Russian.

Fall, Spring. Credits: 4-4.

Degree Requirement: F10 for 201.

Intermediate grammar and continued training in conversation and composition, supplemented by assignments in the Language Center. Reading of Russian texts of graded difficulty.

Prerequisites: Russian 101-102 or equivalent.

205. The Russian Mind.

Fall. Credits: 4.

Degree Requirements: F4.

Study and analysis of the major intellectual currents of modern Russian history through literature, religious philosophy, and film. The study of these works is intended to identify some important attributes of the Russian national identity. Literary works will include those by Blok, Akhmatova, Soloukhin, Rasputin, and Petrushevskaya. Works of religious philosophy are by Soloviev, Florensky, Berdiaev, and Bulgakov. Films will include Dersu Uzala, The Barber of Siberia, and The Russian Ark.

209. Russian in Russia.

Summer. Credits: 4.

Degree Requirements: F10 for 209, F11.

A 3-4 week guided encounter with the language and culture aimed at solidifying vocabulary and grammar previously acquired. A significant cultural component is part of the course. Takes place in May-June.

212. Masterpieces of Russian Literature in Translation.

Fall. Credits: 4.

Degree Requirements: F4.

Reading of representative works by major Russian writers of the nineteenth century (including Pushkin, Pavlova, Gogol, Goncharov, Soboleva, Turgenev, Tolstoy, and Dostoevsky). The literary works include Eugene Onegin, supernatural tales by Gogol, Oblomov, The Cossacks, Notes from Underground, and Fathers and Children. These works will be studied for their individual merit, what they illuminate about nineteenth-century Russian society, and their contribution to the rise of the Russian novel. All works are read in translation.

215. Giants of Russia's Silver Age: Soloviev, Blok, and Rachmaninoff.

Spring. Credits: 4.

Degree Requirements: F5, F9.

Study of the aesthetic, thematic, and personal connections among three of Russia's towering figures: Vladimir Soloviev, Alexander Blok, and Sergei Rachmaninoff. The course will examine in depth the creative works of the philosopher-poet Soloviev, the poet-dramatist Blok, and the composer-pianist Rachmaninoff (for whom poetry was second only to music). Master themes and global concepts linking the three creative artists include the yearning for harmony; exploration of Russian Orthodox religiosity; elevation of the –eternal feminine of Sophia (the body of God); and connection between beauty and goodness. Representative philosophical, poetic, and musical works, respectively, of the three artists will be examined. Offered in alternate years. Scheduled for Spring, 2013.

Prerequisite: At least one course from the following departments or programs: Music, Philosophy, Religious Studies, or Russian Studies.

255. Catherine the Great and the Enlightenment: The Italian-Russian Connection.

Fall or Spring. Credits: 4.

Degree Requirements: F5, F9.

In this course students investigate the Italian-Russian connections in three major areas of cultural production during the reign of Catherine the Great: music, literature, and architecture. Creative thinkers whose works will be studied include Bortnyansky, Paisiello, Casanova, Beccaria, Rastrelli, and Quarenghi. Students will learn features of the European and Russian Enlightenments, study the intricacies of Russian court culture, and explore the institution of patronage. The course aims to develop an understanding of cross-cultural fertilization and some major differences between Mediterranean and Slavic cultures. It is complemented by an optional, though highly recommended, three-week study trip to Italy and Russia (See Russian 256). Offered in alternate years. Scheduled for Fall, 2012.

256. Catherine the Great and the Italian-Russian Connection.

Summer. Credits: 0-1.

Degree Requirements: F11.

This Maymester program examines the musical, literary, and architectural connections between Italy and Russia during the reign of Catherine the Great. It takes participants to three cities: Rome, Milan, and St. Petersburg. In Rome students will attend lectures at LUMSA (university adjacent to the Vatican), attend a musical performance at the Teatro dell'Opera, visit places associated with Giacomo Casanova, and investigate architectural monuments by Italian architects whom Catherine attracted to Russia. In Milan participants will attend an opera at the Teatro alla Scala and visit sites associated with Cesare Beccaria. In St. Petersburg students will attend performances in the Great Hall of the St. Petersburg Philharmonic and the Mariinsky Theatre, and will study major architectural ensembles. Takes place in May and June.

300. Dostoevsky.

Spring. Credits: 4.

Degree Requirements: F4.

This course explores selected works by Dostoevsky in the context of the rise of the Russian novel. The course will examine in depth several short works by the writer, as well as the novels *The Idiot* and *The Brothers Karamazov*. Concentration is on the major literary, philosophical, and religious issues Dostoevsky raises in his prose, as well as how these issues better enable us to understand the Russian mind. All works are read in translation.

301-302. Advanced Russian.

Fall ,Spring. Credits: 4-4.

Advanced grammar, with greater emphasis on the refinement of conversation and composition skills. Discussion of topics related to contemporary life in Russia.

Prerequisites: Russian 201-202 or equivalent.

309. Russian in Russia.

Summer. Credits: 4.

Degree Requirements: F10 for 209, F11.

A 3-4 week guided encounter with the language and culture aimed at solidifying vocabulary and grammar previously acquired. A significant cultural component is part of the course. Takes place in May-June.

400. Russian Film: Film Theory.

Spring. Credits: 4.

Degree Requirements: F5.

Introduction to the ideological and aesthetic forces that have shaped the development of Soviet/Russian film, with particular attention to various film theories. Films of major directors, such as Eisenstein, Pudovkin, Tarkovsky, Kulidzhanov, and Sokurov will be studied. All films are subtitled; course is taught in English. (Cross-listed with English 382.) Offered in alternate years.

410. Analytical Reading.

Fall. Credits: 4.

This course aims to teach students the strategies of understanding texts of high literary quality by analyzing elements of given texts in their complexity. While focusing mainly on psycho-poetic aspects of reading activity, the course also introduces formal approaches to text analysis, such as identifying the stylistic devices and expressive means employed by the authors.

486. Senior Seminar.

Spring. Credits: 4.

Students will be assigned individual research topics associated with the essential concept of the Russian Idea, give weekly progress reports, which will involve analytical discussion, and present their results orally and in writing at the end of the course. Special attention will be given to assigned readings from the Russian press and from Russian literature.

495-496. Honors Tutorial.

Fall, Spring. Credits: 4-8, 4-8.

Spanish

Honors in Spanish

A minimum of 40 credits above Spanish 202, reading in a field of specialization and preparation of a paper in that field; examinations covering Spanish literature, Spanish American literature and civilization, Spanish grammar and Spanish civilization, and the field of specialization. Approval by the Department of Modern Languages and Literatures is required.

Requirements for a Major in Spanish

A total of thirty-six (36) credits above Spanish 202. At least five courses must be completed at or above the 310 level. Required courses are the following:

1. Spanish 301 or 302. (the other may be taken as an elective)
2. Spanish 303, 306, and 486.
3. Five elective courses, at least four of which must be numbered 310 or above.

Requirements for a Minor in Spanish

A total of twenty (20) credits above Spanish 202. At least one course must be completed at or above the 310 level. Required courses are the following:

1. Spanish 301 or 302. (the other may be taken as an elective)
2. Spanish 303 or 306. (the other may be taken as an elective)
3. Three elective courses, at least one of which must be numbered 310 or above.

Spanish: Course Offerings

101-102. Elementary Spanish.

101 Fall, 102 Fall, Spring. Credits: 4-4.

Pronunciation, fundamentals of grammar, composition, and reading of texts of graded difficulty.

201-202. Intermediate Spanish.

Fall, Spring. Credits: 4-4.

Degree Requirement: F10 for 201.

Review and continuation of grammar; composition; training for oral proficiency. Reading of modern literary works of Spain and Spanish America.

Prerequisite: One year of Spanish in college or two years in high school.

205. Spanish in Spain.

Summer. Credits: 4.

Degree Requirement: F10, F11.

An intensive study of Spanish at Estudio Sampere, Universidad de Deusto, or other host institutions.

Prerequisite: One year of college-level Spanish.

209. Spanish in Latin America.

Summer. Credits: 4.

Degree Requirement: F10, F11.

An intensive study of Spanish at Estudio Sampere's Cuenca, Ecuador location or other host institutions. This course satisfies the proficiency requirement in foreign languages, as well as the foundation requirement for experiential learning beyond the Rhodes campus.

Prerequisite: One year of college-level Spanish.

301-302. Advanced Spanish Language and Civilization.

Fall, Spring. Credits: 4-4.

Degree Requirement: F2 for 302.

A study of the most difficult aspects of the Spanish language with emphasis on the four skills of speaking, understanding spoken Spanish, writing, and reading. Special attention is given to the idiomatic character of the language. Text materials deal with civilization and current events. Aural comprehension and oral production are stressed in 301; composition is stressed in 302, a writing intensive course. These courses need not be taken in sequence. While students may take both courses, either one will satisfy a minor/major requirement and act as a prerequisite for more advanced courses. Students who have previously taken Spanish 305 or Spanish 309 have in most cases already gained the competencies stressed in 301 and should enroll in 302 if they need a course at this level. Spanish 301 and 302 are intended to be taken early in the minor or major; for this reason Senior minors and majors may not enroll in these courses without the instructor's permission.

Prerequisite: Spanish 202 or the equivalent.

303. Survey of Peninsular Spanish Literature.

Spring. Credits: 4.

Degree Requirements: F4.

Reading and analysis of selected works of Peninsular Spanish literature from a range of genres. Beginning with a brief introduction to Spain's multicultural past, the course will provide students with a panoramic survey of the major periods in Spanish cultural and literary history from the 11th through the 21st centuries. Emphasis given to the fundamentals of literary research and analysis. Ideally, this course should be taken early in the minor/major, shortly after completing 301 or 302.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

305. Spanish in Spain.

Summer. Credits: 4.

Degree Requirement: F11.

A study of the most difficult aspects of the Spanish language with emphasis on the four skills of speaking, understanding, writing, and reading. Special attention is given to the idiomatic character of the language. The course is offered in conjunction with Estudio Sampere or Universidad de Deusto.

Prerequisite: Two years of college-level Spanish.

306. Survey of Spanish American Literatures and Cultures.

Fall or Spring. Credits: 4.

Degree Requirements: F4.

A panoramic overview of literary and cultural movements from the pre-Columbian era to the present. Emphasis given to the fundamentals of literary research and analysis. Ideally, this course should be taken early in the minor/major, shortly after completing 301 or 302.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

307. Oral Proficiency Practicum.

Spring. Credits: 1.

Discussion of contemporary issues in Spanish-speaking communities with emphasis on improving oral proficiency.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

309. Spanish in Latin America.

Summer. Credits: 4.

Degree Requirement: F11.

A study of the most difficult aspects of the Spanish language with emphasis on the four skills of speaking, understanding, writing, and reading. Special attention is given to the idiomatic character of the language. Text materials deal with civilization and current events. The course is offered in conjunction with Estudio Sampere (Cuenca, Ecuador) or IES (Buenos Aires, Argentina).

Prerequisite: Two years of college-level Spanish.

310. U.S. Latino Literatures and Cultures.

Fall. Credits: 4.

A course in which students read and analyze texts pertaining to the U.S. Hispanic experience as they work with agencies that work alongside Hispanic communities of Memphis.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

315. Literary Theory and Latin American Literature.

Spring. Credits: 4.

The aim of this course is to introduce students to the various schools of thought that set the grounds for modern literary and cultural criticism. Each school questions inherited views of the world postulated by its predecessors, and refashions the textual practices in literary and cultural studies. Through a reading and discussion of Latin American texts, this course examines how developments in theory alter our field of study and how the literary realm itself shapes the views of critics. Some of the theories to be studied are Formalism, Structuralism, Deconstruction, Reader-Response, Feminisms, Gender Theories, and Postcolonial Theory.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

320. Spanish American Drama.

Fall or Spring. Credits: 4.

Degree Requirements: F5.

A study of the works of Spanish American dramatists from the colonial era to the present.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

330. Spanish American Poetry.

Fall or Spring. Credits: 4.

A study of the major movements and representatives of Spanish American Poetry, from pre-Columbian era to the present.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

340. Colonial and Global Visions in Spanish American Literatures.

Fall. Credits: 4.

Degree Requirements: F9.

The course focuses on the visual, literary, and cartographic production of the pre-Hispanic world and Spanish American Colonial culture and the re-imagining of the period in the last century. Some topics include: Inca and Mesoamerican maps, codices, and graffiti; contrasting narratives of conquest; the earliest elaboration of global worlds; the debate on the nature of Amerindians and early notions of Human Rights; imperial discourses; gender and race; and satire and humor. Authors include Pre-Hispanic poets and mapmakers, Cristobal Colón, Hernán Cortés, Fernando de Ixtlilxóchitl, Bartolomé de las Casas, Álvar Núñez Cabeza de Vaca, Inca Garcilaso de la Vega, Sor Juana Inés de la Cruz, Carlos Sigüenza y Góngora, and Juan de Valle Caviedes among others. Movies and contemporary texts on the Colonial past will serve to the study of the modern reception of this cultural production.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

350. Fiction by Spanish Women Writers.

Fall. Credits: 4.

This course aims to raise and examine issues associated with women's literary expression through the study of works by some of the most prominent Spanish writers of the last two centuries. Questions of marginality (as related to gender, language and culture), female sexuality and creativity, and the challenge of writing under the watchful eye of state censors will be addressed.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

355. Medieval and Early Modern Women Writers.

Fall or Spring. Credits 4.

The primary focus is on women writers from the Middle Ages to the end of the seventeenth century. It explores how women writers in the Hispanic world, such as Florencia Pinar, Teresa de Jesús, Catalina de Erauso, Juana Inés de la Cruz, and María de Zayas, negotiate gender construction and its impositions through literature. For these women, literary production becomes the site of gender-related

political resistance, and in some instances, gender redefinition or what could be called a Hispanic proto-feminism. The course deals with a variety of literary genres, such as poetry, short novel, theater, autobiography, and letters, as well as some oral tradition.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

360. Genders In Spanish American Literature.

Fall or Spring. Credits: 4.

A study of gender in works by women and men writers. Topical units composed of texts representing various genres, regions, and periods.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

365. Special Topics in Spanish.

Fall or Spring. Credits: 4.

Emphasis on a particular genre or the literature of a specific Hispanic nation.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

370. Contemporary Southern Cone Literature.

Fall. Credits: 4.

A study of contemporary Southern Cone literature including short stories, novels, theatre, poetry, and essays.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

375. Contemporary Central American Literatures.

Fall or Spring. Credits: 4

A study of major Central American fiction, poetry, drama, and essays. Particular attention to works published after 1950, although some selections from before 1950 may be included to develop understandings of cultural, literary, and socio-historical contexts.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

395. Spanish Medieval Masterpieces.

Fall or Spring. Credits: 4.

A survey course of the literary manifestations of Spain during the Middle Ages. Some of the main texts that may be studied are Poema de Mio Cid, Milagros de Nuestra Señora, Libro de buen amor and La Celestina.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

405. The Literature of Mexico after 1911.

Fall. Credits: 4.

A study of major Mexican writers of the 20th and 21st centuries. May include works by Juan Rulfo, Rosario Castellanos, Elena Garro, Carlos Fuentes, Octavio Paz, and Carlos Monsiváis.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

406. The Contemporary Novel of Spanish America.

Fall. Credits: 4.

A study of major novelists since 1950. May include works by Alejo Carpentier, Roberto Bolaño, Mario Vargas Llosa, Cristina Peri Rossi, and Gabriel García Márquez.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

408. The Spanish American Short Story.

Fall. Credits: 4.

A study of Spanish American short story writers. May include works by Jorge Luis Borges, Augusto Monterroso, Luisa Valenzuela, Julio Cortázar, and Horacio Quiroga.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

410. Modern Spain: From Enlightenment to Realism.

Fall or Spring. Credits: 4.

This course aims to give the student an overview of the literary development of Spain during the 18th and 19th centuries. Emphasis is given to the main cultural and literary movements: Enlightenment, Romanticism and Realism.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

412-413. Twentieth-Century Spain.

Fall, Spring. Credits: 4-4.

Spanish 412 studies the generations of 1898 and 1927. Spanish 413 focuses on the literature of the Spanish Civil War, the Franco Regime, and the transition from dictatorship to democracy. These courses do not need to be taken in sequence.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

414. Cinema of Spain.

Fall or Spring. Credits: 4.

Degree Requirement: F5

This course offers an in-depth look at some of the main films, genres, directors, and styles of Spanish cinema in the specific context of Spanish culture and history, as well as of wider European and world film history. In addition, it introduces students to key terms and concepts of cinematic analysis and film theory. In a given semester, the course may focus on a specific filmmaker, genre, or period.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

421. Poetry and Prose of the Golden Ages.

Fall or Spring. Credits: 4.

This course focuses on 16th- and 17th-century poetry and prose. May include works by Quevedo, Góngora, Garcilaso de la Vega, Cervantes, Zayas, Teresa de Jesús, and Juan de la Cruz.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

423. Hispanic Golden Age Theater.

Fall or Spring. Credits 4.

This course will study major playwrights of the Golden Age such as Lope de Vega, Pedro Calderón de la Barca, Tirso de Molina, María de Zayas, Juana Inés de la Cruz and Juan Ruiz de Alarcón, among many others. Written and staged between the end of the 16th and the end of the 17th centuries—a period known for its literary and artistic activity both in the New World and Spain—these plays are important because of their themes, audience and treatment of critical issues such as gender definition, national identity, and conflicts of class.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

424. Exploring Don Quijote.

Fall or Spring. Credits 4.

This course aims to familiarize students with Miguel de Cervantes's masterpiece, considered one of the classics of 17th-century Spanish literature. Questions of readership, authorship, and narrative, among others, will be examined.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

426. Imperial Discourses of the Hispanic World

Fall or Spring. Credits: 4

Degree Requirements: F9

The sixteenth and seventeenth centuries witnessed the rise of one of the earliest global powers in the Western Modern world: the Spanish Empire. This course examines the notion of Spanish Empire as it is expressed in the literary production of the times, and how this affects its consideration in the following centuries and up until today. Challenging the metageographies that inform the study of the field, we will adopt a transatlantic framework to promote comparisons, and explore interactions, between texts that are conventionally labeled as separate creations of Latin American vs. Peninsular literature. Using our framework, we seek to fashion a more complex panorama and achieve a deeper understanding of the discourses behind this early global phenomenon. Readings include Mesoamerican Poetry and the descriptions of the earliest Conquistadors; histories of the Incas and Moriscos in the Peninsula; contemporary short stories and their filmic representations among others. Through the study of these works we will inquire into concepts like nation, race, identity, empire and their role on the elaboration of the Hispanic imaginary.

Prerequisite: Any of the following: 301, 302, 305, 309, or permission of the instructor.

486. Senior Seminar.

Spring. Credits: 4.

An overview of major topics of Hispanic literatures and cultures. Emphasis is given to the process of conceiving and developing a substantial library of research, and to the elaboration of a major research paper and a formal academic presentation based upon the essay.

495-496. Honors Tutorial.

Fall, Spring. Credits: 4-8,4-8.

***PLEASE NOTE:** This document reflects information as it was published in the 2014-15 Rhodes Catalogue. You may find more current information elsewhere on rhodes.edu.*

The Language Learning Center

The Language Center is a support and resource space for language students and faculty. It offers a variety of technology, digital media, and non-digital resources. It offers professional development opportunities for Rhodes language faculty and curricular support, and functions as space for social interaction.

Music

Becoming a Major in Music:

Students intending to major in music are required to pass an audition on their principal instrument. This audition will take place during their semester jury/exam, which can be as early as their first semester of study, but is recommended to occur no later than mid-sophomore year. They must complete a Declaration of Major form which includes: an outline of their proposed course of study, an essay which details why they wish to major in music, and consultation with their academic advisor.

Sophomore-Year Review

Music majors are required to undergo a sophomore-year review. This review includes assessment of all previous juries (at least three semesters of study on their principal instrument), and an interview with full-time music faculty, which will take place in January of the student's sophomore year. This review helps assess academic and artistic progress, and helps focus direction for the remainder of their undergraduate studies in music.

Honors in Music

1. Fulfillment of the requirements for a major in music.
2. Intensive work in at least one of the following areas: music history, music theory, performance, conducting, or composition.
3. A substantial in-depth thesis or creative project in one or more of the areas studied.

Music Theory Placement

A music theory placement test is given by the department to determine a student's skill level. Any student demonstrating the appropriate degree of proficiency may place into either Music 204 or a 300-level music theory elective (306-313). Students may, alternatively, fulfill this prerequisite by taking Music 103 before beginning the theory sequence. Music majors and minors who encounter a closed music course in the registration process should contact the instructor to be admitted.

Music: Course Offerings

100. Performance Attendance

Fall, Spring. Credits: 0.

Required for all declared music majors, interdisciplinary majors, and music minors. The students will attend select concerts on campus and in the Memphis community. Specific requirements vary from semester to semester. See Department Coordinator for details.

101. Music: A Sound Experience

Fall, Spring. Credits: 4.

Degree Requirements: F5.

This course is designed to increase knowledge of the history and traditions of Western art music. A primary goal of the course is to develop greater skill in active listening. While the focus of the course is the European classical tradition from 1600 to the present, discussions will also include excursions into world music, film music, folk music of various cultures, and American traditions, to provide a greater appreciation of the larger musical world. This course is for students who are not music majors.

Note: This course does not fulfill any requirements in the music major.

103. Elements of Music

Fall, Spring. Credits: 4.

Degree Requirements: F5.

This course is designed for the student who is curious about how music is organized, as well as for the beginner who needs some extra work in fundamental topics. Through written, aural, and keyboard skills, students gain knowledge of pitch notation, rhythm and meter, scales, intervals, chords, simple harmonic progressions, and cadences.

105. Topics in Music

Fall or Spring. Credits: 4.

Degree Requirements: F5, F9 (some sections).

Topics courses are designed to focus on special interest topics such as Women in Music, Music of Africa, Memphis Music, Sacred Music Traditions, Music and Drama of Eighteenth Century England, and Understanding Jazz Language.

117. Music Cultures of the World

Fall or Spring. Credits: 4.

Degree Requirements: F5, F9.

This course serves as an introduction to the variety of music genres found in cultures around the world outside the Western art music tradition. Students will be introduced not only to different musical styles, but also to their aesthetic foundations, relation to social and cultural contexts, historical developments, and cross-cultural interactions and influences.

118. African-American Music

Fall or Spring. Credits: 4.

Degree Requirements: F5, F9; Africana Studies Elective.

This course is a survey of African American musical traditions from colonial times to the present. Students will examine the development of these styles, paying particular attention to the way in which they fused cultures from around the globe. The influence of the music in the United States and around the world will also be studied.

119. The Music of Latin America

Fall or Spring. Credits: 4.

Degree Requirements: F5, F9; Latin American Studies Elective.

This course is a survey of the variety of indigenous, folk, and art music of Latin America. Emphasis is on the sound of the music and on the cultural and social contexts of various cultures and the historical development of music in Latin America from the colonial period to the present.

130. Gender and Sexuality in Music

Fall or Spring. Credits: 4.

Degree Requirements: F9; Gender and Sexuality Studies elective.

Since Plato first warned against “feminizing” musical modes in his *Republic*, music has been an important location in Western culture for circulating ideologies of gender and sexuality. This course is an exploration of gender and sexuality in Western music, in both art and vernacular traditions. We will consider such topics as musical constructions of masculinity and femininity; the performance of gender; feminist music criticism; queer theory; castrati; and music as sexual politics.

140. Music and Healing

Fall or Spring. Credits: 4.

Degree Requirements: F5, F11.

This course examines the history of music and healing and explores current applications of music to healing — inside and outside the professional medical community. The course will explore healing rituals and methodologies of primitive cultures, applications of music to healing through music therapy, the incorporation of music into so-called “new age” healing, and the new field of “Medical Ethnomusicology” that has emerged as a means to understand similarities between these seemingly disparate disciplines. It offers students opportunities to experience the powerful connections that exist between music and human physiology and psychology through class activities like drum circles, music and meditation, guided imagery and music, song writing, and group improvisation; as well as opportunities to see music as an agent of healing with daycare children at Hope House and the elderly at The Parkview. No prior technical knowledge of music or medicine is required or assumed for students taking this course.

145. Psychology of Music

Fall or Spring. Credits: 4.

Degree Requirements: F5, F8.

This course is an introduction to the multidisciplinary study of music in the human experience. There will be a review and critical analysis of traditional and emerging issues in this rapidly evolving field. In addition to developing a musical vocabulary and critical listening skills, the course will address the questions of what is music and how the mind responds to musical stimuli through the confluence of various disciplines, including anthropology, biology, education, musicology, neuroscience, philosophy, physics, psychology, and sociology.

Note: Students who have had MUSC 204 or a 300-level music theory course should register for MUSC 345.

146. Psychology of Film Music

Fall or Spring. Credits: 4.

Degree Requirements: F5, F8.

Music plays an integral role in film-making and serves many functions, such as conveying emotion, heightening tension, and influencing interpretation and inferences about events and characters. All of these musical applications depend on complex mental processes that are

being identified through research on human participants in multimedia contexts. This field includes a broad range of disciplines including psychology, musicology, neuroscience, media studies, film, and communications. Students will develop and use musical vocabulary to describe the aural stimuli of specific cinematic productions and also read and critique empirical research in the intersecting fields.

Note: Students who have had MUSC 204 or a 300-level music theory course should register for MUSC 346.

193. Rhodes Women's Chorus

Fall, Spring. Credits: 1.

Degree Requirements: F5.

This ensemble is open to female students, and repertoire is taken from a variety of musical genres. The ensemble presents a major concert each semester and makes several program appearances in the local community. Membership is by audition.

201. American Music: Twentieth-century American Music

Fall. Credits: 4.

Degree Requirements: F2-writing intensive, F5.

This course will focus on the development of critical thinking and writing skills through the study of the American culture and its effect on the music, composers, and entertainers of the twentieth century. The student will consider the influence of the culture on Twentieth-century American music by reading about, listening to, and discussing classical and popular American music. The music of the Memphis Region will be a focus and will require group excursions to musically important sites in the city of Memphis. Students will be expected to express their own views both about the music being studied and the larger question of the role of music and art in American society.

204. Understanding Musicianship

Fall. Credits: 4.

Degree Requirements: F5

The development of musicianship skills is a life-long journey for musicians at all levels. This course is an introduction to the concepts and the various approaches used to describe music, to create music, and to perform music. Listening skills and analytical skills will develop the ability to “think in sound” and use an appropriate musical vocabulary. The development of aural skills and keyboard skills will reinforce each individual’s performance area.

Prerequisite: MUSC 103 or satisfactory score on the Music Theory Placement Test.

206. Theory and Musicianship III

Fall. Credits: 4.

This is an advanced course in written, aural, and keyboard skills as applied to common-practice musical traditions. As a continuation of Music 205, topics include chromatic harmony, extended tertian harmony, larger formal designs, and nineteenth-century genres.

Prerequisite: MUSC 205 or satisfactory score on the Music Theory Placement Test.

222. Music Technology

Fall. Credits: 4.

Degree Requirements: F5.

This course is designed as an introduction to both utilitarian and creative concepts, which will assist students in developing practical and artistic applications in music technology. The course will develop a solid foundation for those wishing to use technology to enhance their musical understanding.

227. European Musical Heritage I

Fall. Credits: 4.

Degree Requirements: F3.

This course traces the development of Western musical style from the time of its earliest written records to 1750. This development will be placed in dialogue with materials from social and intellectual history, literature, and other arts.

Prerequisite: FYWS.

228. European Musical Heritage II

Fall or Spring. Credits: 4.

Degree Requirements: F3.

This course traces the development of Western musical style from 1750 to present day. This development will be placed in dialogue with materials from social and intellectual history, literature, and other arts.

Prerequisite: FYWS.

229. Music in the Modern Era

Fall or Spring. Credits: 4.

Degree Requirements: F3.

In this course we will study the evolution of styles and genres from ca. 1900 to the present day, with a particular focus on the Western traditional musical “canon.” The course will examine the transformation of musical language in both secular and sacred music genres. The intellectual and cultural events of this same time will also claim our attention, on account of their very direct effects on composition, performance, and aesthetics of music. Students will gain factual knowledge of these musical trends and traditions, as well as a broader understanding of how historical forces have changed the music of these eras. In addition, through the final research paper and presentation students will develop their oral and written skills.

Prerequisite: FYWS.

230. Music and Drama of Eighteenth Century England

Fall or Spring. Credits: 4.

This class will examine the rich musical history of the performing arts and theatre in eighteenth-century England. This was a period when theatre and opera worlds mixed, and fair-booth burlesque and musical theatre—the ancestors of English music hall and vaudeville—flourished at the expense of “legitimate” English drama. In this course we will study the various genres of eighteenth-century English musical and theatrical forms, including ballets (both French and English), pantomimes, afterpieces, burlesques, ballad operas, pastiches, and mid-century attempts at a native “serious” opera. Through primary source materials, we will explore the eighteenth-century Shakespeare revival, the hegemony of Italian opera in London, the emerging idea of the “star” performer, music in the London pleasure gardens, the fad for Handelian oratorios, Mozart and Haydn in London, illegitimate theatre, life in touring theatrical companies, and the rise of popular music culture and marketing.

Prerequisite: FYWS .

231. Paris at the Turn of the Twentieth Century

Fall or Spring. Credits: 4.

This course will examine of the development of French music in relation to other arts and societal events, focusing on Paris as the center of new artistic developments at the turn of the twentieth-century. The course will provide an introduction to artistic movements during this period, including musical composers: Fauré, Debussy, Ravel, Satie, and Stravinsky. Students will develop a vocabulary to describe and discuss musical works in general and of this period specifically, integrate musical works into the context of the early twentieth-century Parisian society.

Prerequisite: FYWS.

235. Music Post-1945

Fall or Spring. Credits: 4.

This course will focus on the repertoire of the past six decades, providing an opportunity to develop more analytical and verbal skills in regards to modern compositions, composers, and compositional techniques through visual and aural stimuli. The course will also focus on the difficult skill of writing about music.

Prerequisite: FYWS.

265. History of Musical Theatre (cross-listed with THEA 365)

Fall or Spring. Credits: 4.

Surveying the art form known as musical theatre from its multiple origins through contemporary trends, we will use music, film, librettos and scores, and local productions to gain a broader understanding and appreciation of this performance genre. While we will look at the development of the musical as an art form, we will also explore musicals as vehicles for the wider social and cultural themes of each era. Open to the general student, the course also serves as an elective for the major/minor in Theatre or in Music.

Prerequisite: FYWS.

305. Advanced Topics in Music

Fall or Spring. Credits: 1-4.

Content of the course varies with instructor. Selected topics may include Form & Analysis, Advanced Analysis, Advanced Musicianship, Music Theory Pedagogy, Introduction to Musicology, among others. This course may be repeated for credit as long as topics covered are different.

Prerequisite: Permission of the instructor.

306. Mathematical Music Analysis: Post-Tonal Theory

Fall of Spring. Credits: 4.

Degree Requirements: F6.

This course examines analytical and compositional techniques through a survey of twentieth and twenty-first-century repertoire. Topics include, but are not limited to, modulo 12, pitch centricity, symmetry, set theory, combinatorics, inversional and transpositional equivalence, and serialism.

Prerequisite: MUSC 204 or satisfactory score on the Music Theory Placement Test.

307. Composition & Orchestration

Fall or Spring. Credits: 4.

This course emphasizes learning concepts and techniques of music composition through the study of music theory and structure. Orchestration, the art of scoring for various instruments, will include the acquisition of basic elements, such as the range, transposition and timbre of each instrument. Assignments will include both original formal designs as well as and arrangements for a variety of ensembles. Beyond writing with pencil and paper, basic skills in music notation software will be developed as well. The final project will be a short composition orchestrated for the available class personnel.

Prerequisite: MUSC 204 or satisfactory score on the Music Theory Placement Test.

Note: This course is highly recommended as a prerequisite for MUSC 179 – private composition lessons.

308. Centuries of Counterpoint

Fall or Spring. Credits: 4.

Counterpoint, “*punctus contra punctum*,” is the technique of writing independent melodic lines that work together to create effective music. This course will include analysis, composition, and performance of contrapuntal models, focusing on the 16th, 18th and 20th centuries.

Prerequisite: MUSC 204 or satisfactory score on the Music Theory Placement Test.

309. Performance & Analysis

Fall or Spring. Credits: 4.

Degree Requirements: F2-writing intensive.

The analysis of music is a life-long learning process that helps a musician to understand, to hear and to perform a work of art. The principal outcome of this course should be an increased awareness of the elements of musical form and how they are important in developing an interpretation of that musical work. While there is an inherent challenge in describing music through the written word, the final project will be a written analysis with either a live performance or multiple recordings.

Prerequisite: MUSC 204 or satisfactory score on the Music Theory Placement Test.

310. Practical Musicianship

Fall or Spring. Credits: 2 (may be repeated for credit)

This course will focus on the development of skills for the advanced musician through practical applications. By expanding one's abilities and knowledge of music theory, aural skills, keyboard harmony, and score reading, provides musicianship tools necessary for intelligent and critical listening, thinking, and performing.

Prerequisite: MUSC 204 or satisfactory score on the Music Theory Placement Test.

311. Tonal Harmony and Analysis

Fall or Spring. Credits: 4.

This course develops written, aural, and keyboard skills as applied to common-practice musical traditions. Beginning with a review of music fundamentals, topics include: diatonic harmony and functions, voice leading guidelines, phrase structure, chromatic harmony, extended tertian harmony, small and large formal designs, and 19th-century genres.

Prerequisite: MUSC 204 or satisfactory score on the Music Theory Placement Test.

312. Jazz Theory

Fall or Spring. Credits: 4.

This course bridges theory and practice through the language of jazz improvisation and various jazz styles. A strong theoretical foundation is built from music fundamentals through post-tonal theory, while integrating aural skills, keyboard skills and improvisation.

Prerequisite: MUSC 204 or satisfactory score on the Music Theory Placement Test.

313. Advanced Analysis

Fall or Spring. Credits: 4.

This course will establish an awareness and understanding of appropriate analytical techniques, and develop facility in critical and analytical thought. Selected works studied will span Western music history using a variety of analytical approaches. As a good musical analysis puts into words what the best musicians hear after having listened to a particular piece of music attentively over time; assignments will focus on the challenge of writing about the music.

Prerequisite: MUSC 204 or satisfactory score on the Music Theory Placement Test.

322. Advanced Music Technology

Fall or Spring. Credits: 4.

This course continues the trajectory begun in MUSC 222, providing a deeper palette of technological resources to convey musical ideas. Students explore theoretical concepts of sound design/synthesis and algorithmic composition, and investigate the components of real world sounds, learning object oriented programming skills necessary to replicate them. Students also explore live electronic improvisation with Ableton Live, and learn the techniques of loop-based composition and performance, as well as methods of remixing and resampling. This course will delve further into the recording and mixing techniques learned in MUSC 222. Students will learn specific strategies for recording different instruments and sonic environments, as well as further ways to add detail, clarity, and interest to their mixes. Basic concepts of mastering will be introduced.

Prerequisite: MUSC 222.

345. Psychology of Music

Fall or Spring. Credits: 4.

Degree Requirements: F8.

This course is an introduction to the multidisciplinary study of music in the human experience. There will be a review and critical analysis of traditional and emerging issues in this rapidly evolving field. In addition to the further development of the musical vocabulary, critical listening skills and analytic skills, the course will address the questions of what is music and how the mind responds to musical stimuli through the confluence of various disciplines, including anthropology, biology, education, musicology, neuroscience, philosophy, physics, psychology, and sociology.

Prerequisite: MUSC 204 or a 300-level music theory course.

346. Psychology of Film Music

Fall or Spring. Credits: 4.

Degree Requirements: F8.

Music plays an integral role in film-making and serves many functions, such as conveying emotion, heightening tension, and influencing interpretation and inferences about events and characters. All of these musical applications depend on complex mental processes that are being identified through research on human participants in multimedia contexts. This field includes a broad range of disciplines including psychology, musicology, neuroscience, media studies, film, and communications. Students will develop and use musical vocabulary to describe the aural stimuli of specific cinematic productions and also read and critique empirical research in the intersecting fields.

Prerequisite: MUSC 204 or 300-level music theory course.

414. Conducting I

Fall. Credits: 2.

This course serves as an introduction to the fundamental skills of conducting. Seminar-style conducting lessons that focus on the skills of conducting, and emphasize reading, studying and communicating a score to an ensemble.

Prerequisite: MUSC 204 or consent of the instructor.

415. Conducting II

Spring. Credits: 2.

The course serves to develop strategies for leading effective rehearsals and applying the skills developed in 414 to musical repertoire and ensembles.

Prerequisite: MUSC 414 or equivalent.

422. Arts Entrepreneurship

Fall or Spring. Credits: 4.

This course is designed to help students identify and develop methods to apply their creative abilities in practical ways and to introduce the entrepreneurial process in the context of the arts industry. The course readings, lectures, and assignments will provide a basic knowledge of arts and music business practices which will be particularly useful to students preparing for a self-managed career where their income is generated from performance, recording, composing or organizing musical events and/or setting up a music related business enterprise. Students will learn how to write a project proposal, prepare a budget, research funding options, and develop a marketing plan. The aim of the course is to help to guide students in understanding their unique talents in order to better understand their own personal aspirations and reach their full professional potential.

Prerequisite: Open only to juniors and seniors.

451-452. Music Cognition Research Practicum

Fall or Spring. Credits: 1-4.

Prerequisite: Permission of the instructor.

460. Internship

Fall, Spring. Credits: 1-4.

Degree Requirements: F11.

The internship program provides an experiential approach to the learning process and affords music students the opportunity to work in regional music organizations for academic credit (Memphis Opera, Memphis Symphony Orchestra, Church music programs, Memphis Playhouse, and the like). Internship placements are designed to complement learning goals and career plans by allowing the student to apply theoretical principles and skills learned in the traditional classroom. Placements are arranged by the Director of Career Services and work schedules are arranged by the student and on-site supervisor(s). Typically students work on specific projects related to their career interest and compatible with the goals and interests of the sponsoring organization. Other requirements of the internship include submission of a resume and application, interview with the on-site supervisor, participation in classroom seminars which focus on long-term career planning and job search skills, completion of written self-assessment assignments, and the like. Internships are available to second-semester junior and senior music majors with possible availability to majors from other departments. Arrangements for internships are made the semester prior to the actual experience. Under special circumstances, the number of credit hours may vary from 1-4, but under no circumstances will more than 8 credits be allowed to count toward the credits required for graduation.

Prerequisites: Courses appropriate to the specific internship experience.

485. Senior Seminar

Fall. Credits: 2

This seminar provides a capstone experience for the Music Major through instruction in research and writing methods. This course will prepare the student for a public presentation in the spring semester (see Music 486.)

486. Senior Presentation (a continuation of 485)

Spring. Credits: 2

Each music major will design and present an appropriate portion of their senior research project in consultation with the music faculty, and will choose one of the following:

- * A recital performance with program notes.
- * A paper presentation based on original research.
- * A performance of an original composition with program notes.
- * A lecture-recital based on original research.

495-496. Honors Tutorial

Fall, Spring. Credits: 4-4.

Applied Music

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each. Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.*

160. Piano/Classical

160.2. Piano/Jazz

161. Organ

162. Harpsichord

163. Voice

164.1. Guitar/Classical

164.2. Guitar/Commercial

164.3. Guitar/Jazz

165. Harp

166. Violin**167. Viola****168. Cello****169.1. Bass/Orchestral****169.2. Bass/Jazz****170. Flute****171. Oboe****172. Clarinet****173. Bassoon****174. French Horn****175. Trumpet****176. Trombone/Tuba****177.1. Percussion/Orchestral****177.2. Percussion/Jazz****178. Saxophone****179. Composition****

** The Applied Music fee will be charged to each student every semester enrolled in MUSC 179.

** MUSC 204 and MUSC 307 are highly recommended prior to enrolling in these lessons.

***Applied Music Fees**

Students enrolled in applied music will be charged a fee of \$490.00 per credit for private lessons in every semester enrolled, unless one's major or minor in music is officially declared. After the first applied music lesson, this applied lesson fee is nonrefundable.

Declared music majors are exempt from this fee for required lessons on their principal instrument (up to 8 credits total).

Declared music minors are exempt from this fee for required lessons on their principal instrument (up to 4 credits total).

All students will be charged the fee for those credits beyond required lessons, and applied lessons taken prior to declaration of the major and/or minor.

NOTE: Music Talent Award and Fine Arts Award recipients' conditions for waivers of Applied Music fees are outlined in their award letters, which supersedes music major and minor fee waivers as contained here.

Ensembles

Ensembles are offered both fall and spring semesters and meet the F5 requirements with four semesters of 1 credit each. It is expected that participation in large ensembles will relate to the principle instrument of applied study.

181. Rhodes Orchestra

Fall, Spring. Credits: 1.

Degree Requirements: F5.

The Rhodes Orchestra provides a performance experience for string orchestra repertoire. The orchestra frequently combines with the wind ensemble to present music written for full symphonic orchestra in several concerts on and off campus etc. Rental instruments may be available.

182. Rhodes Wind Ensemble

Fall, Spring. Credits: 1.

Degree Requirements: F5.

The Rhodes Wind Ensemble concentrates on music written for large chamber music and band works for woodwind, brass, and percussion. The wind ensemble frequently combines with the orchestra to present music written for full symphonic orchestra in several concerts on and off campus etc. Rental instruments may be available.

184. Rhodes Jazz Ensemble

Fall, Spring. Credits: 1.

Degree Requirements: F5.

This ensemble, the college's big band, performs multiple times per semester on campus and around Memphis. Students explore literature from all historic periods of jazz with most concerts centering on a theme. Concepts such as improvisation, interpretation, and ensemble technique are studied and put into practice, and students have access to renowned jazz musicians through concerts and clinics. The ensemble is open to all singers and instrumentalists, pending an audition with the director.

186 and 188. Selected Chamber Ensembles

Fall, Spring. Credits: 1.

Degree Requirements: F5.

Chamber ensembles include but are not limited to Brass Quintet, Chamber Singers, Vocal Jazz Ensemble (see above for description), Commercial Music Ensemble, Flute Ensemble, Guitar Ensemble, Harp Ensemble, Jazz Combos, Piano Trio, String Quartet, Woodwind Quintet and World Drum Ensemble. All ensembles are auditioned and coached by music faculty who are professional musicians.

189. Collaborative Piano

Fall, Spring. Credits: 1.

Degree Requirements: F5.

Competent players may earn credit for studio and/or recital accompanying of vocalists and instrumentalists.

190. Rhodes Singers

Fall, Spring. Credits: 1.

Degree Requirements: F5.

Rhodes Singers is an auditioned concert choir which appears regularly in concerts on and off campus. They perform repertoire from all stylistic periods, both a cappella and accompanied. This ensemble has a rich history of touring the United States for over sixty years, and frequently tours abroad. Students who participate in this ensemble are expected to commit to a full academic year.

192. Rhodes Mastersingers Chorale

Fall, Spring. Credits: 1.

Degree Requirements: F5.

This ensemble comprises experienced singers from the campus and Greater-Memphis community and students. There are up to four concerts each year and the repertoire includes a variety of musical styles. They frequently perform with the Memphis Symphony Orchestra. Membership is by audition.

194. Rhodes Collegiate Choir

Fall, Spring. Credits: 1.
Degree Requirements: F5.

Rhodes Collegiate Choir is mixed-voice choral ensemble open to all Rhodes students by audition. Its members rehearse 2 1/2 hours per week plus one hour arranged for sectionals and earn one hour of academic credit. This ensemble is geared toward majors and non-majors alike. Repertoire focuses essentially on small-form choral works from all genres of choral literature.

196. Vocal Jazz Ensemble

Fall, Spring. Credits: 1.

Degree Requirements: F5.

The Vocal Jazz Ensemble performs multiple times per semester on campus and around Memphis. Students explore literature from all historic periods and stylistic nuances of jazz. Concepts such as improvisation, interpretation, appropriate vocal methods and ensemble technique are studied and put into practice, and students have access to renowned jazz musicians through concerts and clinics. The ensemble is open to all singers by audition, and to some instrumentalists forming a rhythm section.

Music: Faculty and Staff

Professor

William M. Skoog. 2009. Chair. B.A., Gustavus Adolphus College; M.A., University of Denver; D.A., University of Northern Colorado. (Director of Choral Activities, Conducting, Voice.)

Associate Professor

Carole Choate Blankenship. 1990. B.A., Rhodes College; M.M., D.M.A., University of Memphis. (Voice, Music Theory, Music Literature.)

Thomas E. Bryant. 1987. B.M., M.M., University of Georgia; D.M., Northwestern University. (Piano, Collaborative Piano, Music Literature.)

Courtenay L. Harter. 2000. B.F.A., Carnegie Mellon University; M.M., Northwestern University; Ph.D., University of Connecticut. (Music Theory, Music Cognition, Oboe/English Horn, Chamber Music.)

Vanessa L. Rogers. 2010. B.M.E., Illinois Wesleyan University; M.A., Ph.D., University of Southern California. (Music History, Music Literature, Search.)

Assistant Professors

John B. Bass, III. 2010. B.M., University of Southern Mississippi; M.M., Ph.D., University of Memphis. (Guitar, Jazz Ensemble, Music History and Literature.)

Leah McGray. 2013. B.M., B.M.E., Acadia University; M.M., University of Toronto, Ph.D., Northwestern University. (Director of Instrumental Studies, Conducting, Chamber Music.)

Adjunct Instructors

Mike Assad. B.M., University of Kentucky; M.M., University of Memphis. (Percussion, World Drum Ensemble.)

Sara Chiego. B.M., University of Memphis; M.M., Cincinnati Conservatory of Music. Memphis Symphony Orchestra. (Double Bass.)

James A. Cornfoot. B.A., Rhodes College; M.M., University of North Carolina-Greensboro. (Choral, Music History and Literature.)

Rena Feller. B.M., Oberlin College Conservatory of Music; M.M., The Juilliard School. Memphis Symphony Orchestra. (Clarinet.)

Sandra Franks. B.M., University of Mississippi; M.M., Louisiana State University; D.M.A., University of Mississippi. (Voice.)

Jane Gamble. B.A., Lambuth College; M.M., M.S.M., D.M.A., University of Memphis. (Collaborative pianist/organist.)

Matthew W. Hayner. B.M., Bowling Green State University; M.M., University of Memphis. (Voice, Choral.)

Sabrina Hu. B.M., Mannes College of Music; M.M., Royal Northern College of Music; D.M.A., Michigan State University. (Flute, Flute Ensemble.)

Mona B. Kreitner. B.M., Mansfield University; M.M., Eastman School of Music; Ph.D., University of Memphis. (Voice, Rhodes Women's Chorus, Music History and Literature.)

Francisco Lara. B.M., Northwestern University, Evanston, Illinois, M.M., Ph.D., The Florida State University, Tallahassee. (Musicology, Ethnomusicology, Music Theory.)

David T. Lay. B.M., Lambuth University. (Guitar, Contemporary Commercial Music Ensemble.)

Michael Mackenzie. B.M.E., University of Memphis. (Trumpet.)

Gina Neupert. B.M., Indiana University; M.M., University of Southern California. (Harp, Harp Ensemble.)

Brian Ray. B.M., University of Tennessee at Martin; M.M., University of Memphis; D.M.A., University of Memphis. (Piano, Department Collaborative Pianist.)

John Ross. B.M., Northern Illinois University; M.M., Illinois State University. (Guitar, Guitar Ensemble.)

Jane Gerard-Schranze. B.M., Eastman School of Music; M.M., New England Conservatory. (Viola, Violin, chamber music.)

David L. Shotsberger. B.M., M.M., The Pennsylvania State University; D.M.A., University of Memphis. (Music Technology, Composition.)

Debra H. Smith. B.M., Mississippi College; M.M., University of Memphis. (Piano, Organ, Music Literature and Theory.)

Leander Star. B.M., The San Francisco Conservatory of Music; M.M., Northwestern University. (French horn.)

Gerald Stephens. B.F.A., Commercial Music/Recording Technology, University of Memphis. (Jazz Piano, Jazz Combo.)

Kate Stimson. B.A., Hollins College; M.M., University of Memphis. (Piano.)

Lester Robert Sunda, Jr. (Jazz Bass Guitar, Jazz Combo.)

Mark Vail. B.M., University of North Texas. Memphis Symphony Orchestra. (Trombone, Low Brass.)

Yukiko Whitehead. B.M., University of Tennessee; M.M., D.M.A., University of Memphis; Yamaha Music Foundation Suzuki Piano Teachers Certificate, Suzuki Association of America. (Piano.)

Susanna Whitney. B.M., Cleveland Institute of Music; Artist Diploma, Cleveland Institute of Music. Memphis Symphony Orchestra. (Bassoon, Chamber Music.)

Carl R. Wolfe. U.S. Navy Chief Musician (ret.); U.S. Armed Forces School of Music. Memphis Jazz Orchestra. (Saxophone.)

Wen-Yih Yu. Diploma, National Academy of Arts, Taiwan; M.M., Mannes College of Music. Memphis Symphony Orchestra. (Violin, String Quartet.)

Iren Zombor. B.A., Franz Liszt Conservatory of Music, Hungary; M.A., University of Massachusetts-Amherst. Memphis Symphony Orchestra. (Cello, String Quartet.)

Staff

Brittany Cooper-d'Orsay Musical Arts Coordinator. B.A., Vanderbilt University; M.M., University of Michigan.

Jacob Church Recording Technician. B.A., Rhodes College.

Dennis Holland Piano Technician.

Requirements for a Major in Music

A total of fifty-six 56 credits (10 courses; 16 performance credits = four 4-credit courses) as follows:

1. Three Music Theory Courses (12 credits)
 - a. MUSC 204 - Understanding Musicianship [F5]*
 - b. Two 300-level music theory courses

*If placement test determines this course is redundant, choose three 300-level music theory courses.
2. Three Music History & Literature courses (12 credits)
 - a. MUSC 227 - European Musical Heritage I [F3]
 - b. MUSC 228 - European Musical Heritage II [F3]
 - c. One F9 (world Music) elective: MUSC 117, 118, 119, or selected 105 sections
3. Two 4-credit Music electives (8 credits)

MUSC 101 does not fulfill this requirement.
Courses from Music 160-199 do not fulfill this requirement.
4. Performance (16 credits)
 - a. 8 semesters of applied music lessons (MUSC 160-178 = 1 credit each)
 - b. 8 semesters of large ensembles (MUSC 180-184, 190-194) = 1 credit each
 - c. 4 semesters of Performance Attendance (MUSC 100 = 0 credits for each semester declared)
5. Senior Experience (8 credits)

Conducting (MUSC 414-415)
Senior Seminar & Presentation (MUSC 485-486)

Once declared, Music majors will have the Applied Music fees waived for up to eight (8) credits of their principal applied instrument. Music majors taking more than eight (8) credits of Applied Music and lessons taken prior to declaration of the major will be charged the applied fee for those credits.

NOTE: Music Talent Award and Fine Arts Award recipients' conditions for waivers of Applied Music fees are outlined in their award letters, which supersedes music major and minor fee waivers as contained here.

Requirements for a Minor in Music

1. One Music Theory course (4 credits):
 - a. MUSC 204 (Understanding Musicianship) or one 300-level music theory course, depending on placement.
2. One of the Music History & Literature survey courses (4 credits)
 - a. MUSC 227 - European Musical Heritage I [F3]
 - b. MUSC 228 - European Musical Heritage II [F3]
3. Performance (8 credits)
 - a. 4 semesters of lessons (MUSC 160-178 = 1 credit each)
 - b. 4 semesters of large ensembles (MUSC 180-184, 190-194 = 1 credit each)
 - c. 4 semesters of Performance Attendance (MUSC 100 = 0 credits)
4. Two 4-credit Music electives (8 credits):
 - a. Courses from MUSC 160-199 do not fulfill this requirement.

Once declared, Music minors will have the Applied Music fees waived for up to four (4) credits of their principal applied instrument. Music minors taking more than four (4) credits of Applied Music and lessons taken prior to declaration of the minor will be charged the applied fee for those credits.

NOTE: Music Talent Award and Fine Arts Award recipients' conditions for waivers of Applied Music fees are outlined in their award letters, which supersedes music major and minor fee waivers as contained here.

Philosophy

The Department of Philosophy helps students explore questions concerning the nature of reality, the role of values, obligations and choice in moral life, the sources of truth and meaning, and the power and limits of human reason and understanding.

Honors in Philosophy

1. Courses required: fulfillment of the requirements for a major in Philosophy.
2. Honors course: Philosophy 399, 495-496.
3. Examination: an oral examination on the honors essay and related field is required.
4. Approval of the honors project by the Philosophy Department Honors Committee is required.

Philosophy: Course Offerings

101. Introductory Seminar in Philosophy.

Fall, Spring. Credits: 4.

Degree Requirements: F2i.

A writing-intensive seminar that provides an in-depth exploration of philosophical approaches and ideas in the context of a specific topic in philosophy. Possible topics include the philosophy of sex, death, film, media, and the meaning of life. Open to first-year and sophomore students only.

201. Ancient Philosophy.

Fall. Credits: 4.

Degree Requirements: F1.

An examination of philosophical methods, problems, and ideas from Ancient philosophies, such as those of the Presocratics, Plato, Aristotle, Epicureans and Stoics. Issues addressed include the human good, the relation of the human to the cosmos, the nature and role of reason, and the relation between reason and pleasure.

203. Early Modern Philosophy.

Spring. Credits: 4.

Degree Requirements: F1.

An examination of major representatives of Early Modern Philosophy, focusing on the works of Descartes, Hume, and Kant. Issues to be considered include such things as the nature and role of rationality, the relation of the sensuous and the rational, the exercise of freedom, and the existence of God.

206. Logic.

Fall or Spring. Credits: 4.

Degree Requirements: F6.

An examination of argumentation, with emphasis on identifying, analyzing, and evaluating arguments. Issues to be considered include methods in categorical and truth-functional logic, induction, and fallacies.

220. Social and Political Philosophy.

Fall. Credits: 4.

Degree Requirements: F2i, F8.

A survey of major views in Western Political thought, including contractarianism, liberalism, libertarianism and anarchism. Focus is on the tension between state power and individual freedom. Discussion topics include citizenship, authority, the death penalty, imprisonment, war, immigration, and animal rights.

230. Environmental Ethics

Spring. Credits: 4

An examination of the historical development of philosophical conceptions of nature and their influence on contemporary environmental issues, including global warming, pollution, sustainability, population growth, animal welfare, and the relationship between the human and the natural. (Course offered in alternate years; scheduled for 2017-2018.)

240. Philosophy of Religion.

Fall. Credits: 4.

Degree Requirements: F1.

An exploration of central problems in contemporary philosophy of religion, such as the arguments for the existence of God, the problem of evil, the meaningfulness of theological language, and the relationship of faith and reason. (Course offered in alternate years; scheduled for 2017-2018.)

250. Topics in Philosophy.

Fall or Spring. Credits: 4.

Degree Requirements: F1. (some sections)

A seminar in which topics of current interest are presented and discussed. Topics may involve both classical and contemporary philosophical texts. Typically, topics focus on issues that raise significant moral questions in contemporary society.

255. Philosophy of Race.

Spring. Credits: 4.

An examination of the advent and evolution of the concept of "race," how it has been treated philosophically, and its application to ethics, metaphysics, epistemology, scientific methodology, and politics. (Course offered in alternate years; scheduled for 2016-2017.)

270. Philosophy of Education.

Spring. Credits: 4.

Degree Requirements: F11.

A philosophical examination of education with attention to issues in ethics (what values should guide education?), metaphysics (do we educate the whole or only part of the person?), and epistemology (what is knowledge and is it the goal of education?). (Course offered in alternate years; scheduled for 2016-2017.)

280. Philosophy of Language.

Spring. Credits: 4.

Degree Requirements: F2i

The Philosophy of Language attempts to understand the nature of language and its relationship to speakers, their thoughts, and the world. In this introductory course in the Philosophy of language students examine views on the nature of meaning, reference, truth, the relationship between language and our speech acts, and the role language plays in our thought. (Course offered in alternate years; scheduled for 2016-2017.)

301. Ethics.

Fall. Credits: 4.

Degree Requirements: F1.

An examination of major ethical theories, typically virtue ethics, deontology, consequentialism, and care ethics with special emphasis on their central arguments and applicability to specific ethical issues.

303. Medical Ethics.

Spring. Credits: 4.

Degree Requirements: F1.

An examination of issues concerning the practice of medicine, the application of medical technology, and the business of health care delivery that have significant implications for an understanding of the good life and/or moral duties and obligations. (Course offered in alternate years; scheduled for 2017-2018.)

315. Nineteenth Century Philosophy.

Spring. Credits: 4.

An examination of the Kantian roots of German Idealism as well as the philosophy of Hegel and that of one or more of his critics (Kierkegaard, Marx, Nietzsche) in the later 19th Century. (Course offered in alternate years; scheduled for 2017-2018.)

318. Metaphysics.

Fall. Credits: 4.

Degree Requirements: F1.

An exploration of major metaphysical issues such as the mind-body problem, materialism vs. theism, and freedom and determinism. (Course offered in alternate years; scheduled for 2017-2018.)

319. Theory of Knowledge.

Fall. Credits: 4.

An examination of major issues in the theory of knowledge, such as the nature of knowledge and justified belief, the possibility and limitations of human knowledge, and the ethics of belief. (Course offered in alternate years; scheduled for 2016-2017.)

328. Philosophy of Mind and Consciousness.

Spring. Credits: 4.

An examination of the nature, powers, and limitations of the human mind, as well as its relationship to the body. These issues will be investigated through key works in the history of philosophy as well as various contemporary works in philosophy and/or related fields (e.g., biology, psychology). (Course offered in alternate years; scheduled for 2017-2018.)

329. Philosophy of Science.

Spring. Credits: 4.

A philosophical examination of the meaning and limitations of explanation, primarily in the natural sciences, as well as the nature and strengths of scientific methodology. (Course offered in alternate years; scheduled for 2016-2017.)

355. Feminist Philosophy.

Spring. Credits: 4.

An examination of major authors and themes informing the development of feminist theory. Aims include understanding and critiquing the social, political, moral and intellectual subordination of women to men as well as evaluating the unique contributions of feminist theory to metaphysics, epistemology, ethics, and politics. (Course offered in alternate years; scheduled for 2017-2018.)

360. Existentialism.

Fall. Credits: 4.

Degree Requirements: F1.

An examination of prominent existentialists from the 19th and 20th Centuries. Issues include the idea that human beings' deepest desire is for meaning in their lives, and that the primary issue in human life is whether and how we own up to this. (Course offered in alternate years; scheduled for 2016-2017.)

370. American Philosophy.

Spring. Credits: 4.

Degree Requirements: F11.

An examination of the major representatives of American Philosophy, most notably the pragmatists. Emphasis is on issues such as the nature of philosophical method, the biological/social nature of human beings, the instrumentalist view of knowledge and inquiry, and the contextual nature of truth and value. (Course offered in alternate years; scheduled for 2016-2018.)

399. Tutorial for Honors Candidates.

Spring. Credits: 1.

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

401. Advanced Topics.

Fall or Spring. Credits: 4.

An advanced study of specific topics. The course may focus on a central historical figure (Plato, Aristotle, Kant, Whitehead), a specific period (ancient, medieval, modern, contemporary analytic or continental philosophy), or a major movement (empiricism, process philosophy, phenomenology.) (Course offered in alternate years; scheduled for 2016-2017.)

475-476. Problems in Philosophy.

Fall, Spring. Credits: 4-4.

A tutorial course for senior or junior students. Each student chooses an individual topic in consultation with the departmental faculty.

486. Senior Seminar.

Spring. Credits: 4.

Senior seminar is designed as a capstone experience in Philosophy, requiring both oral and written work. The seminar culminates in the senior paper, a sustained, sophisticated discussion of a significant philosophical issue.

495-496. Honors Tutorial.

Fall, Spring. Credits: 4-4.

A course dedicated to the development of an Honors essay.

Prerequisites: Permission of the department

***PLEASE NOTE:** This document reflects information as it was published in the 2014-15 Rhodes Catalogue. You may find more current information elsewhere on rhodes.edu.*

Philosophy: Faculty and Staff

Associate Professors

Patrick A. Shade. 1996. B.A. and M.A., Colorado State University; M.A. and Ph.D., Vanderbilt University. (Ethics; American philosophy; history of philosophy; logic; interdisciplinary humanities.)

Mark P. Newman. 2010. Chair. B.A., California State University, Sacramento; M.A., Ph.D., University of California, San Diego. (Philosophy of science; epistemology; metaphysics; philosophy of mind; philosophy of religion; logic.)

Assistant Professors

Rebecca Tuvel. 2014. B.A., McGill University; Ph.D., Vanderbilt University. (Social-Political Philosophy; Animal and Environmental Ethics; Feminist Philosophy; 20th century French philosophy; social epistemology.)

Staff

Karen M. Winterton. Departmental Assistant.

Requirements for a Major in Philosophy

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

1. Philosophy 201, 203, 206, 220, 301, 486.
2. Philosophy 318 or Philosophy 319.
3. Four additional four-credit courses in Philosophy.

Requirements for a Minor in Philosophy

A total of twenty-four (24) credits as follows:

1. Philosophy 201 or 203. (students are encouraged to take both)
2. Philosophy 206 and 301.
3. At least two additional four-credit courses in the 300's or above.
4. One additional four-credit course in Philosophy.

Physical Education

Physical Education classes are offered each semester for students who wish to take courses to fulfill degree requirements and for their own growth, development, and pleasure. Courses are taught for seven weeks (one-half of a semester), and all classes are open to both men and women. Courses offered during the first seven weeks of the semester are numbered in the 100s, and courses numbered in the 200s are offered during the second seven weeks of the semester.

Three half-semester courses of Physical Education are required for graduation under Foundation 12. These courses carry no academic credit and are graded on a pass-withdraw basis. For each successfully completed, full-semester course in one of the ROTC programs, a student will be credited with one course of the Physical Education degree requirement of three courses.

Physical Education courses for which proper registration is not made will not be credited to a student's record retroactively. It is the student's responsibility to be sure that he or she is properly registered for the course during the semester in which it is taken.

Physical Education: Course Offerings

100/200. Varsity Sports.

Fall, Spring.

101/201. Club Sports.

Fall, Spring.

103/203. Tennis.

Fall, Spring.

Basic instruction on the forehand, backhand, serve, volley, overhead, rules, and etiquette. Open to all skill levels.

107/207. Golf.

Fall, Spring.

Basic instruction on grip, swing, rules, and etiquette. Open to all skill levels.

120/220. Squash.

Fall, Spring.

Basic instruction on forehand, backhand, serve, rules, and etiquette. Open to all skill levels.

121/221. Racquetball.

Fall, Spring.

Instruction in basic skills and scoring.

125/225. Swimming.

Fall, Spring.

A self-paced program open to all levels.

131/231. Scuba Diving.

Fall, Spring.

Instruction in the basic skills and techniques of scuba diving, leading to certification. Extra activity fee required. Course held off campus.

154/254. Weight Lifting.

Fall, Spring.

Instruction in the proper use of weight training equipment.

157/257. Run for Fun.

Fall, Spring.

A monitored program of jogging for all levels of conditioning.

174/274. Aerobics.

Fall, Spring.

Low impact, step, and circuit training.

175/176. Wing Chun.

Fall, Spring.

A hard style form of martial arts with emphasis on straight line kicks, punches, and circular trapping.

176/276. Tai Chi.

Fall, Spring.

A soft martial art that focuses on the integration of the mind and body through progressive exercises and movements.

177/277. Karate/Self Defense.

Fall, Spring.

Instruction in basic kicking, punching, katas (forms) and self-defense techniques. Open to all levels and belt testing is optional.

178/278. Kickboxing.

Fall, Spring.

A controlled sparring class with an overall workout through kicks, knee strikes, punches, elbow strikes and fighting combinations. Open to all levels.

179/279. Aikido.

Fall, Spring.

Emphasis on the neutralization of aggression through body movement, throws, and joint locks. Open to all levels.

180/280. Yoga.

Fall, Spring.

Gentle, yet systematic stretching and relaxation techniques for the entire body. Open to all levels.

185/285. Ballet.

Fall, Spring.

Open to all levels.

191/291. Meditation and Stress Reduction.

Fall, Spring.

192/292, Reducing Assault Risks

Fall, Spring

Instruction on reducing assault risks by awareness training and physical counter strikes.

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Physics

All prospective physics majors should consult with the Department Chairperson as early as possible. As noted, prospective physics majors should take in their first year Physics 111-112 and associated laboratory. Physics 101, 105, and 107 may not be used for credit

towards a major or minor in physics, but they may be used for general degree credits.

Honors in Physics

1. Courses required: those listed for the B.S. degree with a major in physics, plus Physics 495-496, Honors Tutorial.
2. A research project in physics, usually involving a topic related to Physics Faculty research. The Honors Project must be approved by the Department of Physics and must follow the department and college guidelines and schedule for honors work. A creditable thesis must be presented to the Department at the end of the academic year.

Physics: Course Offerings

101. Astronomy.

Fall, Spring. Credits: 3.

Degree Requirements: F7 (when taken concurrently with 101L.)

An introduction to modern astronomy, including the celestial sphere; Solar System planets and exoplanets; stellar classification and evolution; galaxies; and cosmology.

101L. Astronomy Laboratory.

Fall, Spring. Credits: 1

Degree Requirements: F7.

Observations of the Moon, planets, stars, and nebulae, using the naked eye and telescopes. Familiarity with small telescopes. Laboratory exercises (computer-based and hands-on) involving astronomical concepts when the weather is poor. Must be taken concurrently with Physics 101.

Corequisite: Physics 101.

105. Physics of Sound and Music.

Fall or Spring. Credits: 4.

Degree Requirements: F7.

An introduction for non-science majors to the physics of sound with applications to sound production by musical instruments. Topics include the physical behavior of sound, musical scales, human perception of sound, and sound production by acoustic instruments. As part of the course, students are required to fabricate and demonstrate a musical instrument of their own design. The course and its integrated laboratory are normally scheduled for two consecutive class periods.

107. Topics in Physics

Fall or Spring. Credits: 4.

Degree Requirements: F7.

Topics, designed for the non-science major, in physics, astronomy, and interdisciplinary subjects, including modern developments in physics and closely allied fields, atmospheric processes, nanotechnology, biophysics, geophysics, and science writing.

109. Introductory Physics for the Life Sciences I.

Summer, Fall. Credits: 3.

Degree Requirements: F7.

Suitable for life science students, this algebra-based physics course is the first in a year-long sequence covering the classical fields of physics. Topics include Newtonian mechanics, including rotational motion, and wave motion. Must be taken concurrently with Physics 113L.

Corequisite: Physics 113L.

110. Introductory Physics for the Life Sciences II.

Summer, Spring. Credits: 3.

Degree Requirements: F7.

Suitable for life science students, this algebra-based physics course is the second in a year-long sequence covering the classical fields of physics. Topics include thermodynamics, electromagnetism, and the optical properties of matter. Must be taken concurrently with Physics 114L.

Prerequisite: Physics 109 or equivalent, Physics 111 or equivalent.

Corequisite: Physics 114L.

111. Introductory Physics for the Physical Sciences I.

Fall. Credits: 3.

Degree Requirements: F6, F7.

Suitable for both science and non-science majors, this calculus-based course is the first in a year-long sequence covering the classical fields of physics. Topics include Newtonian mechanics, including rotational motion, and wave motion. Must be taken concurrently with Physics 113L.

Corequisites: Physics 113L; Mathematics 121 or equivalent, or Mathematics 115 with instructor approval.

112. Introductory Physics for Physical Sciences II.

Spring. Credits: 3.

Degree Requirements: F6, F7.

Suitable for both science and non-science majors, this calculus-based course is the second in a year-long sequence covering the classical fields of physics. Topics include thermodynamics, electromagnetism, and optical properties of matter. Must be taken concurrently with Physics 114L.

Prerequisites: Physics 111 or equivalent, Mathematics 121 or equivalent, or Mathematics 115 with instructor approval.

Corequisites: Physics 114L; Physics majors and minors must take Mathematics 122 or equivalent.

113L-114L. Introductory Physics Laboratory.**211. Modern Physics.**

Fall. Credits: 4.

Degree Requirements: F7 (when taken concurrently with 213.)

A survey of relativistic and quantum physics, including photons, the atom, matter waves, introductory quantum mechanics via the Schrödinger formulation, one-electron and complex atoms, nuclear properties and processes, elementary particles, molecules, and condensed matter.

Prerequisite: Physics 110 or 112.

213 Intermediate Laboratory.

Fall. Credits: 1.

The application of advanced experimental techniques to the exploration of 20th century physics concepts. Includes measurements of fundamental constants, properties of electrons, atomic energy levels, atomic and nuclear scattering, etc.

Prerequisites: Physics 111L-112L.

250. Mathematical Methods of Physics.

Spring. Credits: 4.

A survey of analytical and numerical techniques useful in physics, including multivariable calculus, optimization, ordinary and partial differential equations, complex numbers, special functions, linear algebra, Fourier series, Fourier and Laplace transforms, and numerical methods.

Prerequisite: Physics 110 or 112.

Corequisite: Mathematics 223 or equivalent.

301. Electromagnetic Theory.

Fall. Credits: 4.

A study of the fundamental properties of electric and magnetic fields in vacuum. (Course offered in alternate years; scheduled for Fall 2015.)

Prerequisites: Physics 110 or 112 and Physics 250.

302. Advanced Electromagnetic Theory.

Spring. Credits: 4.

A study of static and dynamic electromagnetic fields in matter, electromagnetic waves, and radiation; also, a brief introduction to relativistic electrodynamics. (Course offered as interest warrants.)

Prerequisite: Physics 301.

304. Electronics.

Fall or Spring. Credits: 4.

The basic concepts of analog and digital electronics with weekly laboratory exercises. AC and DC topics make use of phasor and complex algebra notation. Digital topics include diodes, transistors, operational amplifiers, and integrated circuits, making use of Boolean algebra and logic. (Course offered as interest warrants.)

Prerequisite: Physics 110 or 112.

305. Dynamics.

Fall. Credits: 4.

Basic principles of the dynamics of particles and rigid bodies presented within the framework of classical mechanics. Topics include Newtonian mechanics, oscillating systems, general motion of a particle in three dimensions, mechanics of rigid bodies, and an introduction to Lagrangian and Hamiltonian mechanics. (Course offered in alternate years; scheduled for Fall 2016.)

Prerequisites: Physics 110 or 112 and Physics 250.

306. Advanced Dynamics.

Spring. Credits: 4.

Advanced topics in the study of dynamics, including non-inertial reference systems, motion in a central force field, motion of rigid bodies in three dimensions, dynamics of oscillating systems, chaotic systems, and special relativity. (Course offered as interest warrants.)

Prerequisite: Physics 305.

307. Topics in Intermediate Physics.

Fall or Spring. Credits: 4.

Topics for the intermediate-level physics- or natural-science student, often including but not limited to subjects such as nuclear physics, robotics, medical physics, engineering physics. (Course offered as interest warrants.)

Prerequisite: Physics 211.

310. Astrophysics.

Fall or Spring. Credits: 4.

An introduction to modern astrophysics. This course will normally include the following: a brief introduction to the celestial sphere and astronomy terminology; stellar structure and evolution; structure and evolution of galaxies; and cosmology. (Course offered as interest warrants.)

Prerequisite: Physics 211.

325. Optics.

Fall or Spring. Credits: 4.

A study of contemporary physical optics, including diffraction theory (Fraunhofer and Fresnel), polarization, coherence theory and lasers, Fourier and nonlinear optics. (Course offered as interest warrants.)

Prerequisite: Physics 211.

401. Quantum Mechanics.

Spring. Credits: 4.

Introduction to topics in quantum physics, including observables and measurement, position and momentum representations, intermediate wave mechanics, the time-dependent Schrödinger equation, Hilbert space vectors and operators, the Hamiltonian, potential wells and the harmonic operator, introduction to Dirac notation, scattering theory, and applications to the study of atoms. (Course offered in alternate years; scheduled for Spring 2016.)

Prerequisites: Physics 211 and Physics 250.

406. Thermal Physics.

Spring. Credits: 4.

The study of thermodynamics and statistical mechanics from the unifying viewpoint of quantum theory. Topics include: Gibbs and Boltzmann factors; Fermi-Dirac and Bose-Einstein distribution functions; temperature, pressure, and the monatomic ideal gas; thermodynamic potentials. Application of theory to metals, white dwarf stars, photons, and phonons will be considered. (Course offered in alternate years; scheduled for Spring 2017.)

Prerequisites: Physics 211 and Physics 250.

451-452 Research in Physics.

Fall, Spring. Credits: 1 to 4.

Experimental or theoretical work of an advanced nature, carried out independently by the student with a faculty mentor. Projects can be selected from a variety of topics involving or designed by the student in consultation with the faculty mentor.

Prerequisite: Physics 211.

486. Senior Seminar.

Spring. Credits: 2.

Examination of the unifying themes, central concepts, and links between discipline areas of physics through the preparation and presentation of research seminars, discussions of ethical issues in science, and reviews of current physics literature. Open to senior physics majors only.

495-496. Honors Tutorial.

Fall, Spring. Credits: 4 to 8 per semester.

Open to candidates for Honors in Physics. A minimum of 4 credits per semester must be earned in the senior year to fulfill college honors requirements. A minimum cumulative and major gpa of 3.5 is required at the time of application for honors and upon graduation. Students should familiarize themselves with college and departmental honors procedures before enrolling.

Prerequisite: Permission of the department chair

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Physics: Faculty and Staff

Professors

Brent K. Hoffmeister. 1996. Chair. B.A., Wabash College; Ph.D., Washington University. (Ultrasonics, medical physics.)

Associate Professors

Ann M. Viano. 1999. The J. Lester Crain Professor of Physics. B.S., Santa Clara University; Ph.D., Washington University. (Materials science, solid-state physics, medical imaging.)

Shubho Banerjee. 2002. M.S., Indian Institute of Technology, Kanpur; Ph.D., Carnegie Mellon University. (Electrostatics, thermodynamics, theoretical physics.)

David S. N. Rupke. 2010. B.S., Calvin College; Ph.D., University of Maryland. (Observational and extragalactic astronomy.)

Assistant Professors

Elizabeth J. Young. 2014. B.A., Smith College; B.E., Dartmouth College; M.A., Princeton University. (Exoplanet imaging, astronomy instrumentation, optics.)

Technical Associate

Glen W. Davis. B.S., University of Memphis; M.S., Murray State University.

Instructional Support Specialist

Victor O. Obadina (Lanre). B.S., Fisk University; M.S., Alabama A&M University.

Staff

Eva L. Owens. Departmental Assistant.

Requirements for a Major in Physics Leading to the B.S. Degree

A total of fifty-five (55) credits as follows:

1. Physics 111-112 (or 109-110 with departmental approval), 113L-114L.
2. Physics 211, 213.
3. Physics 250.
4. Physics 301, 305, 401, and 406.
5. Physics 486.
6. At least 4 additional Physics credits at the 300-level or above.
7. Mathematics 121, 122, 251, and 223 or appropriate substitutes as approved by the Physics Department. It is recommended that these courses be taken in the first two years.

Students planning to pursue graduate study in physics are strongly encouraged to take as many upper elective physics courses as possible. Mathematics 261, 370 and Computer Science 141 also are recommended.

Students planning to pursue dual degree or graduate study in engineering should consult with Professor Ann Viano who serves as the pre-engineering advisor.

Physics majors are encouraged to consider study abroad opportunities, and should consult with their academic advisor about suitable options.

Requirements for a Minor in Physics

A total of twenty-four (24) credits as follows:

1. Physics 111-112 (or 109-110 with departmental approval), 113L-114L.
2. Physics 211. Note: Physics 213 is not required.
3. At least one additional 4-credit Physics course at the 200-level or above.
4. Mathematics 121, 122. Mathematics 223 is recommended, but not required.
Note: Mathematics 223 is a prerequisite for many upper level physics courses.

Political Science

The Department of Political Science prepares students to address fundamental questions of equality, liberty, and justice; the history of political philosophy; the constitutional structure of government in the U.S., and the major institutions of national politics, urban politics, and public policy.

For Students Considering a a Career in Law

Political Science is an especially good major for those interested in a career in law. The American Bar Association identifies a set of skills and bodies of knowledge that students considering a career in law should develop through their undergraduate education, and the Political Science major concentrates on all of these to a very high degree. These core skills and values include "analytic and problem-solving skills," "critical reading abilities," "writing skills," "oral communication and listening abilities," and "general research skills," among others.* The Political Science curriculum will involve you repeatedly in academic work that hones each of these, and covers areas of knowledge the ABA considers important preparation for law school: a comprehension of the contemporary American political and legal systems; political development of the United States; the fundamental principles of political thought; a basic understanding of human behavior and social interaction; and the ability to organize, manage, and analyze data in the process of conducting research. Law-related internships or co-curricular activities may also be appropriate.

*www.Americanbar.org/groups/legal_education/resources/pre_law

Honors in Political Science

Honors work in Political Science affords an opportunity for Political Science majors to investigate topics of their own choosing. In the process, they will be expanding and honing their research and writing skills, which is excellent preparation for graduate and professional degree work. Majors pursuing honors will devote a substantial portion of their last two semesters at Rhodes to their projects (honors work earns eight-twelve credits across two semesters). To be eligible, a student must have completed 28 credits of course work in the major and have a grade point average of 3.5 or higher in the college and in Political Science courses. Honors guidelines are available from the chairperson of the department.

Political Science: Course Offerings

110. Political Questions.

Fall, Spring. Credits: 4.

Degree Requirements: F2i, F8.

What is just? What is right? Are human beings equal? In what ways should we be free? To what degree must we obey the state? What are our duties to others? Is "big government" compatible with individual liberty? This course explores these and other fundamental political questions concerning freedom and authority, rights and obligations, peace and war, moral obligation and selfishness, faith and reason. It will also delve into contentious public policy problems (e.g., income inequality, affirmative action, sexual discrimination), each of which poses moral and practical difficulties. Our goal will be to think openly, honestly, and precisely about the quandaries of political life. This course is open only to first years and sophomores.

151. United States Politics.

Fall, Spring. Credits: 4.

Degree Requirements: F2i (some sections), F8.

What is the foundation of government in the United States? What are its purposes? How is the constitution of government designed to achieve those purposes? How well does it in fact fulfill those purposes? Major topics and controversies include the nature of politics, individual liberty and constitutionalism, the federal structure of government, elections and political parties, interest groups,

representation, Congress, the Presidency, the Judiciary, civil rights and liberties. Some sections may be open only to first year students, and all sections are open to seniors only by permission of the department. Advanced Placement credit in Political Science or Government counts only as four general credits toward the major. Therefore, all Political Science majors must take 151.

205. Introduction to Public Policy.

Fall or Spring. Credits: 4.

In short, public policy includes whatever government chooses to do or not to do. As such, this course will explore the reasons why government acts, how government acts, and the types of actions it takes. The course is not designed to convince you whether particular public policies are good or bad, but to think carefully and analytically about why they exist and how they function. The course is not about any particular public policy. However, the course will engage a wide variety of contemporary public policy debates in the areas of health care, welfare, the environment, regulation of business, energy, transportation, and education to provide examples of the concepts and theories we will discuss in the course.

Prerequisite: Political Science 151 or permission of the instructor.

206. Urban Politics and Policy.

Fall or Spring. Credits: 4.

A critical introduction to urban America's fiscal and racial problems, formal and informal political processes, power structures, and alternative futures. We will also discuss problems and processes of policy formation in the urban system. Not eligible if you have completed POLS 200 or 316.

Prerequisite: Political Science 151 or the permission of the instructor.

207. Race and Ethnic Politics.

Fall or Spring. Credits: 4.

A general survey of minority politics in the United States. We will explore the historic and contemporary importance of race and ethnicity in American politics, particularly in relation to political institutions, political parties, voting coalitions, representation, and public policy. Attention is paid to how the structures of the American political system disadvantage minority groups as they attempt to gain the full benefits of American society. In addition to exploring the different agendas and strategies adopted by racial and ethnic minority groups, this course also shows how intertwined minority politics and American politics have been and continue to be. Not offered every year.

Prerequisite: Political Science 151 or the permission of the instructor.

208. Media and Politics.

Fall or Spring. Credits: 4.

An investigation of the power of media in American society and the interaction between media, institutions, political actors, and the public. Topics covered may include the evolving role of media as an institution in the political system, media ownership, media bias, race and gender in media, media fragmentation, the relationship between media and public opinion, the role of news and advertising in political campaigns, media coverage in crisis and wartime, and the impact of new media on society. Underlying these topics, we consider the question of whether the role and function of media today are helpful for or detrimental to political learning, participation, and democratic government. Students will have the chance to explore ideas, concepts, and themes through real-world, hands-on applications. Not eligible if you have completed the Topics course on media and politics.

Prerequisite: Political Science 151 or the permission of the instructor.

209. Evil, Benevolent, or Benign?: The Role of Bureaucracy in a Democracy.

Fall or Spring. Credits: 4.

While there are many objectives for learning in this course, the primary objective of the course is to expose the class to provocative arguments about bureaucracy and challenge our established notions of what a bureaucracy is and how it performs. In order to achieve this objective, however, we will begin first by discussing what a bureaucracy is. We will then consider how public bureaucracy is or is not different from private bureaucracy. Next, we will explore several well-known theories of bureaucratic behavior and performance. The goal is to not only understand what these theories are, but also to critically evaluate these theories. Do they do a good job of explaining bureaucratic behavior? Finally, we will consider some more advanced and provocative arguments about bureaucracy including Goodsell's "case for bureaucracy" and Adams & Balfour's notion of "administrative evil". The course is not designed to convince you whether public bureaucracies are "good" or "bad", but to think carefully and analytically about why they exist and how

they function. As such, you will be exposed to both positive and negative arguments about public bureaucracies. Not eligible if you have already completed the Topics course on Bureaucracy and Public Policy or POLS209 Bureaucratic Politics.

Prerequisite: Political Science 151 or permission of the instructor.

211. Politics and Literature.

Fall or Spring. Credits: 4.

This course explores how literature (and the arts generally) express political ideas and pursue political purposes. Topics and readings vary but they include: literary depictions of political causes, political crises, war and peace, leaders and followers, conflicts of individuals and society, and the competing demands of nature and civilization. Authors read in this course might include: Sophocles, Shakespeare, Defoe, Stendahl, Austen, Dickens, Melville, Hawthorne, Twain, Robert Penn Warren, Ralph Ellison, Don DeLillo, Phillip Roth and Tom Wolfe. Not offered every year.

212. American Political Thought and Statesmanship.

Fall or Spring. Credits: 4.

A survey of the ideas and controversies in American political thought and development from the Puritans to the present. Topics may include: the philosophical origins of the Declaration of Independence and the Constitution, selfishness and morality, federalism, the democratization of politics, equality and slavery, laissez-faire capitalism and the welfare state, the civil rights movement, and the redefinitions of freedom and equality by, for example, the new left and feminism.

Prerequisite: Political Science 151 or the permission of the instructor.

214. Modern Ideologies.

Fall or Spring. Credits: 4.

What are all these “isms” that pervade political discourse? What does it mean to be a liberal (or a “progressive”), a libertarian, conservative, communitarian, socialist, or feminist? Where do liberal and radical feminists agree and disagree? Why is a democratic socialist not a Marxist and vice versa? Is “environmentalism” a comprehensive political stance? Should there be a “green” party? What separates a nationalist from a “fascist”? Generally: what ideas, perspectives and principles account for these divergent doctrines that compete to organize the political world? Why do people adopt these views? Are there rational grounds for choosing among them? Is there a rational foundation for political life or, to put it another way, is political philosophy possible? Or are all claims to political knowledge ideological assertions? This course examines questions like these, although the list is not at all exhaustive.

216. Philosophy of Law.

Fall or Spring. Credits: 4.

We believe in the rule of law, but what is law and what is the nature of rules? Is the ultimate source of law nature, God, or human agreement? What is the relation of law and morality? How does law promote human freedom and social order? What do we do when those concerns conflict? The law assumes that human beings are responsible for their actions unless they aren't. How do we know when they are or are not? What is the purpose of punishment? What is the role of the jury, and can jurors fulfill it? Does our society live up to its ideal of equality before the law? What is the professional responsibility of the lawyer, and why is the legal profession so controversial? This course examines a multitude of interesting and puzzling questions that drive us toward a philosophic consideration of law. Not offered every year.

218. Justice, Equality, and Liberty.

Fall or Spring. Credits: 4

Drawing primarily on contemporary sources in politics, philosophy and economics, this course examines rival visions of the good society. We will analyze competing conceptions of justice and the ways in which those views are modified by commitments to liberty and equality. Thematic questions will include: What do human beings owe to one another? How is personal responsibility related to social responsibility? What are the causes and consequences of wealth and poverty? What is the character of freedom? What does equality require? How should rights and duties be properly understood? A good portion of the course will be devoted to the intellectual and moral foundations of the free society and to critiques of the assumption that the good society is “the free society.”

The course will include public lecture, debates and conversations with visiting political theorists, economists, entrepreneurs and public officials.

230. Black Political Thought.

Spring. Credits: 4.

Degree Requirements: F9.

A critical analysis of a variety of political goals, strategies, and tactics espoused since Reconstruction. Views of Booker T. Washington, Marcus Garvey, W.E.B. DuBois, Martin Luther King, Jr., and Malcolm X are among those normally considered.

Prerequisite: Political Science 151 or the permission of the instructor.

240. Urban Education Policy

Spring. Credits: 4.

This course explores the special challenges of designing effective public education policy for today's postindustrial cities paying special attention to the challenges found in Memphis. After framing the policy dilemmas in light of political, social, economic and educational history, the course critically examines a variety of contemporary proposals related to issues such as Common Core, standardized testing, teacher accountability, class size, school hours, charter schools, school vouchers and early childhood education.

Prerequisite: Political Science 151 or the permission of the instructor.

245. Southern Politics.

Fall or Spring. Credits: 4

An examination of politics in the American South, with special attention to political parties and elections. Politics at the state level is considered, along with the place of the South in the national political arena. Not offered every year.

Prerequisite: Political Science 151 or the permission of the instructor.

270. Methods of Political Inquiry.

Fall, Spring. Credits: 4

Why do political scientists call themselves scientists? How can we learn about politics using the tools of scientific inquiry? What are the tools of scientific inquiry? This course introduces the methods political scientists (and others) use to generate and answer empirical questions about politics. We explore a wide variety of quantitative and qualitative research methods, including experiments, observation, interviews, and surveys. Students in this course will develop their own research question and literature review, test hypotheses, and analyze data. This course is recommended for the sophomore year and must be taken by the end of the junior year.

Prerequisite: Political Science 151 or the permission of the instructor.

280. Topics in American Politics, Government, and Policy.

Fall or Spring. Credits: 4.

An examination of some aspect of American politics and institutions of government. Topics might include: the judiciary, state and local government, intergovernmental relations, American political development, the legislative process, campaign finance, political communication.

Prerequisite: Political Science 151 or the permission of the instructor.

283. Topics in Public Law.

Fall or Spring. Credits: 4.

An examination of some aspect of law and the judicial branch. Topics might include: the 1st Amendment, the 14th Amendment, state and local law, legal reform, and administrative law.

Prerequisites: Political Science 151 or permission of the instructor.

286. Topics in Political Thought and Philosophy.

Fall or Spring. Credits: 4.

Prerequisite: One of the following: Political Science 110, 212, 214 or the permission of the instructor.

301. Civil Liberties.

Fall. Credits: 4.

Degree Requirement: F3

An examination of the federal judicial process and American constitutional principles. Constitutional topics include free speech and assembly, church-state relations, abortion, gay rights, euthanasia, and rights of the accused. Not eligible if you have completed POLS 301 Constitutional Law and Politics.

Prerequisites: Political Science 151 or the permission of the instructor.

305. Public Policy Analysis.

Fall or Spring. Credits: 4.

The objective of this course is to introduce students to the field of public policy analysis. Rather than focusing on the institutions that make public policy, such as legislatures, presidents, governors, and courts, or the groups that impact the policymaking process, such as interest groups and the media; this course provides students with an Introduction to the tools used to analyze policies and a discussion of the political elements that affect this analysis. The course will be composed of several different elements: 1) a discussion of the various meanings of public policy analysis, 2) a presentation of the basic economic and political tools used to analyze public policies, and 3) practice at analyzing current policy controversies. Essentially, the goal is to ensure that student understand the basic economic principles used to evaluate different public policy proposals. However, as this is a political science course, other principal goals are to highlight the weaknesses of some of these economic assumptions, discover how politics may alter these otherwise sound assumptions, and examine the political environment in which policies are analyzed and adopted. This course does not focus on any one policy area, so students are encouraged to bring their own policy interests to the course. Not eligible if you have already completed the Topics course on Public Policy Analysis.

Prerequisites: Political Science 270 and POL 205 or ECON 100, or the permission of the instructor.

308. Political Advertising.

Fall or Spring. Credits: 4.

Political advertising is potentially the most important component of modern political campaigns, particularly in high-level races. In some cases, political ads can consume over one-half of the campaign budget targeting incumbents or challengers with emotional appeals and/or dramatic attacks. We are also experiencing dramatic shifts in campaigning as more candidates craft on-line and social media appeals. Parties and interest groups target key contests and insert their own messages into campaign discourse. This course gives students the chance to explore the research, debates, and timely cases from the academic study of political advertising. Not offered every year.

Prerequisite: Political Science 270 and one other 200 level course, or the permission of the instructor.

311. The Classical Search for Justice.

Fall or Spring. Credits: 4.

This course examines the thought of Plato and Aristotle on comprehensive political questions such as: the character of human happiness, the best regime, the nature of virtue and justice, the competing claims of aristocracy and democracy, and the role of civic education. Some attention will also be given to ancient Roman political thought and to the Christian challenge to Greek and Roman ideas about the “good human being” and the “good citizen.” Not offered every year.

Prerequisite: Political Science 270 and one of the following 212, 214, 216, 218, 230, HUM201 (Politics Track), or the permission of the instructor.

314. The Modern Search for Justice.

Fall or Spring. Credits: 4.

Where, according to the moderns, did classical search for justice go wrong? Why was a new beginning—why were new beginnings—for this search reasonable or necessary? Although modern thought leads to concepts with which we are familiar, it also carefully examines whether humans are in fact equal, whether they have natural rights, whether democracy is a good form of government, and ultimately, whether reason is capable of solving such moral puzzles definitively.

Prerequisite: Political Science 270 and one of the following 212, 214, 216, 218, 230, HUM201 (Politics Track), or the permission of the instructor.

318. Poverty and Public Policy.

Fall or Spring. Credits: 4.

This course explores the conditions and causes of poverty in the United States and the economic, social, and political responses to it. During the first half of the course, we will examine who is poor in America and discuss various causal theories of why people are poor. During the second half of the course, we will evaluate policy to address poverty in America and analyze them on how well they have reduced poverty and what is still needed to be done.

Prerequisites: Political Science 270 and one other 200 level course, or the permission of the instructor.

319. Race, Housing and Urban Revitalization.

Fall or Spring. Credits: 4.

Why are some urban areas thriving while others continue to struggle? This course will explore the history—and legacy—of our efforts to revitalize our urban centers. We will examine the lifecycle of a cross-section of urban communities, the forces behind their decline, the policies and key stakeholders who spearheaded their revival and explore why some have not yet recovered. This course places special emphasis on the role race has—and continues to play—in our housing and urban policies and explores the policy conflicts and tensions that arise over who pays the costs of urban revitalization.

Prerequisites: Political Science 270 and one other 200 level course, or the permission of the instructor.

320. Health Care Policy.

Fall or Spring. Credits: 4.

This course examines the politics of health care policymaking in the United States. The course will spend a substantial amount of time addressing the passage and implementation of the Patient Protection and Affordable Care Act of 2010, but will also provide an historical context in which to place recent health care legislation. While the course focuses on the U.S. experience, it does also include an examination of approaches to health care in other countries as a way of placing the U.S. experience in a larger context. Not offered every year.

Prerequisites: Political Science 270 and one other 200 level course, or the permission of the instructor.

321. Political Psychology.

Fall or Spring. Credits: 4.

An investigation of psychological theories in understanding political attitudes, judgment, and behavior at the levels of the individual, group, and nation-state. Topics covered may include the role of values, affect, cognition, emotion, motivation, personality, and/or situational factors in explaining public opinion formation and change, political ideology, voting behavior, elite decision-making, inter-group conflict, political tolerance, stereotyping and prejudice, authoritarianism, genocide and extreme political aggression. Not offered every year.

Prerequisites: Political Science 270 and one other 200 level course, or the permission of the instructor.

330. Campaigns and Elections.

Fall. Credits: 4.

This course examines the dynamics of contemporary American electoral politics. We investigate why candidates, voters, and other political actors and groups think and behave the way they do, the rules that govern their behavior, who wins elections and why. Analysis focuses on the ways in which factors within the candidate's control (e.g. strategy, fundraising, advertising) interact with factors largely outside the candidate's control (e.g. regulations, gender, race, partisanship), to assess what difference campaigns make in election outcomes. Not offered every year.

Prerequisites: Political Science 270 and one other 200 level course, or the permission of the instructor.

340. The American Presidency.

Fall or Spring. Credits: 4.

An exploration of the constitutional, historical and political aspects of the presidency. Specific topics include the selection of the President, presidential leadership, personality, relations with Congress and the Supreme Court, and the Vice Presidency.

Prerequisites: Political Science 151 or the permission of the instructor.

360. Congress.

Fall or Spring. Credits: 4.

The United States Congress is a rarity among representative assemblies in the rest of the world; it actually legislates, and individual members of the House and the Senate directly affect legislation and policy. Why then is it also the least respected branch of our national government? Is it failing to legislate effectively? To represent fairly? This entire course explores these questions. Specific topics include: representation; the framers' original design for House and Senate; the evolution of House and Senate; elections and incumbency; campaign finance and interest groups; the internal organization of the two houses; the struggle for power between President and Congress.

Prerequisites: Political Science 270 and one other 200 level course, or the permission of the instructor.

370. Government Regulation of Business.

Fall or Spring. Credits: 4.

This course is designed to expose students to the history and practice of government regulation of business in the U.S. Topics addressed include an historical survey of regulatory policy, regime theory, the current regulatory climate in Washington, D.C. as well as details on antitrust, financial institutions, consumer protection, environmental protection, telecommunications, and workplace health and safety regulation. Not offered every year.

Prerequisite: Political Science 270 and one other 200 level course, or the permission of the instructor.

380. Intermediate Topics in American Politics, Government, and Policy.

Fall or Spring. Credits: 4.

Prerequisite: Political Science 270 and one other 200 level course, or the permission of the instructor.

386. Intermediate Topics in Political Thought and Philosophy.

Fall or Spring. Credits 4.

Problems of justice, law and morality explored through classic and contemporary works of political philosophy and literature. (Topics vary from year to year and students may repeat the course accordingly.)

Prerequisite: Political Science 270 and one of the following 212, 214, 216, 218, 230, HUM201 (Politics Track), or the permission of the instructor.

399. Junior Honors Tutorial.

Spring. Credits: 1.

Junior Political Science majors who are considering pursuing honors research are required to enroll in this preparatory tutorial. Enrollment in this course does not guarantee acceptance into the Honors Program.

Prerequisite: Permission of the faculty member who has agreed to supervise the honors candidate's research.

411. Seminar in Contemporary Political Philosophy: Problems of Rights, Freedom, and Equality.

Fall or Spring. Credits: 4.

An in-depth study of contemporary political thinking about such issues as: the culture of capitalism, the nature and limits of individual freedom, achieving equality in a diverse society, the challenges of biotechnology, rights in conflict, the evolution and endurance of American political principles. Topics vary from year to year. Not offered every year.

Prerequisite: One 300 level course.

440. Seminar in the Constitutional Convention.

Fall or Spring. Credits: 4.

A study of the Constitutional Convention of 1787 as a political event with philosophical underpinnings. Special topics include the political environment, the major actors and controversies, the ratification debates, and continuing issues of constitutional reform. Not offered every year.

Prerequisite: One 300 level course or permission of the instructor.

451-452. Research Practicum.

Fall, Spring. Credits: 1-4.

This course allows qualified students to become active participants in ongoing departmental research projects. No more than 4 practicum credits may count towards the major.

Prerequisites: Invitation of the instructor and approval of the department.

460. Public Affairs Internship.

Fall, Spring. Credits: 4.

Degree Requirements: F11.

The focus of this course is a directed internship with a selected legal, governmental or community agency. The course integrates traditional academic work in Political Science with practical internship experiences. All internships must be approved by the Department of Political Science Internship Director. Students should contact Career Services and the Internship Director prior to enrollment to discuss the internship application process. Students may not receive any credit toward a Political Science major from this course if they have received transfer credits for an internship from the Washington Semester or Capitol Semester programs.

Prerequisites: Two Political Science courses and the permission of the instructor.

461. Internship in Political Science

Fall-Spring. Credits: 1-2.

Similar to POLS 460 but does not require class meetings and does not fulfill an F11 degree requirement. Internship credit will not be awarded retroactively and does not count toward the total number of credits required for the major.

Pass/Fail only.

Prerequisites: Permission of the chair of the department and the internship program director.

470. Healthy Cities: The Political Economy of Urban Policymaking.

Maymester Course. Credits: 4.

Degree Requirements: F11.

This course introduces students to the political and economic forces that shape urban economic redevelopment and health care policy through a three-week summer study abroad experience in London, England, and Glasgow, Scotland. London and Glasgow offer instructive comparative case studies for understanding how political context and economic relationships generate variations in local urban governance and policy. London, a center of global finance, has increasingly adopted, along with England in general, a more market-based approach to urban social problems. Glasgow, on the other hand, is at the center of the Scottish independence movement and has been slower to discard Keynesian policies in order to maintain a more robust role for the state within fiscal and health care policy. Both of these sites provide multiple opportunities to learn about the diverse strategies cities use to implement policies that are often constrained by economic and political processes operating at other scales.

Prerequisite: ECON 100 or POLS 151 or URBAN 201 or permission of the instructor.

480. Advanced Topics in American Politics, Government, and Policy.

Fall or Spring. Credits: 4.

An investigation of an important subject area within the discipline of political science. Topics might include constitutional controversies, the legislative process, political communication and behavior, campaign design and strategy.

Prerequisite: One 300 level course.

485. Senior Seminar in Political Science.

Fall, Spring. Credits: 4.

An advanced investigation of critical political problems and/or contemporary perspectives on American democracy.

486. Advanced Topics in Political Thought and Philosophy.

Fall or Spring. Credits: 4.

An investigation of an important subject area within the discipline of political science.

Prerequisite: One 300 level course.

495-496. Honors Tutorial.

Fall, Spring. Credits: 4-8.

An advanced independent study, involving the completion of a major research project. Guidelines for honors work in Political Science are available from the department chairperson.

TRIAL ADVOCACY

POLS 262, 263 and 264 do not count toward the major or minor in Political Science.

262. Trial Procedure.

Fall. Credits: 4.

Students study and practice trial procedure. Topics include opening statements, direct examination, cross examination, closing statements, objections, and preparing a witness. Not eligible if you have completed INTD 262. Trial Procedure. This course is required for Mock Trial Participation.

This course does not count toward the major or minor in Political Science.

263. Mock Trial Participation.

Spring. Credits: 1.

Preparation for and participation in intercollegiate Mock Trial competitions. Participants prepare cases around assigned sets of facts. They then practice and compete in roles of both lawyer and witness.

Prerequisite: Political Science 262 (formerly Interdepartmental 262) and the invitation of the instructor. A total of 4 credits may be earned for Mock Trial Participation, this includes credits earned as INTD 263.

Prerequisite: Political Science 262 (formerly Interdepartmental 262) and the invitation of the instructor. A total of 4 credits may be earned for Mock Trial Participation, this includes credits earned as INTD 263.

This course does not count toward the major or minor in Political Science.

264. Rights of the Accused.

Spring. Credits: 4.

An academic assessment of rights of criminal defendants under the Sixth, Eighth, and Fourteenth Amendments. Topics include the right to counsel, prosecutorial discretion and disclosures, the confrontation clause, defenses and immunities (stand your ground laws, insanity pleas), and the death penalty. Not eligible if you have completed INTD 264. Rights of the Accused.

This course does not count toward the major or minor in Political Science.

PLEASE NOTE: This document reflects information as it was published in the 2014-15 Rhodes Catalogue. You may find more current information elsewhere on rhodes.edu.

Political Science: Faculty and Staff

Professors

Daniel E. Cullen. 1988. M.A., Dalhousie University; Ph.D., Boston College. (History of political philosophy; American political thought; contemporary political theory.)

Michael Nelson. 1991. Fulmer Professor of Political Science. B.A., College of William and Mary; M.A. and Ph.D., The Johns Hopkins University. (American Presidency; Southern Politics; American politics.)

Marcus D. Pohlmann. 1986. B.A., Cornell College; M.A., M.Phil. and Ph.D., Columbia University. (American politics; legal studies; education policy, black political thought.)

Associate Professors

Amy E. Jasperson. 2012. Chair. B.A. Wellesley College; Ph.D., University of Minnesota. (American politics; political communication; political psychology; political campaigns.)

Stephen H. Wirls. 1994. B.A., Kenyon College; M.A. and Ph.D., Cornell University. (American politics; Congress; American political thought; modern political philosophy.)

Assistant Professors

Keith C. Gibson. 2014. B.A., Princeton University; Ph.D., University of Michigan (Urban politics, political participation and political behavior, research methodology and public policy)

Renee J. Johnson. 2013. B.A., Lawrence University; M.A. and Ph.D., Stony Brook University. (Political economy/public policy; methodology; American Politics.)

Post Doctoral Fellow in Political Science

Erin A. Dolgoy. 2013. M.A. and Ph.D., Michigan State University. (Political theory, science and technology studies, American politics.)

Director of Mock Trial

Anna R. Smith. 2012. B.A., Rhodes College; J.D. Duke University. (Legal studies; internships.)

Staff

Jacqueline Baker. 2010. Departmental Assistant.

Requirements for a Major in Political Science

A total of forty-eight (48) credits as follows:

1. Political Science 151: U. S. Politics.
2. Political Science 270: Research Methods.
3. Political Science 485: Senior Seminar.
4. One course of the following courses in political thought and philosophy: 212, 214, 216, 218, 230, 311, 314, Humanities 201 (Politics Track.)
5. International Studies 110 or International Studies 120.
6. Seven additional courses (28 credits) in Political Science, two of which must be at the 300 level. Political Science 460, Public Affairs Internship, does count as an elective, but it does not count as a 300 level course.

POLS 262, 263 and 264 do not count toward a major in Political Science.

Requirements for a Minor in Political Science

A total of five courses or twenty (20) credits as follows:

1. Political Science 151: U. S. Politics.
2. Two courses at the 200-level. Humanities 201 (Politics Track) may count for a 200 level course.

3. Two courses at the 300-level or above.

POLS 460, Public Affairs Internship, does not count as a course for the minor in Political Science.

POLS 262, 263 and 264 do not count toward a minor in Political Science.

The Washington Semester and the Capitol Semester

Political Science students may participate in two different semester long programs in Washington, D.C., each involving courses, an internship, and a research project. Since special financial arrangements are required for these programs, students need to meet with the Director of the Buckman Center. These programs can be done in the Fall or the Spring semester. Two of the four courses transferred from the Washington Semester may satisfy requirements for a Political Science major, and all four of the courses transferred from the Capitol Semester may satisfy requirements for a Political Science major. Since some coursework transfers as internship credit, students receiving credit from either of these programs cannot count an additional Political Science 460 course toward the Political Science major.

Psychology

The Department of Psychology helps students develop an understanding of human behavior and experience a variety of theoretical perspectives. The faculty specialize in a wide variety of topics, including physiological, clinical, health, cognitive, social, developmental psychology, and education.

Honors in Psychology

Members of the faculty of the Department of Psychology encourage students of exceptional academic accomplishment to pursue research with a departmental faculty sponsor that is of an in-depth, rigorous nature; this work will introduce the student to the quality of research one would normally experience in a graduate program. Because the level of involvement of the student and his or her faculty sponsor will be greater in Honors research than that in either a Tutorial or Directed Inquiry, the faculty of the Department of Psychology have established rules for student admission into the Departmental Honors Program. The policies are described on the department website. It is recommended that students interested in pursuing department honors enroll in Junior Seminar 399.

Major Essay

When declaring a major in psychology, students must submit an essay in which they articulate their educational goals. The essay should be four paragraphs, with one paragraph dedicated to each of the questions below (question 3 has two parts.)

1. In your opinion, what are the defining characteristics of the discipline of Psychology?
2. How do the requirements for the Psychology major complement your program of liberal arts study and support your career or life goals?
3. As a Psychology major, how will you (a) build on your strengths and (b) address your weaknesses?

The entire essay should be between 250 and 1000 words and must accompany the Declaration of Major form when a student has the initial meeting with her/his major advisor. A student may choose to revise the essay after meeting with the advisor. Students will electronically submit the final, advisor approved, version of the essay as a Word document to the psychology departmental assistant so that it can be archived. The file name for the essay should be as follows: student's last name, student's first name, and graduation year. Each student will revisit the major essay in the senior seminar course.

Psychology: Course Offerings

105. Special Topics in Psychology.

Fall, Spring. Credits: 4.

Degree Requirements: F2, F8 (some sections.)

This course is designed for the non-psychology major and will examine a different general-interest topic each time it is taught. Students will be exposed to the five major theoretical perspectives and to research methods as they pertain to a thematic topic such as 'close relationships,' 'psychology of the self,' 'drugs, brain, and behavior,' etc.

150. Introduction to Psychological Science.

Fall, Spring. Credits: 4.

Degree Requirements: F8.

Students will focus on major themes that underlie and define the discipline of psychology. The aim of this course is to foster an appreciation of the role of scientific reasoning in refining our common sense notions about human behavior and experience. Students will be introduced to the major theoretical perspectives and to the basic principles of psychological methods.

200. Research Methods and Statistics.

Fall, Spring. Credits: 4.

Students will be taught critical thinking and scientific reasoning skills. Topics include: philosophy of science and the scientific method, measurement theory (reliability and validity), the basics of research design (control variables, rival hypotheses, and confoundings), and elementary statistical analysis.

Prerequisite: Psychology 150 or the permission of the instructor.

211. Statistical Methods.

Fall, Spring. Credits: 4.

Degree Requirements: F6.

Statistical methods are an integral part of social sciences, particularly psychology, as they provide the tools that are needed to reveal patterns in complex behavior. Students will develop an appreciation of the role of statistics and knowledge of the major tests that demonstrate differences and relationships. Math 111 cannot be substituted for this course.

Prerequisite: Psychology 150 or the permission of the instructor.

216. Perception and Sensation.

Fall or Spring. Credits: 4.

A survey of theories and research concerning sensation and perception focusing on how we construct an internal representation of the external world from the evidence of our senses.

Prerequisite: Psychology 150 or the permission of the instructor.

220. Psychology of Health.

Fall or Spring. Credits: 4.

Traditional Western conceptualization of health divides our experiences into physical and mental - body and mind, and also into wellness and illness. Yet many other cultures understand health very differently. Increasingly, Western models of health care aim to approach health from a more integrated and culturally competent model. This is in response to recognition that current leading causes of mortality (such as substance abuse, overeating, unprotected sex, and suicide) are driven by psycho-social factors. It is also increasingly seen as necessary in order to develop health interventions that serve culturally diverse populations. This course will give students access to critical knowledge in the burgeoning field of health psychology, which aims to address these issues. Course material will cover basic theory, research, and intervention methods in the field, integrating content from biology, psychology, sociology, and anthropology. Based on this knowledge, students will create proposals for health psychology interventions in their area of interest, empowering them with the skills necessary to be leaders of progress in the areas of health and wellness. Health psychology is a broad and upcoming field important for those interested in public health, medicine, and psychology.

Prerequisite: Psychology 150 or the permission of the instructor.

222. Educational Psychology.

Fall or Spring. Credits: 4.

Theories and research on human learning and teaching, especially in educational settings. This course will cover the current theories of teaching and learning processes from a variety of perspectives, with emphasis placed on applications of research to practice and policy. Cognitive processes, individual differences, strategies for instruction, motivation, critical thinking, and self-regulation of learning will be stressed.

Prerequisite: Psychology 150, or Education 201, or the permission of the instructor.

224. Adult Psychopathology.

Fall or Spring. Credits: 4.

The phenomenology, etiology, and treatment of the major forms of psychological disorders, including schizophrenia, mood disorders, anxiety disorders, and personality disorders. We will evaluate theories and research concerning these disorders from psychobiological, behavioral, cognitive, sociocultural, and psychodynamic perspectives.

Prerequisite: Psychology 150 or the permission of the instructor.

229. Developmental Psychology: Infancy and Childhood.

Fall or Spring. Credits: 4.

Degree Requirements: F11 (some sections.)

A study of developmental principles, focusing on research relevant to prenatal development, infancy, and childhood. Theories of emotional, cognitive, and personality development will be examined. Students will consider the implications of developmental research for social and educational policy that affects the welfare of children. F11 sections include a 10-hour community-based learning requirement.

Prerequisite: Psychology 150, Education 210, or the permission of the instructor.

230. Adolescent and Early Adult Development.

Fall or Spring. Credits: 4.

Theories and research on adolescent and early adult development will be applied to educational and social policy issues pertaining to identity work and the accomplishment of other developmental tasks typically undertaken during the teens and twenties.

Prerequisite: Psychology 150, or Education 201, or the permission of the instructor.

231. Psychology of Aging.

Fall. Credits: 4.

Degree Requirements: F11.

This course will explore the cognitive, social, and emotional changes associated with normal aging, and to a lesser extent, pathological aging. We will focus on theories and research on aging, as well as practical issues relevant to the aging process.

Prerequisite: Psychology 150 or the permission of the instructor.

232. Psychology of Gender and Language.

Fall or Spring. Credits: 4.

Students will consider research and theory on the ways that gender is established and enacted in language structures and in discourse practices. We will critically examine research on gender differences in language use and we will play with linguistic forms and speaking styles that seem to be gendered in some cultural communities. Students will collect data on their own and their classmates' speech habits and will endeavor to develop discourse skills that allow them to be intentional about appropriating and resisting gender norms, as the situation demands.

Prerequisite: Psychology 150, or Gender and Sexuality Studies 201, or any Theatre course.

250. Community Psychology.

Fall or Spring. Credits: 4.

This course provides an introduction to community psychology, focusing on historical foundations, theory, methods, and practice. In this course, students will learn about the basic theories and concepts that define community psychology while becoming familiar with examples of effective community action and research. Students will have the opportunity to examine the potential relevance of community psychology for addressing social problems.

Prerequisite: Psychology 150, or Urban Studies 240, or the permission of the instructor.

270. Neuroscience.

Fall, Spring. Credits: 4.

This course examines the structure and function of the nervous system. Topics range from communication within individual neurons to higher order brain functions such as learning, memory, perception, states of consciousness, language and the regulation of motivation and emotion. Psychiatric and neurological disorders will also be discussed. Particular attention will be given to methods and research design in the Neurosciences.

Prerequisites: Biology 130 and 140, or Psychology 150.

280. Psychology of Gender and Sexualities.

Fall. Credits: 4.

All of us have been raised swimming in a sea of information regarding what sex, gender, and sexuality are and what it means to be of a certain sex, gender, and sexual orientation. But how much is fact and how much is fiction? Are people with penises always boys? Are women more nurturing? Is being gay genetic? This course aims to peel the curtains away and look at what the psychological science really says about sex, gender, and sexuality. This course will be challenging in that it will require students to examine their own experiences with their sex, gender, and sexuality as well as question their own assumptions about sex, gender, and sexuality. Having gained knowledge in an area often ripe with misperceptions, students will also be tasked with developing a proposal to increase knowledge regarding the psychology of sex, gender, and sexuality in a target audience of their choice.

Prerequisites: Psychology 150, GSST 200, or permission from the instructor.

306. Language and Communication.

Fall or Spring. Credits: 4.

A discussion of recent theory and research on human language. Topics to be covered include language development, the relationship between language and thought, and the relationship between language and culture.

Prerequisites: Psychology 150 and junior or senior standing, or permission of the instructor. Non-psychology majors with a special interest in language or theatre are welcomed in this course.

309. Judgment and Decision Making.

Fall or Spring. Credits: 4.

An examination of how people make judgments about themselves and others, attribute causation to human behavior, and make judgments or decisions about courses of action.

Prerequisite: Psychology 211, or Math 111, or Economics 290, or the permission of the instructor.

323. Social Psychology.

Fall or Spring. Credits: 4.

Study of social behavior, including such topics as interpersonal attraction, altruism, aggression, conformity, group dynamics, leadership, intergroup conflict and negotiation, attitude change, person perception, and the social aspects of environmental and health psychology.

Prerequisites: Psychology 150 and either Psychology 200, Math 111, Economics 290, or the permission of the instructor.

324. Evidence-based Therapies.

Fall, Spring. Credits: 4.

This course is a survey of the empirical development, implementation, and dissemination of current practices of psychotherapy. In particular, the course will utilize scientific knowledge to answer the question, "For whom does this psychological intervention work, and under what conditions?" The importance of multicultural contributions and competencies will also be emphasized throughout the course. Case conceptualization skills will be learned and practiced, using DSM-5 diagnoses to inform selection and implementation of an indicated evidence-based therapy.

Prerequisites: Psychology 150, Psychology 224, must have Junior or Senior standing, or the permission of the instructor.

326. Motivation and Behavior Analysis.

Fall or Spring. Credits: 4.

This course will cover theories of learning and motivation. Emphasis will be placed on individual differences and underlying cognitive processes involved in learning, as well as behavioral and social cognitive perspectives of learning, and on the theories and influences on motivation to learn. We will also cover the science of studying learning and motivation, and application of the material, including to students' own learning and motivation within and outside of the classroom.

Prerequisites: Psychology 150 and 211, or the permission of the instructor.

327. Cognitive Processes.

Fall or Spring. Credits: 4.

This course is an in-depth exploration of human cognitive abilities, including perceptual processes, attention, memory, language, and thinking. In addition to providing an overall understanding of these topics, this course examines the research methodology and theoretical frameworks used to study cognitive processes, how these processes can be applied to everyday life, and current issues in the field of cognitive psychology.

Prerequisites: Psychology 150 and Psychology 200 or 211, or the permission of the instructor.

338. Psychological Assessment.

Fall or Spring. Credits: 4.

Degree Requirements: F11.

Psychometric principles of test construction and issues of reliability and validity of contemporary psychological tests will be covered. Students will learn accepted practices and critical issues in the administration and interpretation of psychological tests.

Prerequisite: Psychology 211 or the permission of the instructor.

345. Cognitive Neuroscience.

Fall, Credits: 4.

This course examines the link between brain and behavior from the systems level. We will explore the major cognitive systems, including object recognition, attention, memory, language, emotion, social cognition, and executive function, as well as broad-based topics such as brain plasticity and cognitive perspectives on psychopathology.

Prerequisite: Neuroscience 270 or Psychology 327 or the permission of the instructor.

350. Advanced Topics in Research Methods: Randomized Experiments.

Fall or Spring. Credits: 4.

Students will conduct a laboratory or field research experiment on human participants. Note: Must be taken by the end of the junior year.

Prerequisites: Psychology 200 and 211, or the permission of the instructor.

351. Advanced Topics in Research Methods: Community/Program Evaluation.

Fall or Spring. Credits: 4.

Students will gain experience in program evaluation, community psychology, and with the design and collection of survey data. Counts as an applied psychology course. Note: Must be taken by the end of the junior year. Psychology 250 is strongly recommended prior to enrolling in this course.

Prerequisites: Psychology 200 and 211, or the permission of the instructor.

352. Advanced Topics in Research Methods: Observational/Qualitative.

Fall or Spring. Credits: 4.

Students will collect and/or analyze qualitative and/or observational research data. Note: Must be taken by the end of the junior year.

Prerequisites: Psychology 200 and 211, or the permission of the instructor.

399. Junior Seminar.

Spring. Credits: 1.

A survey of contemporary research on selected topics, to be taken in preparation for honors research. Open only to junior psychology majors.

Prerequisite: The permission of a faculty member who agrees to supervise the project.

408. Advanced Topics in Psychology.

Fall or Spring. Credits: 2-4.

An issue of current interest and importance in psychology will be explored in depth. Topics will be announced each time the course is offered.

Prerequisite: Permission of the instructor.

451-452. Research Practicum

Fall - Spring. Credits: 1-4.

Prerequisite: Permission of the instructor.

460. Internship in Psychology.

Fall, Spring. Credits: 4-8.

Degree Requirements: F11.

Supervised experience in applying psychological knowledge and principles in a real-world setting for junior and senior psychology majors. Students prepare a research paper or a literature review on a topic related to the internship, work on a project with the off-campus supervisor, and keep a journal. Only 4 internship credits may count towards the major. This is a pass/fail course.

Prerequisites: Specific courses relevant to the internship project. Permission of the instructor and an off-campus supervisor is required. All internships must be approved and finalized in the semester prior to enrollment. Junior or senior standing.

485. Senior Seminar.

Fall, Spring. Credits: 4.

Psychology majors are required to enroll in Senior Seminar during the senior year. Senior seminar is intended to be a capstone experience in Psychology, requiring both oral and written work.

Prerequisites: Senior standing, 32 credits of Psychology, including Psychology 200, 211, and an Advanced Methods course (Psychology 350-352 or Neuroscience 350.)

495-496. Honors Tutorial.

Fall, Spring. Credits: 4-8.

Maximum of 12 hours credit. For students accepted into the honors program of the department to do independent research

Psychology: Faculty and Staff

Professors

Natalie K. Person. 1994. Chair. B.A., University of Mississippi; M.S. and Ph.D., University of Memphis. (Cognitive; learning technologies; educational psychology.)

Marsha D. Walton. 1979. B.A., M.A., and Ph.D., University of North Carolina, Chapel Hill. (Developmental; narrative and social interaction.)

Associate Professors

Anita A. Davis. 1996. B.A., Rhodes College; M.A. and Ph.D., University of Illinois at Urbana-Champaign. (Clinical; community; interventions with minority populations; adolescent motherhood.)

- Kimberly M. Gerecke.** 2006. B.S., Muskingum College; M.S., University of Richmond. Ph.D. University of Alabama at Birmingham. (Neuroscience; exercise and neurodegeneration.)
- Elizabeth Thomas.** 2011. B.A., Georgetown University, Ph.D., University of Illinois at Urbana-Champaign. (Urban Studies; community psychology; psychology and the arts.)
- Christopher G. Wetzel.** 1982. B.A., M.A., and Ph.D., University of North Carolina, Chapel Hill. (Social; social cognition; prejudice.)
- Matthew Weeks.** 2015. B.A. Kentucky Wesleyan College; M.S. and Ph.D., University of Memphis. (Social; social cognition; stereotyping.)
- Katherine White.** 2009. B.A., Rhodes College; M.A. and Ph.D., University of Florida. (Cognitive and sensory processing; cognitive aging.)

Assistant Professors

- Jonathan Cook.** 2013. B.S., Andrews University; M.A. and Ph.D., University of Missouri. (Clinical; stigma and mental illness; media portrayal of mental illness.)
- Erin Cue.** 2016. B.S., Vanderbilt University; M.A. and Ph.D., University of California in Los Angeles. (Educational psychology; African-American achievement and motivation.)
- Jason Haberman.** 2014. B.A., University of Miami; M.A. and Ph.D., University of California - Davis. (Neuroscience: visual psychophysics; object recognition, ensemble perception.)
- Jamie Jirout.** 2014. B.A., Colgate University; Ph.D., Carnegie Mellon University. (Educational psychology: scientific curiosity and persistence; spatial processing.)
- Rebecca Klatzkin.** 2011. B.S., University of Richmond; M.A., and Ph.D., University of North Carolina, Chapel Hill. (Behavioral neuroscience: stress; eating behavior; binge eating disorder.)
- Geoffrey Maddox.** 2013. B.A., University of Missouri; M.A., and Ph.D., Washington University, St. Louis. (Cognitive: Aging and development.)
- Ry Testa.** 2015. B.A., Tufts University; M.A., and Ph.D., Temple University. (Clinical: Mental and medical health disparities in marginalized communities.)

Staff

Christy Waldkirch. Departmental Assistant.

Requirements for a Major in Psychology

1. Psychology 150 to be taken as early as possible in the student's course of study.
2. Psychology 200 and 211 should be taken as early as possible. Ideally they should be completed by the spring semester of the sophomore year.
3. At least one course from each of the following four content domains (At least two of these courses must be core courses (underlined> from separate domains):
 1. Developmental: Psychology 229, 230, 231;
 2. Cognition and Learning: Psychology 306, 326, 327;
 3. Biological: Psychology 216, 220, 270;
 4. Sociocultural: Psychology 232, 250, 280, 323; Urban Studies 250.
4. One advanced methods course from among Psychology 350 – 352 or Neuroscience 350. **Core courses from requirement #3 must be completed before taking this course.**
5. One community-based or independent investigation course: Psychology 229, 338, 451, 452, 460, 495, or 496; Education 460.
6. One other course in psychology (only one 105 course may count).
7. Psychology 485 to be taken during the senior year.

Requirements for a Minor in Psychology

A total of 6 courses or twenty-four (24) credits as follows:

1. Psychology 150.
2. Psychology 200.
3. Four additional psychology courses to be chosen in consultation with a departmental advisor and to be approved by the department chair. These will be selected to coordinate with the student's major and career aspirations, and will normally include at least one 300- or 400-level course. Only one 105 course may count.

Religious Studies

The Department of Religious Studies promotes the academic study of religion by offering courses that explore the diverse aspects of religious traditions. Particular emphasis is given to the origins, history, and relevance of religion in contemporary life.

Honors in Religious Studies

Honors research in Religious Studies is established by consultation between the student and the department. In addition to the courses required for a major, the honors program requires the one-hour junior honors tutorial, Religious Studies 399, and the senior honors tutorials, Religious Studies 495-496, in which the student will be guided in the research and writing of an honors paper.

Religious Studies: Course Offerings

FOUNDATIONS

101. The Bible: Texts and Contexts.

Fall. Credits: 4.

Degree Requirements: Life Then and Now, F1.

The first in a two-course sequence that introduces the Life curriculum, this course focuses on introducing students to the academic study of the Bible. Students will survey representative texts from each genre of biblical writing in the Old Testament/Hebrew Bible and the New Testament. Particular attention will be paid to understanding the role of historical and cultural context in shaping biblical views on theological issues (God, sin and evil, Jesus' significance, e.g.).

Religious Studies 101 is a prerequisite for 200-level courses in biblical studies. Humanities 101-102 can substitute for Religious Studies 101.

102. The Bible: Texts and Contexts.

Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1, F2.

This course continues the introduction to the Life sequence begun in Religious Studies 101 by examining the development of central themes in the Christian theological traditions. The course begins with classical figures from the early and medieval periods, and follows the impact of modernity on Christian thought. The course concludes with major theological developments in the 20th and 21st centuries, including the advent of the comparative study of religion. Religious Studies 102 is a prerequisite for upper level courses in theology, ethics, and history of religions. Students who have not had Religious Studies 102 may take these courses with the permission of the instructor.

BIBLICAL STUDIES

Prerequisites

Permission of the instructor is required for students who wish to enroll in a 200-level course prior to completing the RELS 101 and 102 sequence.

260. Archaeology and the Biblical World.

Fall, Spring. Credits: 4

Degree Requirements: Life Then and Now, F1.

A detailed study of the major archaeological finds from the biblical period and their impact on biblical interpretation. The course uses the material evidence of archaeology to reconstruct ancient life, customs, and cultural influences in the biblical lands and then compares this portrait with those presented in the biblical texts. Depending upon the expertise of the instructor, the course may focus on lands and finds associated with the Hebrew Bible/Old Testament or those associated with the New Testament. Familiarity with general biblical history is presumed.

270. Introduction to the Hebrew Bible/Old Testament.

Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

271. Pentateuch.

Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

272. Historical Literature.

Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

273. Prophets.

Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

274. Wisdom Literature/Psalms.

Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

276-277. Selected Topics in Hebrew Bible/Old Testament.

Fall, Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

280. Introduction to the New Testament.

Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

281. Synoptic Gospels.

Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

282. Gospel of John.

Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

283. Paul's Letters.

Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

285-286. Selected Topics in New Testament.

Fall, Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

Theology and Ethics

211. Contemporary Theology.

Fall, Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

A survey of the major issues and figures in theology in the twentieth and twenty-first centuries. The course focuses on the special challenges to theology posed by the modern world.

220. Topics in Theology.

Fall, Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

An in-depth study of a particular problem, topic, or perspective in modern theology.

232. Social Issues in Ethical and Religious Perspective.

Fall, Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

This course examines selected social issues in theological, ethical and biblical perspective. Topics include Holocaust, Religion and the Bible, Religion and Racism, and Religion and Sexuality.

233. Pain, Suffering, and Death.

Fall, Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1, F11.

A seminar that examines critical issues and problems of crisis experience involving pain, suffering, and death using various disciplinary perspectives and pedagogical methods, including interviews with health care professionals. Designed primarily for students considering health or human service vocations (e.g., medical professions, counseling, social work, ministry), but also of interest to others.

History of Religions**210. History of Christian Thought.**

Fall, Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

The faith of the earliest New Testament communities will be examined, and developments in biblical theology from the early church onward will be considered.

214. Early Christian Literature.

Fall, Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

A study of selections from the early Greek Fathers (e.g., Clement of Rome, Ignatius of Antioch, and the Epistle of Barnabas) whose writings extend the biblical tradition into the second century CE and mark a formative stage in the development of Christian creed and canon.

251. Religion in America.

Fall, Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

A historical analysis of American religion, examining the diversity of religions in America through the study of selected beliefs, practices, and institutions.

253. Judaism.

Fall. Credits: 4.

Degree Requirements: Life Then and Now, F1.

A survey of the history of the Jewish people and its formative experiences, the sources of Judaism as a religious tradition, its distinctive ideas and values, and what it means to be a Jew today.

255. Living Religions in Today's World.

Fall. Credits: 4.

Degree Requirements: Life Then and Now, F1, F9.

A survey of the major living religions in the modern world. The course will consider both the rise of the classic traditions and the shape that their followers are giving them today. Religions to be considered may include Hinduism, Buddhism, Chinese religion, Japanese religion, and Islam.

256. Methods and Theories of the Study of Religion.

Fall, Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1, F11.

An introduction to the phenomenological, sociological, anthropological, and psychological approaches to the academic study of religions. This course reviews the methodologies and theories of foundational thinkers in the modern study of religions. Students learn to apply the ideas of these theorists in field studies of local religious phenomena.

258. Topics in the History of Religions.

Fall, Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

An exploration of a specific tradition or subject in the history of religions. Subjects include Islam, African-American Religion, Women in American Religion, and Women in World Religions.

259. Topics in the History of Christianity.

Fall, Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

This course will consider selected aspects in the Common Era history of communities of biblical faith and practice. Topics include Catholicism and Reformation.

ADVANCED STUDIES AND SEMINARS

Courses in Religious Studies at the 300 level and above are not part of the Life curriculum and cannot count for Life or F1 credit.

300-301. Selected Topics in Religious Studies.

Fall, Spring. Credits: 4.

Degree Requirements: None.

Open to majors and minors only, except with the permission of the instructor.

399. Junior Honors Tutorial.

Spring. Credits: 1.

Open to junior majors by permission of the instructor only.

451-452. Research in Religious Studies.

Fall, Spring. Credits: 1-4.

This course involves advanced students in Religious Studies in collaborative work with faculty on original research projects.

Prerequisite: Permission of the instructor.

460. Health Equity Internships.

Fall, Spring. Credits: 1-4.

A supervised learning experience in the community outside the College (e.g., faith-based community health providers, churches, hospitals, or social agencies).

In collaboration with Methodist Healthcare, the Nancy Hughes Morgan Program in Hospital Chaplaincy offers a special internship each spring semester designed for students considering health or human service vocations (e.g., medical professions, counseling, social work, and ministry).

In collaboration with several faith-based community health and social service providers, the department offers health equity internship placements that integrate academic work on health disparities with professional experience in agencies working to promote health equity in Memphis. The health equity internships focus on the intersection of faith commitments, social justice concerns, and health outcomes for economically and socially marginalized groups in Memphis.

461. Internships.

Fall, Spring. Credits: 1-4.

All internships that do not fit the description found under Religious Studies 460 (Health Equity Internships.)

485. Senior Seminar: Senior Paper.

Spring. Credits: 4.

The seminar culminates in the senior paper, a major research project reflecting a semester-long engagement with a significant topic for Religious Studies.

Prerequisites: Two 300-level courses.

495-496. Honors Tutorial.

Fall, Spring. Credits: 4-8.

Prerequisite: Permission of the department only

PLEASE NOTE: This document reflects information as it was published in the 2014-15 Rhodes Catalogue. You may find more current information elsewhere on rhodes.edu.

Religious Studies: Faculty and Staff

Professors

Stephen R. Haynes. 1989. The Albert Bruce Curry Professor of Religious Studies. B.A., Vanderbilt University; M.A., Florida State University; M.Div., Columbia Theological Seminary; Ph.D., Emory University. (Holocaust studies; religion and politics; religion and literature; religion and education.)

Steven L. McKenzie. 1983. The Spence L. Wilson Senior Research Fellow. B.A., M.Div., Abilene Christian University; Th.D., Harvard University. (Old Testament; Hebrew.)

Milton C. Moreland. 2003. B.A., University of Memphis; M.A. and Ph.D., Claremont Graduate University (Archaeology; New Testament; Christian origins; historiography.)

Associate Professors

- Thomas Bremer.** 2001. The R. A. Webb Professor of Religious Studies. B.A., The Ohio State University; M.A., Ph.D., Princeton University. (History of religion in America.)
- Patrick Gray.** 2002. B.A., Oglethorpe University; M.T.S., Ph.D., Emory University. (New Testament; history of biblical interpretation; Greco-Roman moral philosophy.)
- Kendra G. Hotz.** 2006. B.A., University of Evansville; M.Div., Candler School of Theology, Emory University; Ph.D., Emory University. (Christian theology.)
- Luther D. Ivory.** 1997. B.A., University of Tennessee; M.S., University of Arkansas; D.Min., Union Theological Seminary; Ph.D., Emory University. (African-American religion and ethics; civil rights movement.)
- John C. Kaltner.** Chair. 1996. The Virginia Ballou McGehee Professor of Muslim-Christian Relations. B.A., State University of New York at Oswego; M.A., Maryknoll School of Theology; S.S.L., Pontifical Biblical Institute; Ph.D., Drew University. (Biblical studies; Islam.)
- Bernadette McNary-Zak.** 1999. B.A., University of Rochester; M.A., Catholic University of America; Ph.D., University of Toronto. (Early Christianity.)
- Mark W. Muesse.** 1988. B.A., Baylor University; M.T.S., A.M., and Ph.D., Harvard University. (Theology; world religions.)
- Daniel Ullucci.** 2011. W.J. Millard Professorship in Religious Studies B.S., Boston University; M.A., Ph.D. Brown University. (Early Christianity; ancient Mediterranean religion.)

Assistant Professors

Rhiannon Graybill. 2012. B.A., Swarthmore College; M.A., Ph.D., University of California, Berkeley. (Hebrew Bible; gender and sexuality.)

Visiting Assistant Professors

- Leigh Pittenger.** 2014. B.A., Middle Tennessee State University; M.A., University of Kentucky; M.Div., Vanderbilt University Divinity School; Ph. D., Emory University (Comparative Literature and Religion, Environmental Theology.)
- Sarah E. Rollens.** 2015. B.A., University of North Carolina at Wilmington; M.A., University of Alberta; Ph.D., University of Toronto (New Testament, Early Christianity)

Part-Time Faculty

- Harry K. Danziger.** B.A., University of Cincinnati; M.A. and Ordination, Hebrew Union College-Jewish Institute of Religion. (Judaism.) Supported in part by the Jewish Chautauqua Society.
- R. Craig Jordan.** B.A., Greensboro College; M.Div. and D. Min., Vanderbilt University; M.S., University of Memphis. (Pastoral care and counseling; bioethics; death and dying.)
- Yasir Kazi.** B.Sc. University of Houston; B.A. and M.A., University of Saudi Arabia; M.A., M.Phil., Ph.D. Yale University. (Islamic studies.)

Staff

Karen M. Winterton. Departmental Assistant.

Requirements for a Major in Religious Studies

A total of thirty-six (36) credits as follows:

1. Religious Studies 255, 256; 251, 253 or 258.
2. One 200-level course in Bible (260, 270-277, 280-286).
3. One 200-level course in theology and ethics (211, 220, 232, 233). The Religion track of HUM 201 can count toward this requirement.
4. Three 300-level courses. (Religious Studies 399, the Junior Honors Tutorial, does not count towards fulfilling this requirement.)
5. Religious Studies 485 (Religious Studies 256 and at least one 300-level course must be completed prior to taking Religious Studies 485.)

Note: The Health Equity Internships (Religious Studies 460) may count toward fulfilling the third requirement for the Religious Studies major.

Requirements for a Minor in Religious Studies

A total of twenty (20) credits as follows:

1. Religious Studies 101 and 102 or Humanities 101 and 102.

2. Two 200-level courses in different areas of Religious Studies (biblical studies, theology and ethics, history of religions). Certain courses (e.g., Humanities 201 or GRS 250) can fulfill this requirement when cross-listed as Religious Studies courses.
3. One 300-level Religious Studies seminar in any area.

Note: The Health Equity Internships (Religious Studies 460) may count toward fulfilling the second requirement for the Religious Studies minor.

Reserve Officer Training Programs

Rhodes, in cooperation with the University of Memphis and the Departments of the Army, Navy, and Air Force, participates in crosstown agreements that provide the opportunity for Rhodes students to enroll in Aerospace Studies (Air Force ROTC), Military Science (Army ROTC), and Naval Science (Navy ROTC) at The University of Memphis. Upon successful completion of the reserve officer training programs and the undergraduate degree at Rhodes, a student receives a commission as a second lieutenant in the appropriate military service.

The curriculum for the ROTC program is reviewed by the Faculty of Rhodes and the appropriate credits are assigned. The student who participates in the ROTC programs will have to complete all requirements as specified by the military service departments, including summer training camps, if the commission as an officer is to be granted.

A Rhodes student may earn a maximum of sixteen credits in the ROTC programs and apply fourteen of these credits to the 128 credits needed for a Rhodes degree. In addition, for each course completed in the ROTC program, the student will receive credit for one of the three half-semester courses in Physical Education that are required for graduation. Credit earned in ROTC is counted as elective credit, and it is listed on the student's transcript as ROTC credit with the appropriate course titles. Credits enrolled in during a given semester are included in the count of credits for a normal course load. (The credit shown below applies to the 16-credit provision.) Although a student takes the ROTC courses at The University of Memphis, that student is a full-time student at Rhodes, and any financial assistance provided by the military services is based on tuition and fees at Rhodes.

Aerospace Studies

The Aerospace Studies program is in two parts. The first-year/sophomore-level program, the General Military Course, is open to all students. The junior/senior level program, the Professional Officer Course, is available only to selected, eligible students who desire to earn commissions as officers in the United States Air Force while pursuing their academic studies at Rhodes. Participants in the POC program and those in the GMC on AFROTC scholarships receive a monthly subsistence allowance from the Air Force. Graduate students who qualify are also eligible for POC enrollment.

Air Force ROTC scholarships which pay all or a portion of certain college costs (tuition, book allowance, and certain fees) are available on a competitive basis, to entering first-year students and to cadets participating in the AFROTC program. Details are available from the Office of Admissions and Financial Aid or from the Department of Aerospace Studies at the University of Memphis. Students wishing to participate should contact the Unit Admissions Officer, AFROTC Detachment 785, Department of Aerospace Studies, University of Memphis, at 678-2681. Students may also access AFROTC Detachment 785's website at www.afrotc.memphis.edu and/or the AFROTC website at www.afrotc.com.

ROTC: Course Offerings

111-112. Air Force Today.

Fall, Spring. Credits: 1-1.

Survey course designed to introduce students to the United States Air Force and Air Force ROTC. Topics include Air Force mission and organization, customs and courtesies, officer opportunities, problem solving, and communication skills. One class hour per week and one and one-half hours of Leadership Laboratory.

211-212. The Air Force Way.

Fall, Spring. Credits: 1-1.

Survey course designed to examine aspects of air and space power through a historical perspective. The course covers the time period from the first balloons and dirigibles to the space age global positioning systems of the Persian Gulf War. Leadership Laboratory is mandatory for AFROTC cadets. One class hour per week and one and one-half hours of Leadership Laboratory.

Professional Officer Courses.

311-312. Air Force Leadership and Management.

Fall, Spring. Credits: 3-3.

Study of leadership, Air Force personnel and evaluation systems, management fundamentals, professional knowledge, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to demonstrate and exercise practical application of concepts studied. Three class hours per week and one and one-half hours of Leadership Laboratory.

411-412. Preparation for Active Duty.

Fall, Spring. Credits: 3-3.

Examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics include the military as a profession, officership, military justice, civilian control of the military, and preparation for active duty. Within this structure, continued emphasis is given to refining communication skills. Three class hours per week and one and one-half hours of Leadership Laboratory.

Aerospace Studies.

301. Field Training.

Summer. Credits: 0.

Twenty-eight day course conducted during summer at active installation of USAF, consists of approximately 185 hours of instruction in Air Force base functions, leadership, physical training, Air Force environment, career orientation, and survival training. Students assigned to groups of twenty-five and individually counseled and evaluated on their performance. Emphasis on self initiated leadership activities.

302. Field Training.

Summer. Credits: 0.

Forty-two day course conducted during summer at active installation of USAF. Consists of approximately 258 hours of instruction on role of military forces, organization of Defense Department, instruments of national security, Air Force base functions, leadership, physical training and Air Force environment. Students are assigned to groups of approximately twenty-five and individually counseled and evaluated on their performance.

Leadership Laboratory.

Fall, Spring. Credits: 0-0.

Freshman/Sophomore level topics (supporting the General Military Course) include Air Force customs and courtesies, drill and ceremonies, issuing military commands, instructing, environment of the Air Force officer, and officer opportunities. Junior/Senior level topics (supporting the Professional Officer Course) include such advanced leadership experiences as planning and controlling cadet wing activities, preparing and presenting oral and written communication, and providing the guidance and information needed to train and motivate other cadets. One and one-half hours per week.

Military Science

The Military Science program is divided into two courses each of two years' duration. The first, the Basic Course, offers instruction in leadership skills, soldiering skills, and the role and use of armed forces.

The second, the Advanced Course, builds on the Basic Course, offers practical leadership experience, and prepares the student for commissioning as an Army officer. Students may apply for the four-year program (which can be completed in three years with department permission) or the two-year program.

The Basic Course is open to all students and involves classes of one or two hours per week. Enrollment in the basic course creates no military obligation.

The Advanced Course is available only to selected, eligible cadets who desire to earn a commission while pursuing their studies at Rhodes. Cadets enrolled in the Advanced Course receive a subsistence allowance of up to \$1500 per year during the Junior and Senior years (paid at \$150 per month).

Army ROTC Scholarships are available on a competitive basis. The scholarship pays up to \$16,000 toward tuition and fees and provides an annual allowance for books and supplies. Scholarship students receive the subsistence allowance for the period of the scholarship. Scholarship applications for first year students must be submitted by November 15th.

Students desiring more information or wishing to participate in the program should contact Captain Gray in the Department of Military Science at The University of Memphis: www.armyrotc.net.

100. Leadership Laboratory.

Fall, Spring. Credits: 0.

Two laboratory hours per week.

Corequisite: Military Science 111 or 112.

111. Introduction to Military Science.

Fall. Credits: 1.

Introduction to Army ROTC with hands-on approach through several basic military skills. Lectures and practical exercises in following areas: rappelling, communications, weapons, first aid, and land navigation. There is no military obligation.

Corequisite: Military Science 100; there is no military obligation.

112. Principles of Leadership and Confidence Building.

Spring. Credits: 0.

Basic military first aid skills; lectures and practical exercises in basic emergency treatment for fractures, lacerations, heat and cold injuries; cardiopulmonary resuscitation.

Corequisite: Military Science 100; there is no military obligation.

200. Leadership Laboratory.

Fall, Spring. Credits: 0.

Two laboratory hours per week.

Corequisite: Military Science 210 or 211; two hours per week.

210. American Military History.

Fall. Credits: 3.

Developments since colonial period; emphasis on background and growth of national military and naval establishments; military and naval thought; difficulties accompanying modernization and assumption of global responsibilities; and problems of relationship between civilian and military naval sectors in democracy.

Corequisite: Military Science 200; there is no military obligation.

211. Fundamental Survival.

Fall, Spring. Credits: 0.

Basic Military Skills including map reading, military first aid skills and small unit leadership. One hour weekly classroom instruction.

Corequisite: Military Science 200; there is no military obligation.

214. Small Unit Tactics I.

Fall. Credits: 0.

Emphasis on preparation of the individual for combat. Preparation of potential leaders in combat through study of the knowledge and skills needed by an individual soldier. Skill developed in planning and organizing by combat patrols. This course includes series of field practica; there is no military obligation.

215. Small Unit Tactics II.

Fall. Credits: 0.

Advanced concepts in reconnaissance, raid, and ambush patrolling techniques, extended patrolling operations, and application techniques for specialized equipment; leadership skills through student led patrols. This course includes a series of field practica; there is no military obligation.

300. Leadership Laboratory.

Fall, Spring. Credits: 0.

Two laboratory hours per week.

Corequisite: Military Science 311 or 312; two hours per week.

311. Applied Leadership I.

Fall. Credits: 3.

Presentation, discussion, practical exercise, and field training on fundamentals of map reading and land navigation; development of skills in individual and small unit tactical planning and operations; and professional subjects in leadership, leadership assessment, and principles of war. Three lecture hours per week, three hours physical training per week, and field training exercises on two weekends during semester.

Prerequisite: Permission of the Professor of Military Science.

Corequisite: Military Science 300.

312. Applied Leadership II.

Spring. Credits: 3.

Continuation of first year advanced course.

Prerequisite: Permission of the Professor of Military Science.

Corequisite: Military Science 300.

400. Leadership Laboratory.

Fall, Spring. Credits: 0.

Two laboratory hours per week.

Corequisite: Military Science 411 or 412; two hours per week.

411. Seminar in Leadership and Planning.

Fall. Credits: 3.

Leadership and management skill development in specific areas of oral and written communications, training management, personnel evaluation and counseling, personnel management systems of Army, U.S. Army logistic systems, military justice, and familiarization with ethics of military professional. This course, in conjunction with ARMY 4121, completes the cadet's preparation for commissioning as a Second Lieutenant in the Army Reserve or National Guard. Three lecture hours every week, three hours physical training each week, and field training exercises on two weekends during semester.

Prerequisite: Permission of the Professor of the Military Science.

Corequisite: Military Science 400.

412. Seminar in Organizational Leadership.

Spring. Credits: 3.

Continuation of second year advanced course.

Prerequisite: Permission of the Professor of Military Science.

Corequisite: Military Science 400.

Naval Science

150. Intro Naval Science

Fall. Credits: 3

General introduction to the USN and USMC. Emphasizes organizational structure, warfare components, and assigned roles/missions of USN/USMC. Covers all aspects of naval service from its relative position within DoD to the specific warfare communities/career paths. Also includes basic elements of leadership and Navy Core Values. Designed to give student initial exposure to many elements of naval culture. Also provides conceptual framework/working vocabulary for student to use on summer cruise. COREQUISITE: NAVY 151.

151. Navy Leadership Lab

Fall. Credits: 0

Focuses on the fundamentals of leadership and general military training to help prepare prospective Naval officers for service in either the Navy or Marine Corps. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects. Consists of a general leadership lab and a specific Navy or Marine Corps lab.

250. Naval Leadership/Management

Fall. Credits: 3

Introduces the student to many of the fundamental concepts of leading Sailors and Marines, which will be expanded upon during the continuum of leadership development throughout NROTC. Develops the elements of leadership vital to the effectiveness of Navy/Marine Corps officers by reviewing the theories and parameters of leadership and management within and outside of the naval service and progressing through values development, interpersonal skills, management skills, and application theory. Practical applications are explored through the use of experiential exercises, readings, case studies, and laboratory discussions. COREQUISITE: NAVY 251.

251 Naval Leadership Lab

Fall. Credits: 0

Focuses on the fundamentals of leadership and general military training to help prepare prospective Naval officers for service in either the Navy or Marine Corps. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects. Consists of a general leadership lab and a specific Navy or Marine Corps lab.

350. Navigation/Naval Operations I

Fall. Credits 3

In-depth study of the theory, principles, procedures, and application of plotting, piloting, and electronic navigation, as well as an introduction to maneuvering boards. Students learn piloting techniques, the use of charts, the use of visual and electronic aids, and the theory of operation of both magnetic and gyrocompasses. Students develop practical skills in plotting and electronic navigation. Other topics include tides, currents, effects of wind/weather, voyage planning, and an application and introduction to the international/inland rules of navigation. The course is supplemented with a review/analysis of case studies involving moral/ethical/leadership issues pertaining to the concepts listed above. COREQUISITE: NAVY 351.

351 Navy Leadership Lab

Fall. Credits: 0

Focuses on the fundamentals of leadership and general military training to help prepare prospective Naval officers for service in either the Navy or Marine Corps. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects. Consists of a general leadership lab and a specific Navy or Marine Corps lab.

450 Navy Ship Systems II/Weapons

Fall. Credits: 3

Outlines the theory and employment of weapons systems. Student explores the processes of detection, evaluation, threat analysis, weapon selection, delivery, guidance, and explosives. Fire control systems and major weapons types are discussed, including capabilities and limitations. The physical aspects of radar and underwater sound are described. Facets of command, control, communications, computers, and intelligence are explored as a means of weapons system integration. The tactical and strategic significance of command and control warfare and information warfare is discussed. This course is supplemented with review/ analysis of case studies involving the moral and ethical responsibilities of leaders in the employment of weapons. COREQUISITE: NAVY 451.

451 Naval leadership Lab

Fall. Credits: 0

Focuses on the fundamentals of leadership and general military training to help prepare prospective Naval officers for service in either the Navy or Marine Corps. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects. Consists of a general leadership lab and a specific Navy or Marine Corps lab

Rhodes Study Abroad Programs

European Studies

European Studies is a sixteen-week program offered jointly by Rhodes and The University of the South (Sewanee) that takes place from mid summer through early Fall. It is a full semester of study abroad and offers the unique experience of studying in a variety of locations in Europe in a special and quite different learning environment. The program begins in July with three weeks of study at The University of the South with Rhodes and Sewanee faculty. The students then travel to England where there is a seven day practicum of archaeology and field work conducted by British tutors at York and the University of Durham, followed by six weeks with British and European instructors at Lincoln College, Oxford. The program closes with five weeks of travel in Western Europe, accompanied by British tutors in Art History.

European Studies offers two academic options or "tracks." The first track, "Ancient Greece and Rome: The Foundations of Western Civilization," is a comprehensive study of the thinking and achievement of Ancient Greece and Rome and their importance to Western Civilization. The second track, "Western Europe in the Middle Ages and the Renaissance," is an integrated cultural portrait of Western Europe in the Middle Ages and the Renaissance. They both provide a highly enjoyable experience of other cultures and other academic methods that enriches study back on the Rhodes campus. The experience culminates with extensive, student-authored academic journals that integrate what has been learned in the five weeks of study and travel.

Students in the European Studies program pay their tuition and fees to Rhodes and receive need-based financial aid as granted by Rhodes. Aid is limited to the amount that would be granted in support of a semester's study at Rhodes. The credits are applied directly to degree requirements and are factored into the Rhodes grade point average.

This curriculum will be offered for the Fall 2014 European Studies program. A total of 18 credits is earned for the successful completion of this program. Courses are approved as meeting major, general or foundational degree requirements in the appropriate department or division as noted. Since courses are developed annually, some variation in topics may occur from year to year although the departments and general fields of study remain constant.

European Studies: Course Offerings

Track One. Ancient Greece and Rome: The Foundations of Western Civilization.

Greek and Roman Studies 833. From Pericles to Caesar.

Credits: 4.

Degree Requirements: F1, F3.

This team-taught cross-disciplinary course traces the history of the Mediterranean world from 5th century Athens to the rise of the Roman Empire. Special attention will be given to ancient biography, historiography, and philosophy. The first half of the course, "Pericles and Athens", will include the study of Plutarch and Thucydides's accounts of the lives of Pericles and Alcibiades as well as Plato's Apology and Symposium. In the second half of the course, "The Rise of Rome", works by Aristotle, Plutarch, Caesar, Cicero and Tacitus will be considered. Common sessions will be followed by individual colloquium sessions.

History 830. War and Society in Classical Greece and Rome.

Credits: 4

Degree Requirements: History major, 200-level course.

This course explores war and society from the Greek Archaic Age in the 8th century BCE to the 'Crisis' of the Roman Empire in the 3rd century CE. We shall be looking at changes in the groups who fight wars, and the ways these relate to larger social, economic, and political movements, as well as how war was thought about by participants and non-combatants, and shifts in these attitudes over time. Archaeology is very relevant; the most important evidence, however, is provided by reading literary texts: ranging from the very familiar, such as Homer, Thucydides and Plato, to introductions to the fascinating but lesser known, such as Aeneas Tacitus and Frontinus. Artistic evidence, both public and private, will also be central to this course.

Greek and Roman Studies 834. Ancient Greek and Roman Literature: Greek Lyric Poetry, Tragedy and Comedy, Roman Drama and Love Poetry.

Credits: 4.

Degree Requirements: English majors, 200-level course, F4.

This course consists of two parts. Part I traces the development of Greek poetry from the first personal poems of Archilochus and Sappho to the lyric splendor of the Theban Pindar, then the flowering of drama in fifth-century Athens. Plays of each of the three great classical tragedians, Aeschylus, Sophocles, and Euripides are read, as well as Aristophanes' comedies that extracted humor from subjects surprisingly similar to those that agonized the audiences of tragedy. Part II traces Roman comedy, including the comic poets Plautus and Terence, and the rise of Roman tragedians like Seneca.

Philosophy 835. Plato, Aristotle and the Legacy of Ancient Philosophy.

Credits: 2.

What is knowledge? How should we live? Can I trust my powers of reasoning? What is the nature of mind/soul? These, and other connected questions, were searchingly examined by Plato and Aristotle, and subsequently by Hellenistic thinkers of the Epicurean, Stoic and Neoplatonist schools living in an unsettled period of history. Each year will offer a special topic in philosophy relevant to the ancient world. This course will be taught in the format of an Oxford tutorial with smaller groups of students meeting each week to discuss assigned readings and present short papers.

Art 836. Greece, the Eastern Aegean, and Italy: Art History: Ancient and Byzantine Art and Architecture.

Credits: 4.

Degree Requirements: Fine Arts; F5

The travel-study portion of Track One includes a month-long tour of the Continent including Crete, Athens, Delphi, Didyma, Istanbul, Troy, Naples, Pompeii, Herculaneum, Rome and the Vatican City, ending in the final week in London. During the tour, each student keeps a daily academic journal. Most students will never have thought seriously about art, architecture and city structure before going on this program but, by the end of it, each student should have the wherewithal to look at a building or a sculpture and understand its period, its aims, the way it was produced and what the artist intended by it.

F11 credit is granted for satisfactory completion of the entire sequence.

F1 credit is granted for Hist/Phil in Sewanee in combination with Phil course in Oxford.

Track Two. Western Europe in the Middle Ages and the Renaissance.

History 834 or Religious Studies 830. History and Religion in Medieval Europe.

Credits: 4.

Degree Requirements: F1, F3. Humanities (History); Life (Rel. Studies)

This course covers the history of Europe during the Middle Ages, roughly from 500-1500 CE. It is also intended to introduce students to the rise of Christianity as a world religion within the Roman Empire, leading to its eventual domination in Western Europe, and to its interaction with medieval Judaism and emerging Islam. The course combines the study of religion with that of history, precisely because one of the features of the Middle Ages was the centrality of religion to politics, society, and culture. Common sessions will be followed by individual colloquia.

History 844. European Life in the late Middle Ages and Renaissance.

Credits: 2.

This tutorial will examine various aspects of life in the late Middle Ages and Renaissance. Each year will offer a special topic relevant to the period. This course will be taught in the format of an Oxford tutorial with smaller groups of students meeting each week to discuss assigned readings and present short papers. This course does not count towards credits for the History major.

English 841. Arthurian Literature, Shakespeare and the Elizabethan Theatre: from Allegory to Inwardness.

Credits: 4.

Degree Requirement: F4.

This course will begin with the exploration of the history and literary development of the greatest medieval hero – Arthur, king of the Britons – with special concentration on the trials of heroic identity in medieval literature. The study goes from the first story of Arthur in Geoffrey of Monmouth's *History of the Kings of Britain* through the development of the legend in French courtly and spiritual literature, to Thomas Malory's *Morte D'Arthur*. The second part of the course will address the representation of the trials of heroic character found in English Renaissance literature. Plays to include Marlowe's *Dr. Faustus* and *Jew of Malta*, and Shakespeare's *Hamlet* and *Merchant of Venice*.

Art 843. Western Europe: Middle Ages and the Renaissance.

Credits: 4.

Degree Requirements: F5.

This course, in two parts, provides a broad-based, chronological survey of the art and architecture of Western Europe in the Middle Ages from the fourth century to the Renaissance. It introduces many of the themes and works of art that are explored further on the Continental tour. Slide lectures trace the general developments of styles throughout the period, set within their historical contexts, as well as focusing on individual buildings, manuscripts, pieces of sculpture, metalwork or paintings as case studies of technique or patronage. Visits to the Bodleian Library and Ashmolean Museum enable students to view examples of the objects studied in the course first hand.

Art 833. Artistic Centers of Western Europe: Their Art and Architecture, Museums and Monuments.

Credits: 4.

The travel-study portion of Track Two includes a month-long tour of the Continent including Paris, Beaune, Rome, Florence, Venice, Ravenna, Nürnberg, Munich, Bruges, Ghent, and concludes in London during the final week of the program. During the tour, each student keeps a daily academic journal. Most students will never have thought seriously about art, architecture and city structure before going on this program, but, by the end of it, each student should have the wherewithal to look at a building or a sculpture and understand its period, its aims, the way it was produced and what the artist intended by it.

F11 is granted for the satisfactory completion of the entire sequence

Theatre



The Department of Theatre offers courses that develop students' analytic, performance, and production skills. Students pursuing a major or a minor in theatre study theatre history, performance theory, acting, and design, and have opportunities to study directing, voice and movement, dramatic literature, and theatrical performance across cultures.

The McCoy Theatre, which opened in 1982, operates under the direction of the Department of Theatre. The McCoy Theatre mounts formal productions and hosts several other performances each year, including staged readings, one-acts, and performances and workshops of guest artists. Productions from past seasons include *Nicholas Nickleby*, *J.B.*, and *Dancing at Lughnasa*. Productions also frequently include work originally conceived and developed at Rhodes. The McCoy Theatre regularly produces Shakespeare. Recent Shakespeare productions include *Hamlet*, *The Tempest*, and *Twelfth Night*. The McCoy Theatre occasionally produces musicals, which, in the past, have included *Candide* and *Urinetown*.

The Department of Theatre provides opportunities for all students to be involved with theatrical performances on campus. The department's courses are open to the student body, and the McCoy Theatre's formal productions offer students in all disciplines opportunities to act, design, manage, and build.

Honors in Theatre

Detailed information about graduating with Honors in Theatre is available from the department. All Honors candidates must meet the College's eligibility criteria established for the Honors Program. Only students with a minimum overall GPA of 3.5 and a GPA within the major of 3.7 by the end of the fall semester of their junior year will be eligible to pursue honors. In addition to fulfilling the requirements for the major, students seeking honors will be expected to complete the following additional work:

1. The one-credit Honors Tutorial, Theatre 399, in spring of the junior year: in consultation with an appropriate member of the Theatre faculty, the Honors candidate must write a proposal for Honors work, positing a substantial Honors thesis or creative project that demonstrates an exceptional understanding of the area(s) studied, to be implemented in the senior year. The department must approve the proposal.
2. The Senior Honors Tutorials, Theatre 495-496, in fall and spring of the senior year. An overall grade of A- on the thesis or project itself is required for Honors credit.

Requirements for a Major in Theatre

A total of forty-eight (48) credits as follows:

1. Theatre 100: Introduction to Theatre
2. Theatre 120: Acting I
3. Theatre 220: Production Technologies
4. Theatre 222: Scenic Design
5. Theatre 221: Acting II
6. Theatre 270: Performance Theory
7. Dramatic Literature Course
8. Theatre 301: Theatre Lab
9. Theatre 485: Senior Seminar
10. 4 Applied Credits
11. Two Theatre courses, at the 300+ level, from 2 of the following groups of courses:
 - Directing-Performing
 - History-Theory-Literature
 - Design-Technology

Requirements for a Minor in Theatre

A total of twenty-four (24) credits as follows:

1. Theatre 100
2. Theatre 120 or 122
3. Theatre 220
4. Theatre 270
5. Theatre 301
6. 4 Applied Credits

Theatre: Course Offerings

100. Introduction to Theatre.

Fall or Spring. Credits: 4.

Degree Requirements: F5.

Introduction to elements of theatrical performance, including design, acting, history, and literature.

120. Acting I.

Fall or Spring. Credits: 4.

Degree Requirements: F5.

Introduction to elements of conventional acting for the stage. Involves script analysis with a concentration on relationships between characters, their goals and obstacles. Practice involves improvisation and scripted scenes.

122. Introduction to Design.

Fall. Credits: 4.

Degree Requirements: F5.

An exploration of the creative process and the principles and tools of design as they apply to theatrical production. Emphasis will be on script analysis, graphic techniques, and trends in theatrical design through research, practical exercises, and projects.

210. Introduction to Performance Art: Making Everyday Actions Extraordinary.

Credits: 4.

Degree Requirements: F5

How can simple actions like cleaning a staircase, cooking and serving food, or sitting across from a stranger be considered art? In this class we'll explore the ways in which carefully considered interactions with other people, objects, and spaces can become extraordinary experiences. We'll focus on everyday activities and examine how actions like recontextualizing, scripting, and repeating these activities can shift our understanding and impact an audience. We'll read about and recreate significant performances from the 1960's - today, and work individually and collaboratively to produce original works of performance art. No prior performance experience is necessary.

220. Production Technologies.

Fall, Spring. Credits: 4.

This course provides an introduction to technical theatre, with emphasis on standard scenic elements and lighting mechanics. A significant practical laboratory gives students hands-on experience with set construction and lighting.

221. Acting II.

Fall or Spring. Credits: 4.

This course is designed for a study of variety in acting styles and disciplines.

222. Scenography

Fall or Spring. Credits: 4.

A study of the history, theory and practice of the art of creating performance environments, including visual, experiential and spatial compositions, this course will also distinguish the individual elements that comprise the "design" of a performance event (including but not limited to sets, lights, sound and costumes). The course will explore global influences on scenography, as well as practical collaborative applications of this holistic approach to the construction and reception of meaning in contemporary performance (such as theatre, dance, performance art and film).

270. Performance Theory.

Spring. Credits: 4.

A study of theories of performance. Not merely a historical survey of ideas, this course investigates how theatre works, and looks carefully at the boundaries of theatrical performance. The course considers space and time, concepts of identity, dramatic literature, the theatre metaphors that pervade philosophy and the social sciences, and radical experiments with theatrical performance.

280. Theatre in the Twentieth Century.

Fall or Spring. Credits: 4.

Degree Requirements: F4.

Study of selected plays, performance genres and styles, and theatre's roles in political and philosophical movements during the past century.

301. Theatre Lab

Fall. Credits: 4

Application of experience and training in acting, design, technology, and theory in the development of original performance pieces. Involves a study of deliberate efforts in history to change how theatre is done and to adapt theatre to unexpected purposes.

310. Stage Direction.

Fall. Credits: 4.

Practical engagement with the art of developing and directing theatrical productions.

331. Movement.

Spring. Credits: 4.

The actor's instrument is the self. The goal of this class is to exercise the whole person, as training for performance and in the service of realizing creative imagination.

334. Costume Design.

Spring. Credits: 4.

This course explores the creative process and the principles and tools of design as they apply to costume design. Emphasis will be on script analysis, period research and rendering techniques, utilizing classroom discussion, design evaluation, practical exercises and projects.

Prerequisites: Theatre 122 and/or the permission of the instructor.

340. Set Design.

Spring. Credits: 4.

The process of scene design, from inception of an idea to completion of a documentation package, will be the focus of this course.

Prerequisites: Theatre 220 and/or the permission of the instructor.

352. Lighting Design.

Fall. Credits: 4.

An exploration of lighting design and documentation through small class projects designed to help develop each student's ability to make appropriate design choices.

Prerequisites: Theatre 220 and the permission of the instructor.

360. Introduction to Theatre in India.

Fall. Credits: 4.

Degree Requirements: F9.

This course is an introduction to forms of theatrical performance in India, particularly those which exist as religious or devotional practices. The material of the course includes Vedic and epic literature, classical Sanskrit drama, and a variety of contemporary forms such as kathakali and raslila. The course is designed for students in various disciplines, and assumes no significant prior knowledge either of South Asian culture or of performance theory.

365. Special Topics in Theatre.

Fall or Spring. Credits: 4.

Focused and intensive study of various aspects of theatre arts not covered in existing courses. Topics vary with instructor. The course is repeatable for credit with different topics.

Prerequisites: Will vary with topic.

375. Drama and Modern Languages.

Spring. Credits: 4.

Degree Requirements: F5.

This course is team-taught with a faculty member from the Department of Modern Languages and Literatures, most often Spanish. The course objective is to develop an understanding and appreciation of a panorama of intellectual and cultural activities through the reading and staging of a variety of dramatic works. Students analyze dramatic texts as literature; at the same time they develop a series of theatrical scenes for performance in class and one or two public performances of a full play or an extended portion thereof. See Spanish 320.

Prerequisite: Spanish 301 or 302 or the permission of the Spanish instructor.

399. Pre-Honors Tutorial.

Spring. Credits: 1.

Junior Theatre majors contemplating honors are required to enroll in a preparatory tutorial. Enrollment in this course does not guarantee acceptance into the Honors Program.

485. Senior Seminar.

Fall. Credits: 4.

Collaborative and/or individual research or creative projects to be realized as the culmination of a student's study of Theatre and Performance.

Prerequisite: Senior standing.

495-496. Honors Tutorial.

Fall, Spring. Credits: 4-8.

Applied Studies

129. Applied Acting.

Fall, Spring. Credits: 1-4.

Actual stage experience in one of the subscription series productions ranging from minor to major roles. Investigation into character, period and author will be included. 46 hours of work will be required for each academic credit.

Prerequisite: Permission of the instructor (director.)

139. Applied Acting: Audition Preparation.

Fall, Spring. Credits: 1-4.

A course designed to prepare students to audition for TTA, SETC, URTA and other established auditions.

Prerequisites: Permission of the instructor.

229. Advanced Applied Acting.

Fall, Spring. Credits: 1-4.

Stage experience in a major role.

Prerequisite: Permission of the instructor (director.)

329. Dramaturgy.

Fall, Spring. Credits: 1-4.

Work on a production under the supervision of the director in the area of historical and critical analysis of the play.

Prerequisite: Permission of the instructor (director.)

339. Assistant Director.

Fall, Spring. Credits: 1-4.

Designed for students to do advanced work in directing plays in production.

Prerequisite: Permission of the instructor (director.)

341. Applied Sets.

Fall, Spring. Credits: 1-4.

Working experience in the design and execution of stage settings.

Prerequisite: Permission of the instructor.

342. Applied Costume Design.

Fall, Spring. Credits: 1-4.

Working experience in the design and execution of costumes for productions of the McCoy Theatre or the Theatre Department. Students act as designers or assistant designers.

Prerequisite: Permission of the instructor.

343. Applied Audio-Visual.

Fall, Spring. Credits: 1-4.

Working experience in the design and execution of audio-visual elements for productions.

Prerequisite: Permission of the instructor.

344. Applied Lighting.

Fall, Spring. Credits: 1-4.

Working experience in the design and execution of lighting designs.

Prerequisite: Permission of the instructor.

345. Applied Production.

Fall, Spring. Credits: 1-4.

Working experience in the various areas of production, including but not limited to stage management, properties management, and set/costume/ lighting crews.

Prerequisite: Permission of the instructor.

346. Applied Management.

Fall, Spring. Credits: 1-4.

Working experience in the areas of public relations, advertising sales, newsletter publication, house management training, etc.

Prerequisite: Permission of the instructor.

460. Internship.

Fall, Spring, Summer. Credits: 1-4.

Degree Requirements: F11.

Actual working experience in areas of interest may be gained through this course. Work may be on or off campus. Applications for internships must be filed and approved prior to registering for this course.

Theatre: Faculty and Staff

Professors

Julia Ewing. 1976. Artistic Director, McCoy Theatre. B.A., Siena College; M.A., University of Memphis. (Acting; directing; stage movement.)

David Jilg. 1994. B.A., Rhodes College; M.F.A., Tulane University. (Production design; costume design; Spanish-American drama; gender studies.)

Associate Professors

Laura Canon. 1994. Distinguished Service Associate Professor. Technical Director and Production Manager, McCoy Theatre. B.A., Rhodes College; M.F.A., University of Memphis. (Lighting design; scene design.)

David Mason. 2004. Chair. B.A.; M.A., Ph.D., University of Wisconsin, Madison. (Theatre history; theory; dramatic literature.)

Assistant Professors

Joy Brooke Fairfield. 2016. B.A., Harvard; M.A., New York University; Ph.D., Stanford. (Acting; directing.)

Part-Time Instructors

Bradley Harris. 2015. B.A., University of Calgary; M.F.A., University of Memphis; J.D., University of Calgary. (Public speaking.)

Managing Director, McCoy Theatre

Kevin Collier. 2006. B.A., Rhodes College.

The Educational Program

Academic Partnerships

There are some students who desire the benefit of an undergraduate education in the liberal arts and sciences prior to pursuing a more technical or specialized degree and career. Such students are able to take advantage of several dual degree programs arranged between Rhodes and other universities.

For those students who are interested in pursuing studies in engineering, Rhodes offers three Dual Degree Programs. Dual Bachelor's degree programs are offered in cooperation with Washington University in St. Louis and Christian Brothers University (Memphis). Bachelors / Masters programs in Electrical Engineering and Biomedical Engineering are offered in cooperation with the University of Memphis. Students outside the science disciplines are also encouraged to combine those studies with engineering. The coordinator of these programs at Rhodes is Dr. Ann Viano. Students interested in pursuing a dual degree engineering program should meet with Dr. Viano as early as possible.

In addition to dual degree programs, Rhodes also provides opportunities for students to plan for post baccalaureate study within the medical sciences. These opportunities, through The George Washington School of Medicine and Vanderbilt University are coordinated by Dr. Alan Jaslow.

Dual Degree Programs

Bachelor of Science in Engineering

Washington University, St. Louis. This program can be a 3-2 or 4-2 plan of study, meaning a student may complete the Rhodes requirements for this Dual Degree Program in three years at an accelerated pace or in four years, and then apply to Washington University for admission to the engineering program. The student receives two degrees, a Bachelor's degree (a bachelor of science or bachelor of arts degree) from Rhodes and a Bachelor of Science in Engineering degree from Washington University at the completion of all years of study. The student who pursues a Rhodes major in the Humanities, Social Sciences, or Fine Arts will generally complete the Rhodes portion in four years, applying elective hours to the Dual Degree core requirements.

To satisfy the Rhodes graduation requirements and the entrance requirements to Washington University, all students in the Dual Degree Program must do the following:

1. Satisfy all Rhodes foundations requirements as described earlier in this section of the catalogue. Students should note that Washington University has specific requirements for the Humanities and Social Sciences. In particular, at least fifteen credits must be taken in Humanities and Social science, at least six in each division.
2. Take the following core courses: Mathematics 121, 122, 223, 251; Chemistry 120, 120L; Physics 111, 111L, 112, 112L; Computer Science 141.
3. Complete the following additional requirements depending on the Rhodes major and area of engineering to be studied at Washington University:
 - o Chemistry Major/Chemical Engineering: Chemistry 120, 120L, 211, 212, 212L, 240, 240L, 311, 312, 312L; Biology 130, 131L.
 - o Physics Major/Electrical Engineering: Physics 211, 250, 301, 302, 304, 325.
 - o Physics Major/Mechanical Engineering: Physics 211, 250, 304, 305, 306.

- o Computer Science Major/Computer Engineering: Computer Science 142, 241, plus one of CS 330, 335, 355 or 360; Mathematics 201, and either Mathematics 311 or 370.
 - o Mathematics Major/System Science and Mathematics: Mathematics 201, 261, 311, 370, 465.
4. Maintain a gpa (major and overall) of 3.25 at Rhodes for acceptance into the School of Engineering at Washington University.

Christian Brothers University, Memphis. This dual degree program is a 3-2 year plan of study. The student spends three years at Rhodes and completes all foundation requirements and the modified major requirements listed below for a major in physics, chemistry, or biochemistry/molecular biology, depending on the course of engineering to be pursued at Christian Brothers University. The student may also take select courses at Christian Brothers University during this time. The student applies to the engineering program at Christian Brothers University during the third year and becomes a full-time CBU student for two additional years. Both degrees, a Bachelor of Science from Rhodes and a Bachelor of Science in Engineering from CBU, are awarded at the completion of five years of study.

To satisfy the Rhodes graduation requirements and the entrance requirements to Christian Brothers University, all students in the Dual Degree Program must complete the following:

1. All Rhodes foundation requirements with the following stipulations:
 - o One of the F1 courses should be a philosophy course.
 - o A minimum of 80 credits of the Rhodes BS portion must be fulfilled with Rhodes courses.
2. The following pre-engineering core courses:
 - o Physics 111/111L, 112/112L
 - o Math 121, 122, 223, 251
 - o Chemistry 120/120L
3. The following additional Rhodes courses depending on the Rhodes major and course of engineering study to be pursued at Christian Brothers University. Courses in parentheses are CBU courses that are suitable substitutes for the Rhodes courses and will satisfy the major requirements at Rhodes:
 - o Physics Major/Mechanical Engineering: Physics 211, 250, 304 (or CBU ECE 221), 305 (or CBU ME 202), 306 (or CBU program option course), Computer Science 141 (or CBU ME 112)
 - o Physics Major/Civil Engineering: Physics 211, 213L, 250, 304 (or CBU ECE 221), 305 (or CBU ME 202), 406 (or CBU ME 305), Computer Science 141 (or CBU CE 112)
 - o Physics Major/Electrical Engineering – electrical engineering curriculum: Physics 211, 213L, 250, 406 (or CBU ME 305), one upper level physics elective at the 300 level or higher, Computer Science 141 (or CBU ECE 172)
 - o Chemistry Major/Chemical Engineering- chemical engineering curriculum: Chemistry 211, 212, 212L, 240, 240L, 311, 312, 312L
 - o Biochemistry Molecular Biology Major/Chemical Engineering- biochemical engineering curriculum: Biology 130, 131L, 140, 141L, 307, 325, 325L, Biochemistry and Molecular Biology 310, Chemistry 211, 212, 212L, 240, 240L, 414
4. The following CBU courses should be taken during the first three years of the program through the Rhodes-CBU exchange program (the Crosstown agreement), depending on the Rhodes major and course of engineering study to be pursued at Christian Brothers University:
 - o Physics Major/Mechanical Engineering: ME 121, ME 305
 - o Physics Major/Civil Engineering: CE 105, MATH 308
 - o Physics Major/Electrical Engineering - electrical engineering curriculum: ECE 221, ECE 222
 - o Chemistry Major or Biochemistry & Molecular Biology Major / Chemical Engineering – either curriculum: CHE 231, CHE 232
5. A minimum gpa of 2.5 at the time of application to Christian Brothers University is required. Only grades of “C” or higher will transfer to Christian Brothers University (“C-” and lower do not transfer).

Master of Science in Biomedical Engineering

This program serves students who are interested in completing a master’s degree in biomedical engineering (BME). Students who participate in this program complete both BS and MS degrees in five years. The typical student in this program takes three years of coursework at Rhodes, and then two years of coursework and research in the joint program in biomedical engineering at the University of Memphis / University of Tennessee. Students may receive a paying job in a laboratory once accepted into the program (typically after their sophomore year). All students become eligible for graduate assistantships after the completion of their Rhodes undergraduate coursework. The typical graduate assistantship includes a full tuition-and-fees scholarship and a monthly salary. Students remain in graduate assistantship status throughout their fourth and fifth years.

Students can apply for this program once they have reached sophomore standing and have completed one semester of course work. Applications consist of an application form, one letter of reference and a copy of the student’s transcript. Each applicant will be required to complete an interview with a pre-graduate advisor. In order to remain in the program past the junior year, students must maintain a GPA of at least 3.25.

The course descriptions and details for each course may be found at the University of Memphis, the University of Tennessee, and the Rhodes College web sites.

The following requirements must be met to earn the two degrees:

1. Complete all Foundation requirements for the Rhodes degree
2. Complete the following core courses: Mathematics 121, 122, 223, 251; Computer Science 141; Chemistry 120, 120L; Physics 111, 111L, 112, 112L
3. Complete the following requirements for the specific major chosen at Rhodes
 - a. For the Chemistry major: Chemistry 211, 212, 212L, 240, 240L, 311, 312, 312L; Physics 304*, 305*.
 - b. For the Physics major: Physics 211, 213L, two approved courses at the 300-level or higher*, a second semester of general chemistry from an institution offering a year-long introductory chemistry sequence
4. Complete the following additional undergraduate requirements at the University of Memphis:
 - a. Biomechanical Engineering 2810 (Introduction to Biomechanics / Mechanics of Materials)
 - b. Mechanics 3331 (Mechanics of Fluids)
 - c. *If Physics 304 has not been taken, then add EECE 2201 (Circuit Analysis I). If Physics 305 has not been taken, then add Mechanics 2332 (Dynamics). These courses will be transferred to Rhodes. Additional undergraduate credits in mathematics, science, or engineering may be transferred to meet requirement 5 below.
5. Complete the number of credits required for the Rhodes bachelor's degree (from the first three years at Rhodes plus undergraduate courses transferred from UM). Successful completion of requirements 1-5 is necessary to fulfill the requirements for the B.S. degree.
6. Complete the following graduate courses at the University of Memphis and/or The University of Tennessee:
 - a. BIOM 7209 (Measurements and Instrumentation)
 - b. BIOM 7101 (Biomedical Engineering Analysis I)
 - c. BIOM 7004, 7005 (Life Science I, II)
 - d. BIOM 7996, minimum 6 credits (MS Thesis)
 - e. One additional graduate mathematics elective course and three additional graduate engineering elective courses. These elective courses are selected in consultation with the graduate advisor.
 - f. Enrollment in the BME seminar/professional development course(s) is also required.
 - g. Students are expected to complete an oral thesis defense.

Master of Science in Electrical Engineering

This program serves students who are interested in completing a Bachelor's degree with a major in physics from Rhodes and a Master of Science degree in electrical engineering from the University of Memphis. Students who participate in this program receive both degrees after five years. The typical student in this program takes three years of coursework at Rhodes, followed by two years of coursework and research at the University of Memphis. All students become eligible for graduate assistantships after the completion of their undergraduate coursework. The typical graduate assistantship includes a full tuition-and-fees scholarship and a monthly salary.

Students can apply for this program once they have reached sophomore standing and have completed one semester of course work beyond the first year. In order to remain in the program past the junior year, students must maintain a GPA of at least 3.25.

The following requirements must be met to earn the two degrees:

1. Complete all Rhodes Foundation requirements for the bachelor's degree.
2. Complete the following Rhodes courses: Mathematics 121, 122, 223, 251; Computer Science 141; Physics 111, 111L, 112, 112L, Physics 250, Physics 304 (or equivalent)
3. Complete the following additional Rhodes courses (or equivalents) to complete the physics major at Rhodes: Physics 211, 213L, 301, 302
4. Complete 128 credits of undergraduate coursework from Rhodes, the University of Memphis, and any other institutions.
5. Complete the following graduate courses for the planned electrical engineering option:
 - o Memphis Signals and Systems Option
 - An additional 18 graduate credits
 - 6 credits of EECE 7996 (Thesis)
 - EECE 7251 (Random Signals and Noise)
 - EECE 6235 (Probabilistic Systems Analysis)
 - EECE 3211 (Electronics I)
 - EECE 3204 (Signals and Systems II)
 - EECE 3203 (Signals and Systems I)
 - o Memphis Power Option
 - EECE 3201 (Circuit Analysis II)
 - EECE 3203 (Signals and Systems I)
 - EECE 4201 (Energy Conversion)
 - EECE 6235 (Probabilistic Systems Analysis)
 - EECE 7251 (Random Signals and Noise)
 - 6 credits of EECE 7996 (Thesis)
 - An additional 15 graduate credits
6. The following courses or their equivalents are suggested as prerequisites to the University of Memphis portion of the program: EECE 2222 (Digital Circuits), EECE 2201 (Circuit Analysis I)

Second Degree Programs

George Washington School of Medicine Early Assurance Program

Qualified sophomores can apply for a commitment for acceptance to the George Washington School of Medicine following their graduation from Rhodes. This program allows students to use all four years at Rhodes to take prerequisite courses that would normally need to be completed in the first three years of college. In addition, qualified students are able to enroll in George Washington Medical School without taking the Medical College Admissions Test (MCAT). This agreement allows a student to more easily study abroad or take part in special semester programs and projects while working towards a career in medicine. The contact person for this program is Dr. Alan Jaslow.

Vanderbilt University Master of Science in Nursing Prerequisite Agreement

The Vanderbilt School of Nursing, in agreement with Rhodes College, allows for all but one of their program's prerequisite courses to be completed with Rhodes course work. An additional online nutrition course is needed. The Vanderbilt School of Nursing offers an accelerated path to master's level advanced practice nursing, i.e. to become a nurse practitioner. The contact person for this path is Dr. Alan Jaslow.

Georgetown University Master of Arts in Latin American Studies

Rhodes students are eligible to apply for a Five-Year Cooperative Degree Program offered by Georgetown University's Center for Latin American Studies (CLAS). The program allows undergraduates with a demonstrated commitment to Latin American Studies the opportunity to earn a Bachelor's degree and a Master of Arts in Latin American Studies in five years. Dr. Amy Risley is the contact person for information on this opportunity.

Academic Regulations

The Board of Trustees vests responsibility for curriculum, instruction, and the regulation of academic affairs with the President and the Faculty. They in turn allocate this responsibility and implement it through various committees and individuals.

Three committees are chiefly responsible for regulating the academic program. The Educational Program Committee, which includes students in its membership, is responsible for the overall academic program, including requirements for the degree and departmental offerings. The Foundations Curriculum Committee, which also includes students in its membership, is responsible for the overseeing coursework that satisfies Foundations requirements. The Standards and Standing Committee has broad responsibility, subject to faculty review, to frame and implement procedures to insure that the instructional standards and aims of the College are met.

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

Registration and Course Load

All students are required to register for classes during the Pre-Registration/Registration processes held prior to the first day of classes each semester. No late registrations will be accepted after the end of the Drop/Add period in any semester or summer term.

Fall or Spring Semester Registration and Course Load

Qualification as a full-time, degree student requires registration for a minimum of twelve (12) credits in a semester. A normal course load for a full-time student is 16 credits. Registration for fewer than 12 or more than 19 credits by a full-time student must be approved in advance by the Standards and Standing Committee. Students must be aware that in order to earn the total credits for a degree, sixteen credits in each of the eight semesters is needed. Less than 16 credits in any one semester must be matched by more than 16 credits in another semester or by summer session credits.

Degree-seeking students who register for eleven (11) credits or less in any one semester are classified as part-time students. It should be noted that students living in the residence hall must pay the full comprehensive tuition, regardless of the number of credits taken in the semester. Part-time students are not eligible to live in the residence halls; however, pending the availability of rooms and approval by the Dean of Students, part-time students may be allowed residence in College residence halls. Part-time status also affects eligibility for financial aid and intercollegiate athletics. Computation of the total credits permitted per semester includes directed inquiries and concurrent enrollment at other consortium institutions. Direct registration at another institution may not be counted toward the full-time enrollment status.

First-year students may take up to four 4-credit courses and up to three additional credits each semester of their first year. A year's residence with satisfactory grades is the usual prerequisite for taking more than the maximum number of courses.

Degree students may obtain permission to audit no more than one course per semester, without payment of fee, by agreement with the professor concerned. Audited courses are not included in the number of credits carried, nor are they recorded on the permanent record. Special, non-degree students (those students not seeking a degree) may enroll in more than eight (8) credits only with the permission of the Dean of Admission.

Summer Term Registration and Course Load

Students may register in 4 credits in each 5 week session of summer term. Registration in more than 4 credits in a 5 week session requires approval by the Registrar. Students may carry no more than 12 credits in a summer term.

Foundation Courses

Only certain courses in the Rhodes curriculum and in each department are approved to meet Foundation requirements. Each of these courses is designated in the course description in this catalog and on the class schedule for each semester online. It is the student's responsibility to be aware of what courses in which they may be enrolled satisfy foundation requirements. Such courses are submitted by faculty members to the Foundations Curriculum Committee for approval. It is not possible for students to request foundation credit approval by the Committee for any coursework with the exception of Foundation 11. Self-initiated requests for F11 credit for certain coursework or experiences may be requested using the appropriate form available online.

Course Prerequisites and Co-requisites

Course prerequisites and co-requisites are requirements for entry into a course that state the background, experience, or related coursework that is needed for success in that course and to establish a relative order in which certain courses need to be taken. These requirements are set by the department based on experience and judgment. Students are responsible for knowing the prerequisites or co-requisites of any courses for which they register. Students who register for courses for which they do not meet such prerequisites may be asked to drop those courses from their schedules.

A prerequisite is a requirement that must be met in advance of taking the course. If the prerequisite is stated as a course by number, then that course must have been completed satisfactorily at Rhodes or accepted by Rhodes as transfer credit from another institution before the student can enroll in the desired course.

A co-requisite is a requirement that must be met at the same time as the course is being taken if that requirement has not already been met. If the co-requisite is stated as a numbered course, then that co-requisite course must be taken at the same time or credit for the co-requisite course must have already been earned.

A linked co-requisite is a course requirement that must be taken at the same time as the course to which it is linked. In most cases, the linked co-requisite courses will be a three-credit lecture course and a one-credit laboratory. Enrollment in one linked co-requisite course is permitted if the course has been failed previously, or is eligible to be repeated due to a final grade. If enrollment in one linked co-requisite is discontinued either by dropping or withdrawing, a student may not continue enrollment in the other linked course. Successful completion of both linked courses is required in order for a foundation requirement to be met.

In some cases a prerequisite may not be stated in terms of a numbered course. For example, a prerequisite may be "a designated course or permission of instructor" or "Permission of the department." In some cases, a prerequisite may require a specific class standing, e.g. "Junior or Senior class standing" or "First-year students only." These conditions express flexible arrangements that a department may use to manage course prerequisites. "Permission of the instructor" is the most flexible and requires that the student receive the approval of the instructor before enrolling in that course. A student who does not meet a specific course-numbered prerequisite for a desired course must get permission of the department prior to enrolling in that course. Students not meeting a specific class standing requirement may be asked to drop the courses from their schedules.

Class Standing

Under the foundations curriculum, a minimum of 30 credits are required for admission to the Sophomore class, 63 credits for admission to the Junior class, and 96 credits for admission to the Senior class. It should be noted that a minimum of 32 credits must be earned per year in order to accumulate the 128 credits needed for graduation in four years.

Class Attendance

Rhodes, as a residential college of the liberal arts and sciences, considers interactive engagement with other students and the professor, in a structured setting, to be one of the essential and central components of the academic program. Students enrolled at the institution make a commitment to participate fully in their education, which includes attending class. Absenteeism is not to be taken lightly.

Any student who fails to attend the first day of a class without providing prior notice of his or her absence to the instructor of the course or the chairperson of the department may be asked to drop the course upon request of the instructor. The student is responsible for dropping the class officially upon notification that such action has been taken.

Specific attendance policies are set by individual instructors, who state them in the course syllabus and during the first class session. Faculty should be mindful in setting attendance policies that college-sanctioned activities may require participating students to be off campus and consequently miss class. Faculty are discouraged from penalizing students solely for such absence and should normally, at their discretion, accommodate such a student (e.g., an alternate date for a test.) However, it is the student's responsibility in undertaking college-sanctioned activities (e.g., varsity athletics, internships, and off-campus competitions connected with courses) to understand that their participation may come at the cost of absences from other courses or even forfeiting credit on certain assignments when making them up is not feasible. If, in accordance with the course policies, the instructor determines that excessive absences are jeopardizing a student's ability to obtain a passing grade in the course, the instructor may make written request to the Dean of the Faculty that the student be removed from the course with a grade of F. If a student is removed from two or more courses in the same semester for this reason, the student may be asked to withdraw from the College.

Mandatory attendance at events outside of the regularly scheduled class period (e.g., lectures, seminars, concerts) will normally be included in the syllabus at the start of the semester, and will usually include some scheduling flexibility so that students may make informed decisions regarding their co-curricular educational and employment commitments. If exams or additional class sessions are scheduled outside of the regular class period, faculty members will give alternative times so that students may honor out-of-class educational and employment commitments if possible.

Class Preparation

A student is expected to spend a minimum of forty-six hours of academic study for every enrolled credit. This principle applies to tutorial and directed inquiry study as well as to regular course work during the academic year. Time spent on a per assignment basis will vary depending on the nature of the class assignments; however, on an average, a minimum of ten hours per week outside of class is expected for active preparation for a four credit course.

Schedule Changes

During the first week of classes in each semester, or the first two days during a 5-week summer session, courses may be added (based on seat availability) and/or dropped from a student's schedule. Students may drop full semester classes until the end of the third week of a fall or spring semester, or the 5th day of class in a 5 week summer term session. The drop/add period for those courses that run during one of the 7 week sessions within the semester will be during the 1st week of that session only. No extended drop period exists for these partial semester courses. Approval of a course underload must be obtained if the resulting course load is less than 12 credits. No credit will be awarded retroactively for courses for which a student failed to register properly, including physical education.

Any student who fails to attend the first day of class without providing prior notice of his or her absence to the instructor of the course or the chairperson of the department may be removed from the course upon notification of the instructor to the Registrar. The student is then responsible for then dropping the course.

Withdrawal From Class

Students withdrawing from a course between the beginning of the fourth week and the end of the ninth week of a semester will receive either a grade of WP (withdrew passing) or WF (withdrew failing). Students withdrawing from a course between the 6th day and the 14th day of a 5-week summer session will receive either a grade of WP or WF. Neither grade is computed in the student's grade point average.

Withdrawal from a course is not official until the appropriate form with all required approvals is submitted by the student to the Registrar's Office. A request to withdraw from a class which does not receive the approval of the instructor and the faculty advisor may be appealed to the Standards and Standing Committee.

The request to withdraw from a class after the stated deadline requires the approval of the Standards and Standing Committee in addition to the approvals of the instructor and the student's faculty adviser. Students are expected to continue to attend classes until there is official notice that the request for withdrawal from class has been approved. No request for withdrawal from a class will be considered after the last day of classes.

Unauthorized withdrawal from any class constitutes a failure in the course. A student who withdraws from all courses in a semester is considered to be withdrawn from the college and must follow the appropriate procedure described below.

No student will be permitted to withdraw from a course in which he or she is under investigation for violating the Honor Code until the alleged violation has been adjudicated. A student may not withdraw from a course in which he or she has been found "In Violation" of the Honor Code.

Interruption of Participation in the College

It is not uncommon for some students faced with family circumstances, health or other problems, or academic difficulty to consider interrupting participation in the College for a semester or longer. Students who find themselves in such situations are encouraged to confer with their academic advisers, the College Counseling Office, or Student Development and Academic Services to discuss the variety of options available and the implications, advantages, and disadvantages of these options (personal, academic, and financial.)

Leave of Absence

Application for and the granting of a Leave of Absence indicates a continuing relationship between the student and the College. Students may decide to apply for a Leave of Absence for a wide variety of reasons and the terms of the Leave of Absence granted are designed to reflect the individual's needs and circumstances. These terms range from the resumption of studies at the time specified without further approval by College authorities to the requirement that the student satisfy the College that conditions are now such that the individual is likely to succeed and prosper on return.

A Leave of Absence is granted only for one or two full semesters, and a student must make the request for a Leave of Absence in writing in advance to the Faculty Standards and Standing Committee. Students should obtain the necessary information and forms from Student Development and Academic Services. Students who are granted a Leave of Absence must also contact Student Development and Academic Services in order to initiate the normal process of leaving campus.

A Leave of Absence is not normally granted for periods in excess of one year. A Leave of Absence is not given for the purpose of studying at another institution nor can it be given to students who are not in good academic standing. If circumstances warrant, a student may be approved to enroll in up to two courses at another institution while on leave. Students on Leave must return to the College at the specified time or be deemed to have withdrawn from the College necessitating application for readmission.

Withdrawal From the College

In some instances a student may decide not to apply for a Leave of Absence but to withdraw from the College. Students who decide to withdraw from the College, either during or at the end of a semester, must contact Student Development and Academic Services in order to initiate the withdrawal process. A letter of withdrawal must be filed with Student Development and Academic Services and the entire withdrawal process completed before the student can be officially withdrawn from the College.

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

Examinations

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

Normally every course for which credit is given has a final examination as a component. Final examinations are intended to assess students' mastery of the subject matter of the course and are normally comprehensive in scope. In some courses the purposes of a final examination are best served by special testing: take-home examinations, departmentally administered oral examinations, special projects and assignments, for example. Whatever the testing method, the important factor is that students are asked to synthesize major concepts, approaches, and facts from the course, and to demonstrate that they can do this on their own.

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

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

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

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

Conditional Grades: Reexaminations and Incompletes

A student with a grade of E (see Examinations) must notify the Registrar at least one week in advance of the scheduled time that the reexamination will be attempted. If the student passes the reexamination, a grade of D-, D, or D+ will be earned, unless the course was taken Pass/Fail, in which case the grade of P will be recorded. Seniors in the final semester of attendance may be eligible for reexamination without delay, at the discretion of the professor, if they fail a final examination and are given an E grade.

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

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

Grades and Grade Points

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

Grade points are used to determine a student's grade point average. The number of grade points awarded per credit hour for each grade is as follows:

Grade	Grade Pts	Grade	Grade Pts
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	.07
C+	2.3	F	0.0

The total number of grade points earned for all courses are divided by the number of credits attempted in order to calculate the grade point average. Credits with a grade of Pass are not included in the determination of the grade point average although those credits with a grade of Fail are included. The grades of WP and WF are not computed in the grade point average. Conditional grades earn no quality points and no credits until they are removed. Credit and grade points earned by students who return for additional course work after receiving a degree are not computed with the final degree grade point average. Instead, a new grade point average is computed for all work attempted after receiving a degree.

The major grade point average is computed using the same formula as above. In computing the grade point average in the major department, all courses taken in the major department, not just those courses required for the major, and any required cognate courses in other departments are used.

Pass-Fail

A student may enroll in a class on a pass-fail basis with the permission of the instructor. No more than one course per semester with a maximum of six courses total is permitted. Courses that are graded pass-fail only do not count against that limitation. The Pass/Fail option may not be used in courses taken to satisfy foundation requirements with the exception of F11 and may not be used for courses taken to satisfy major or minor requirements including cognate courses.

The student wishing to take a course on a pass-fail basis must determine from the instructor the letter grade equivalent and the requirements for a grade of Pass. The pass-fail form with the instructor's signature must be returned to Rhodes Express during the first three weeks of class in a semester.

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

Grade Reports

Reports of student's grades are available online on the Rhodes website at mid-semester and at the end of each semester. Students are responsible for keeping other family members correctly and currently informed of their academic standing and progress.

Honor Roll and Dean's List

An Honor Roll and a Dean's List are compiled at the end of each semester. To be considered for Honor Roll or Dean's List, a student must be enrolled in at least 16 credits of academic work. To qualify for the Honor Roll, a student must achieve a semester grade point average of 3.85 or better. To qualify for the Dean's List, a student must achieve a semester grade point average of 3.70 or better. Those students who choose to take a course under the Pass/Fail option must have a minimum of 12 (twelve) additional graded credits of work to be considered for either of these honors. Students who are enrolled in the Honors Program or independent Research and receive a grade of IP for that work will have their qualifying grade point average determined on all other graded work.

Academic Good Standing

Students are considered to be in Academic Good Standing unless they are on Academic Probation or Suspension. Rhodes Express will send statements to that effect to other institutions in order for current Rhodes students to attend summer sessions or other programs.

Academic Probation and Suspension

To graduate, a student must have an overall grade point average of 2.000 (C) for all work attempted and for all work attempted in the major department. A student is subject to academic probation if the major grade point average falls below 2.000. A student is subject to academic probation or suspension if the cumulative grade point at the end of any semester or summer term falls below a minimum standard, which is dictated by the number of cumulative credits the student has earned. The cumulative standards are as follows:

Number of Credits Earned	Minimum GPA to Avoid Suspension	Minimum GPA to Avoid Probation
0-30	1.500	1.600
31-63	1.700	1.800
64-96	1.900	2.000
97 or more	2.000	2.000

In addition, a student is subject to probation in any semester in which the student earns fewer than twelve (12) credits and earns a grade point average of less than 1.500.

A student on academic probation is not considered to be in good academic standing. Such students are ineligible to participate in some extracurricular activities, including intercollegiate athletics. A student is removed from academic probation upon attainment of the minimum standard grade point average based on the number of credits earned.

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

Academic suspension may be imposed at the end of the fall or spring semester. Fees will not be refunded or remitted, in whole or in part, in the event of a suspension imposed by the College.

The period of suspension is one semester. Summer term does not fulfill this suspension period. Following suspension, a student may apply for readmission. Any student placed on academic suspension by the College for a second time may not be readmitted. No credit may be transferred for work done at another institution during the period of academic suspension.

A student has the right to request reconsideration of academic suspension. The Faculty Standards and Standing Committee considers the request. The Committee may allow the student to continue on academic probation into the next academic semester under specified conditions for academic achievement if it finds that the failure to achieve academically was due principally to extenuating circumstances and that the student has taken appropriate measures to ensure future academic success.

Semester grade point averages are affected by the conditional grades of X and E. The above provisions will apply when either of these grades is on the record in question. The action to suspend or be placed on academic probation may be delayed until it is determined what the grade point average will be when the conditional grades are removed.

Repeating a Course Because of Grade

Any student who has received a grade of D-, D, or D+ in a course may repeat the course for a higher grade. No additional credit may be earned when repeating a course for a higher grade. Any student who has failed a course may repeat the course for credit. The credits attempted and the grade points earned for each attempt of the course are included in the calculation of the student's major grade point average and cumulative grade point average. However, only one failure of a course will be calculated in the grade point averages.

Grade Queries and Appeals

There is no more fundamental relationship in an academic program than that of the instructor and student. The Faculty and its academic officers work to support and to sustain a meaningful and productive instructor-student relationship to secure the educational aims of the College and of the members of its Faculty. Clearly the relationship is not one between equals, and this is most clearly evident when the instructor must assign a grade for the work required of, or expected of, a student.

Grade Queries. On occasion a student may believe that a grade assigned is incorrect. The student has the right to initiate a discussion with the instructor to determine that the grade given is in fact correct. If a mistake has been made, the instructor changes the grade and requests that the Associate Dean of Academic Affairs direct the Registrar to change a grade that has been officially entered on the student's academic record.

Grade Appeals. In the event that, after consulting with the instructor, the student is not satisfied that a grade has been assigned fairly, the student may write an explanation of why he or she believes the grade assigned is not justified. The student gives this statement to the instructor, who may decide that the explanation warrants a reconsideration of the grade assigned. If the instructor decides not to change the assigned grade and discussion with the student does not result in the student's agreement with this decision, the instructor asks the department chair to review the procedures for determining grades in the course, the student's request, and the instructor's response to it. The faculty member provides a written statement to the department chair about why the original grade is valid. Should the chair of the department determine that no lapse in procedure has occurred and that full attention has been given to the explanation by the instructor, the matter is closed. The chair of the department communicates this decision to the student and the instructor. Should the chair of the department determine that the procedure was not properly followed or that additional attention to the explanation is warranted, the chair discusses the situation with the instructor or the chair may obtain additional evaluations of the student's work. These evaluations may be requested from colleagues within the Faculty whose knowledge and expertise are appropriate to a review of the student's work. Having completed this additional evaluation, the chair's determination about the grade closes the matter. The chair of the department communicates this final decision to the student, the instructor, and the Associate Dean of Academic Affairs.

Special Provisions. The period of time during which appeals of final grades can be made expires at the end of the fourth week of the semester following the posting of the grade.

In the event that appeals for reconsideration of grades involves grades assigned by a chair of a department, then the appeal procedure will be conducted by the senior member of the department, or the next senior member of the department in the event that the chair is the senior member. In instances where there are no other senior members in the department, the Associate Dean of Academic Affairs will oversee the inquiry.

The provisions outlined above are meant to apply to situations in which appeals for reconsideration of grades are made by students. If a student's complaint involves a belief that he or she has been discriminated against because of the practices in managing a course, the Dean of the Faculty is the administrative officer to receive any such complaint. It may be that the Dean will ask that the general provisions above be followed in an investigation of possible discrimination.

Transcripts

Complete college records for each student are kept by the Registrar. Requests for transcripts must be in writing. Requests received via fax machine will be accepted although transcripts will not be transmitted via the fax. No transcript will be issued to students, current or past, whose financial accounts are delinquent.

Family Education Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974, as amended, is a Federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

Rhodes College accords all the rights under the law to enrolled students. No one outside the institution shall have access to nor will the institution disclose any information from students' education records without the written consent of students except to personnel within the institution as defined below, to officials of other institutions in which student seek to enroll, to persons or organizations providing students financial aid, to agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act. Only those members of the Rhodes College community, individually or collectively, acting in the students' educational interest are allowed access to student education records. These members include personnel in the Office of the Registrar including student workers in that office, and the professional staff of the Office of Student Affairs, Financial Aid, Institutional Research, and College officials with a legitimate educational interest as determined by the Registrar. A College official may be determined to have legitimate educational interest if the information requested or released is necessary for the official to (a) perform appropriate tasks that are specified in his or her

position description or by a contractual agreement; (b) perform a task related to a student's education; (c) perform a task related to the discipline of the student; or (d) provide a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.

At its discretion the institution may provide Directory Information in accordance with the provisions of the Act including student name, parents' names, campus and home addresses and telephone numbers, cellular phone number, email address, photograph, dates of attendance, year of graduation, degree and honors awarded or expected, academic major, and faculty adviser. Students may withhold Directory Information by notifying the Registrar in writing at least sixty days prior to the first day of class for the fall semester. Requests for non-disclosure will be honored by the institution for only one academic year; therefore, authorization to withhold Directory Information must be filed annually.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if the decisions of the hearing panels are unacceptable. The Registrar at Rhodes College has been designated by the institution to coordinate the inspection and review procedures for student educational records, which include admissions, personal, academic, and financial files, and academic and placement records. Students wishing to review their education records must make written requests to the Registrar listing the item or items of interest. Only records covered by the Act will be made available within forty-five days of the request.

In addition, the law only affords students a right to copies of their education records if a denial of copies would effectively prevent the students from exercising the right to inspect and review the records. Therefore, students may have copies made of their records with certain exceptions. The College reserves the right to deny copies of records, including academic transcripts, not required to be made available by FERPA in any of the following situations:

1. The student lives within commuting distance of the school;
2. The student has an unpaid financial obligation to the school;
3. There is an unresolved disciplinary action against the student;
4. The education record requested is an exam, or set of standardized test questions;
5. The education record requested is a transcript of an original or source document which exists elsewhere.

Education records do not include records of instructional, supervisory, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute. Other records not included are those of the campus safety department, student health records, employment records (except those records of student workers), or alumni records. Health records, however, may be reviewed by physicians of the students' choosing.

Students may not inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admission to the College, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally with the Registrar. If the decisions of the Registrar are in agreement with the students' requests, the appropriate records will be amended. If not, the students will be notified within a reasonable period of time that the records will not be amended; and they will be informed of their right to a formal hearing. Student requests for formal hearings must be made in writing to the Dean of the Faculty who, within a reasonable period of time after receiving such requests, will inform students of the date, place, and the time of the hearings. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the students' expense. The hearing panels which will adjudicate such challenges will be the Faculty Standards and Standing Committee.

Decisions of the hearing panel will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the students. If the decisions are unsatisfactory to the students, the students may place with the education records statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education records, maintained as part of the students' records, and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair or not in keeping with the provisions of the Act may request, in writing, assistance from the President of the College to aid them in filing complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Education, Washington, D.C. 20201.

Revisions and clarifications of this policy will be published as experience with the law and the institutional policy warrants. Annual notice of compliance with the Act is published in the Rhodes College Catalog.

Foundations Curriculum

The Foundations Curriculum

In the Fall of 2007, the Foundations Curriculum, an academic curriculum that establishes a new approach to the study of the liberal arts and sciences at the College, was fully implemented. The Foundations Curriculum was adopted by the Faculty in order to achieve several goals:

1. To assist students to understand the goals of a liberal arts education and to take greater responsibility for their education. The curriculum gives students greater freedom to follow their academic interests and aspirations within a framework of Foundation requirements that are fundamental to the study of the liberal arts;
2. To provide a more transparent and streamlined curriculum by framing the degree requirements in terms of skills and content areas;
3. To bring greater focus to the courses students take and to recognize that their activities inside and outside the classroom should be mutually informative and energizing;
4. To create the opportunity to offer more courses reflective of the scholarly interests of the faculty and to develop innovative courses that respond to the developing currents in contemporary thought; and,
5. To establish four courses as the standard load per semester in order to allow for a more focused educational experience for all of our students. The Foundations curriculum enhances the way in which the four components of the Rhodes education work together: the Foundation requirements (commonly referred to as "F1", "F2", etc.), the concentration in a Major, the choice of elective courses, and participation in co-curricular activities.

The Foundation of the Liberal Arts Requirements

The Foundation requirements establish a framework for liberal education and life-long learning. Unless mentioned otherwise in the description, Foundation requirements will be met by taking one course specified as meeting that requirement, and most requirements will have courses in several different departments that do so.

Upon completion of the requirements and the attainment of a Bachelor's degree from Rhodes, each graduate of the College should be able to:

1. **Critically examine questions of meaning and value.** Questions about the meaning and purpose of life are central to human existence. Every area of the Rhodes curriculum touches in some way upon such problems and questions, whether directly as in moral philosophy, epic poetry, and political thought, or indirectly as in studies of the history of medieval Europe, economic theory, and the physical structure of the universe. This requirement is to be satisfied with three courses, either the Search sequence or the Life sequence.
2. **Develop excellence in written communication.** The ability to express concise and methodical arguments in clear and precise prose is essential to success in most courses at Rhodes and in most of the vocations Rhodes graduates pursue. This requirement will be satisfied by one writing seminar (taken in the first year) and two writing intensive courses, one of which will be in Search or Life.
3. **Understand how change over time has shaped human cultures.** Examining the responses of individuals and societies to change over time helps us understand the processes of transformation that affect all human cultures. It also provides new perspectives on the present.
4. **Read and interpret literary texts.** Literary texts provide challenging and influential representations of human experience in its individual, social, and cultural dimensions. Critical and sensitive reading of significant works refines analytical skills and develops an awareness of the power of language.
5. **Create art and analyze artistic expression.** Humans express themselves creatively through art forms that are aural, visual, and performed. Creating and studying art are particularly effective ways of understanding art. This requirement may be satisfied with a designated course in which the primary and sustained focus is artistic creativity.
6. **Gain facility with mathematical reasoning and expression.** Some human experiences are most effectively expressed in mathematical language, and important areas of intellectual inquiry rely on mathematics as a tool of analysis and as a means of conveying information.
7. **Explore and understand scientific approaches to the natural world.** Our world is profoundly influenced by a scientific understanding of the physical realm of our existence. From every day matters to major questions of public policy, students have a personal and social responsibility to make informed decisions involving science. The ability to make such decisions hinges not simply on knowledge of scientific facts, but also on understanding the powerful methods by which this knowledge is obtained. The courses that satisfy this requirement must include a laboratory.
8. **Explore and understand the systematic analysis of human interaction and contemporary institutions.** Human development, thought, and aspiration occur within societies, and those societies are shaped by various social and political institutions. Familiarity with the systematic analysis of contemporary institutions is an important component of a sound understanding of the world and is a foundation for responsible citizenship.
9. **View the world from more than one cultural perspective.** The individual of today's world must be able to understand issues and events through multiple cultural perspectives by developing abilities that facilitate intelligent and respectful interaction in various cultural contexts. These abilities include recognizing, understanding and articulating the similarities and differences of cultural perspectives, including one's own.
10. **Demonstrate intermediate second-language proficiency.** Proficiency in a second language allows a level of access to a culture that is not achievable through sources in translation. Intermediate proficiency includes the ability to understand and communicate

with members of the target culture, negotiate differences between the second language and the first, and use the second language as a tool for human communication.

11. **Participate in activities that broaden connections between the classroom and the world.** Rhodes students are asked to become engaged citizens, participating in the local community - its politics, its culture, its problems, its aspirations – and in the world community. Students gain skill in connecting knowledge to its uses through educational experience that takes them off campus.
12. **Develop skills to become an informed, active and engaged student-citizen.** The F12 provides opportunities to explore core aspects of one's community and one's self. Students will learn how to thrive within a learning environment, and how to develop the skills and discover resources necessary to flourish as an individual, as a scholar, and as an active citizen of the interconnected communities of Rhodes College, Memphis, and the wider world. This requirement is fulfilled through the successful completion of a first year seminar two-semester sequence at Rhodes as approved by the Foundations Curriculum Committee.

Foundations Programs in the Humanities

Questions about the meaning and purpose of life are central to human existence. Every area of the Rhodes curriculum touches in some way upon such questions, whether directly as in moral philosophy, epic poetry, and political thought, or indirectly as in studies of the history of medieval Europe, economic theory, and the physical structure of the universe. The programs Life: Then and Now ("Life") and The Search for Values in the Light of Western Religion and History ("Search") help students think about these issues and so provide the foundation for the entire curriculum.

Life and Search students meet in small groups led by faculty members to analyze challenging and controversial texts that have shaped and reshaped thought, particularly in Western societies. Because of its prominence in world history, these courses pay special attention to the Bible and the traditions that have emerged in relationship to it. Life and Search courses endeavor to make the familiar unfamiliar by examining critically the logical and historical foundations of received opinion and texts. They also make the unfamiliar familiar by studying traditions, artifacts, and issues that most students have not yet encountered. Through both programs, students learn to appreciate the role of historical context in shaping values, beliefs, and practices and to reflect critically on their own values, beliefs, and practices. Life and Search stress skills that are central to the whole curriculum: careful reading, analytical writing, critical thinking, and discussion.

At the start of their first year in the College, students choose to pursue either Life or Search and generally remain in their chosen program until they have completed it. The two programs share many features but also are distinctive. The following descriptions clarify the differences between Life and Search.

Life: Then and Now

The student who chooses the Life: Then and Now program completes a three semester sequence of courses. The first courses are taken in the fall and spring semesters of the first year. The third course may be taken at any time in the remaining three years of the student's college career.

The first two courses in the Life sequence are Religious Studies 101-102, The Bible: Texts and Contexts. These courses introduce students to the academic study of the Bible and the traditions of interpretation and reflection based upon it. This two semester sequence follows a basic chronological development, from the earliest biblical sources to modern interpretations. The first semester of the course is taught by members of the Department of Religious Studies with primary competence in the study of the Bible and the second semester by members with expertise in theological reflection and the disciplines of the history of religion. Both courses emphasize careful textual analysis, clear and effective writing, and active discussion with peers. Complete descriptions of these courses may be found in the Religious Studies section of the catalogue.

The third Life course is chosen from a variety of offerings in Religious Studies, Philosophy, and Greek and Roman Studies. These courses build on the skills and base of knowledge developed in first year Life and further refine and augment them. The third Life course is selected from an array that includes advanced study of the Bible, theology and ethics, philosophy, and the history of religions. The spectrum of upper-level Life courses will change periodically to reflect student and faculty interests but includes staples such as "Archaeology and the Bible," "King David," "Sex and Gender in the New Testament," "Paul," "Contemporary Theology," "Holocaust," "Islam," and "Religious Traditions of Asia," "Religion in America," "Medieval Philosophy," and "Ethics." With a wide variety of choices, students may select a third Life course that suits their interests and best complements their overall academic plan.

The Search for Values in the Light of Western History and Religion

Throughout its sixty-six year history, Search has embodied the College's guiding concern for helping students to become men and women of purpose, to think critically and intelligently about their own moral views, and to approach the challenges of social and moral life sensitively and deliberately. Students are encouraged to engage texts directly and to confront the questions and issues they encounter through discussions with their peers, exploratory writing assignments, and ongoing personal reflection. Special emphasis is given to the development and cultivation of critical thinking and writing skills under the tutelage of a diverse faculty drawn from academic disciplines across the Humanities, Fine Arts, Natural Sciences, and Social Sciences. Students in this course are challenged and invigorated by intimate encounters with the voices of culture and the pinnacles of thought, develop a respect and understanding of great moral, political, historical, and religious principles and quandaries, and become better prepared to understand and respond to the diversity of human values in a complex world.

In the first year, the syllabus is centered on the biblical and classical traditions. An ongoing and intensive study of the Hebrew Bible and the New Testament explores the faith, values, and ideals of the ancient Israelites as well as early Christians. Interwoven with this exploration is an examination of the epic tradition of the ancient Near East and the rich and varied wellsprings of the ancient Greek and Roman civilizations, including epics, historiography, philosophy, poetry, and drama.

In the third semester of the sequence, students choose from among a number of disciplinary tracks, including literature, religious studies, politics, philosophy, history, and fine arts. The third semester covers the Renaissance, the Protestant and Catholic Reformations, the Scientific Revolution, the Enlightenment, and the Modern Era. The course concludes with study of a number of revolutionary thinkers and movements of the nineteenth and twentieth centuries that challenge the basic principles of Western thought, culture, and religion.

In all courses of the sequence students read original source texts (in English translation) that encourage them to grapple first-hand with ideas as presented by the author, rather than relying on interpretation by secondary sources. Continuous effort is made to bring to light the influence and impact of ancient values on the contemporary world, as well as the cross-fertilization of ideas between Western culture and world civilization as a whole.

Information Technology Services

Richard T. Trentham, Jr. Director of Information Technology Services. B.A., Rhodes College; M.L.I.S., University of Texas.

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

Rose Ann Hicks. Media Center Supervisor. B.A., M.Ed., Southeastern Oklahoma State University.

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

Corey A. Phillips. Multimedia Support Manager. B.A. University of Mississippi

Lance Kimbrell. Desktop Support Specialist. A.A.S. Mississippi Delta Community College.

Stacy S. Pennington. Associate Database Analyst. B.A., Rhodes College.

Jermaine S. Pickens. Application Specialist. B.S. Alabama A&M University.

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

Douglas G. Walker. Systems Administrator. A.A.S., State Technical Institute, Memphis.

Rhodes is committed to providing a wide range of technology resources to support the diverse work of faculty, staff and students.

Information Technology Services (ITS) is located on the lower level of Barret Library. Computing facilities include servers that provide network file sharing, email, an on-line library system, delivery of online course materials and electronic forums. Additionally there are three computer labs with approximately 90 workstations that are connected to the campus network. Equipped with a multimedia projection system, two of the labs are teaching labs. Computing resources dedicated to specific disciplines are located in various academic buildings on campus, notably in the science and mathematics buildings. The campus computer network is built upon an Ethernet backbone is linked to the Internet, enabling global communication. There are over 50 "smart" classrooms across campus equipped with full multimedia capability. Wireless access is available in most locations throughout campus, including common spaces outdoors, and all of the residence halls.

Students have access to email, file servers, printing and the Internet. Assistance for students is available on several levels. Student Computer Consultants are available in the Computer Depot and student assistants are available to assist users and assure proper operation of printers and equipment. Assistance can also be obtained from the Information Desk located on the main floor of Barret Library.

Meeman Center for Lifelong Learning

John H. Rone, Director. B.A., Rhodes College; M.A., University of Memphis.

Cissy Whittaker. Administrative Assistant. B.A., University of Memphis.

Tamara L. Sears. Administrative Assistant, A.A., Richland Community College

Meeman Center for Lifelong Learning is Rhodes' commitment to learning as a lifelong process. Since its inception in 1944, the Center has been an integral part of the College, successfully engaging adults of the Mid-South in the liberal arts and sciences. Meeman Center promotes personal and professional development by extending Rhodes' tradition of excellence in liberal education to individuals and businesses. All programs, courses, and trips offered by Meeman Center are described in detail in brochures available on request from the Meeman Center office or on the web.

Non-Credit Courses

Lifelong learning courses are offered in literature, art, languages, science, current events, history, religion, philosophy, and other areas of interest. Courses vary in length and run in the Fall (September through November) and Spring (January through May). The instructors are Rhodes faculty and invited experts, including Rhodes alumni. Online registration is available at meeman.rhodes.edu.

Institute on the Profession of Law

Meeman Center offers an annual ethics seminar for attorneys to earn dual Continuing Legal Education (CLE) units. The seminar emphasizes national speakers, broad issues in law, and enlightened discussion and reflection. Rhodes faculty are a vital part of the Institute, both as planners and participants. The Institute is certified by the Tennessee, Arkansas, and Mississippi Continuing Legal Education Commissions.

Continuing Education Units

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

Opportunities for Individualized Study

The Fellowships Program

Rhodes recognizes that a liberal education extends beyond the classroom and encourages our students to take part in outside study, research, creative activity, internships, and community service—locally, nationally, and internationally. Fellowships are extended activities that help contextualize the work students do inside the classroom, foster a sense of professional identity, include team-building or collaborative learning, and develop critical reflection skills. Virtually any outside activity that complements coursework and involves significant reflective work can potentially be part of the Fellowships Program at Rhodes.

At its best, experiential learning allows a student to practice skills and explore more deeply principles acquired through coursework. Most often the opportunity to discover and create on one's own builds confidence and passion. Students return to the classroom with renewed interest and focus.

Rhodes has pioneered several programs such as CODA, Crossroads to Freedom, Rhodes St. Jude Summer Plus, the Rhodes Institute for Regional Studies, the Mike Curb Institute for Music and the Rhodes Summer Service Fellowship Program that provide diverse opportunities for student engagement beyond the classroom. These programs have been so popular and transformative that the college is now engaged in an effort to offer even more opportunities for students to pursue their own personal interests, particularly through projects that involve sustained mentorship and a commitment to as many as possible of five student learning outcomes associated with experiential education:

- Integration of factual knowledge, fundamental principles, and/or specific skills learned in the classroom with the fellowship activity
- Strengthening analytical and/or creative abilities toward establishment of a professional identity
- Evidence of participatory, collaborative, and/or team-oriented learning
- Personal and social development
- Development of critical reflection skills

The Fellowships Program can also provide funding for those projects that require it, with regular application deadlines occurring in mid-February, August, and November.

For more information, contact the Director of Fellowships in Burrow Hall.

The Honors Program

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

All Honors programs include a project of a scholarly and creative nature. This project can be research culminating in a written report or thesis, or it can be a creative project as represented by an original production. An oral presentation of the final project is also expected. A copy of the final report or production is placed in a permanent file or on display in the library.

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

Although each department and program sets its own departmental and program requirements for Honors, there are general College requirements for the Honors program. To be eligible for the Honors program a student must have a minimum cumulative grade point average and a major grade point average of 3.5000 at the time of application for honors. The student must graduate with a cumulative grade point average and a major grade point average of 3.5000 in order to receive the honors designation at commencement.

At least four credits per semester in the senior year must be earned in Honors Tutorial courses. Up to eight additional credits of tutorial or related course work may be counted, resulting in a maximum of sixteen credits of Honors in the senior year.

Special attention is necessary to ensure the completion of the Honors project in time for it to be evaluated and approved. For this reason, a special timetable for submission, reviews, and approvals of Honors projects is set by each department and program. Failure to meet announced deadlines may result in the failure to gain Honors recognition.

Descriptions of the requirements for Honors are listed in each departmental and program section of this catalogue. The Honors Registration form is available as a downloadable form on the Rhodes Express website.

Directed Inquiry

The term directed inquiry indicates a type of independent study designed to give more individuality than is provided by regular coursework. A directed inquiry is a project agreed upon by a student and professor; it may be a laboratory experiment, special readings on a given topic, some type of art work, a group of essays, etc. The details of the project are agreed upon by the student and the professor. Directed inquiries may not be used to satisfy general degree requirements.

Credits for a directed inquiry range from one to four. Forty-six hours of work, including outside reading, experiments and conferences, are required for one credit. No more than twelve credits may be earned in any one department. The maximum number of credits for all directed inquiries allowed is twenty-four. Normally a first-year student may not undertake a directed inquiry until after the completion of one semester of regular studies. Special students are generally not eligible for directed inquiries.

Proposals for directed inquiries must be submitted for approval to the chair of the department. Appropriate forms are available online. These forms call for details such as the beginning and ending dates of the project and set forth specific rules governing such things as extensions or other possible considerations. The student should become familiar with this form well in advance of the date intended to submit a proposal so that everything will be in order and approved by the department when submitted. Applications for directed inquiries are to be submitted in time for the department to act and submitted to the Registrar before the date set for the project to begin. Normally a student will not be permitted to take more than one directed inquiry at a time.

In the event that more than two students are interested in a directed inquiry on the same topic, a special topics course may be taught. Such courses must conform to the standard forty-six hours of study per credit.

The Tutorial Plan

The tutorial plan of instruction, like the Honors Program and the Directed Inquiry, has as its chief purposes the individualizing of instruction and the provision of a means whereby students may go beyond the scope of a class course, both in the amount of work done and the kinds of interests pursued. The method is often that of extensive reading under guidance, and conferences with the tutor on the material read, either individually or in a small group.

The content of a tutorial is usually that of a regular catalogue course that is not scheduled to be taught during a particular term. A student may request that the course be taught in the tutorial fashion if a member of the faculty is available and agrees to direct the course. Approval by the faculty member, the chairperson of the department involved, and the Registrar is necessary for the tutorial to be scheduled. At a minimum, forty-six hours of study are required for each credit or a total of 184 hours of study for a four credit course.

Interdisciplinary Programs

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

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

Internships

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

Internship credit is given for involvement in off-campus work related to a student's academic work and supervised by a faculty member of the corresponding department. Internships are defined within the course structures of several academic departments. Requirements for acceptance as an intern are set by each department. Internship experiences earning 3 (three) or more credits must satisfy the F11 requirement, and the student is expected to be able to integrate academic work with on-the-job activities. Internship experiences earning 1 (one) or 2 (two) credits will include a reflective component such as a journal or final paper, and the student will meet with the faculty supervisor at least twice to discuss the internship and reflective component. Special internship opportunities can be proposed subject to approval by the department concerned. Interested students should contact the chairperson of the department and the Career Services Office.

Students pursuing an internship experience arranged through a department and/or the Career Services Office must register for the appropriate course in order to earn academic credit. This credit is considered part of the course load during a regular semester and during

summer session. Normally, forty-six hours of work, including on-site work as an intern, outside reading, and conferences, are required for one credit. Students with summer internships must register for the credit and pay the summer session tuition in order to receive the credit. Students may not earn both academic credit and a salary or wages of any kind for the same internship.

No more than eight (8) credits in internships may be earned in one department per semester. A student may apply toward a degree a maximum of eight (8) credits of internship.

The Nancy Hughes Morgan Program in Hospital Chaplaincy

This program is designed for pre-medical students and persons going into other health-care related disciplines, the ministry, and counseling fields. It offers a carefully supervised internship in local hospitals where students serve as chaplains' assistants, develop counseling skills, and sharpen their abilities to listen and respond to patient needs.

The Memphis Consortium of Colleges

Through an arrangement between Rhodes, Christian Brothers University, The University of Memphis, and the Memphis College of Art, Rhodes students may take courses at those institutions during the fall and spring semesters. Only a certain set of courses is available at Christian Brothers and The University of Memphis; a student should contact the Registrar for further information. A student must receive approval for the course from the Chair of the Department of Art at Rhodes before registering for the course at the College of Art. The student then registers for the desired class at either college and includes the class on the semester's course schedule at Rhodes. The course credit counts toward the semester's credits at Rhodes; and as long as the consortium course does not result in a course overload for the semester, there is no additional tuition charge. The final grade for the course is computed in the student's grade point average as if it were a Rhodes grade. Normally, only one course may be taken per semester through the Consortium arrangement.

Although the Consortium arrangement is not available during the summer, coursework taken at the Memphis College of Art during the summer may be applied to the Rhodes degree as Rhodes credit.

Opportunities for Study Abroad and Domestic Off-Campus Study

Rhodes encourages its students to study off-campus through the programs it administers or through programs administered through other institutions. Off-campus study, whether domestic or international in scope, requires substantial prior planning. Students interested in pursuing such a course of study should formulate and clarify their plans well in advance.

Off-campus study opportunities are coordinated by the Buckman Center for International Education. The staff in the Buckman Center can assist students in researching off-campus study programs and can facilitate completion of the program's application process. Students are responsible for meeting with their academic advisors to discuss program choices and for course selections. Students applying for a Rhodes program must have a minimum grade point average of 2.0 unless otherwise specified and must be in good social and academic standing.

Off-Campus Study Application Process

Each student who intends to pursue off-campus study must complete the Off-Campus Study Application available on the Buckman Center website. This Application, when signed by all appropriate officials, grants approval for the program of study and, subject to general college policies regarding transfer credit, assigns appropriate credit for the academic work successfully completed. The above mentioned website contains instructions, checklists, deadlines, application materials, and policies.

Off-Campus Study Program Transfer Credit Policies

1. For all transfer credit, it is the student's responsibility to do the following:
 - a. Verify that the off-campus study program/university is on the List of Recognized Programs/Providers or has been successfully petitioned. **
 - b. Verify that courses intended to be taken for major or minor credit have been approved by the appropriate department or program chair in consultation with the faculty adviser. Such approval is granted only through the signature of the department or program chair on the student's Off-Campus Study Application.
 - c. Request an official transcript with final grades from the program attended be sent to:

Office of the Registrar
Rhodes College
2000 N. Parkway
Memphis, TN 38112

2. At the relevant academic department's discretion, transfer courses taken abroad can be used to satisfy major and minor requirements. Courses for transfer credit must be passed with a minimum of "C-" to be eligible for transfer credit.

3. Credit should be approved prior to enrollment in courses. However, in some cases it may be necessary to postpone approval until course descriptions, syllabi, papers, and tests are examined.
4. Should a student's course selection change for any reason after submission of the application, substituted courses are not transferrable unless approved by an appropriate department or program chair. Such approval must be sought immediately (i.e., email); copies of any such correspondence should also be directed to the Director of International Programs and to the Registrar.
5. Students are strongly encouraged to contact the Director of International Programs prior to final course registration at the host institution in order to confirm course credit approvals. Retroactive approval may be sought but is not guaranteed and must be obtained before the conclusion of the first semester of the student's return to Rhodes.
6. To be accepted for credit, each course, whether for major/minor credit or elective credit, must be judged comparable in terms of content and quality to a course in the curriculum at Rhodes or it must be judged to be consistent with the liberal arts and sciences curriculum and of a quality comparable to that expected of courses at Rhodes. Courses intended to be taken for major or minor credit must be approved by the appropriate department or program chair in consultation with the faculty adviser. Such approval is granted only through the signature of the department or program chair on the student's Off Campus Study Application. Elective credit will be reviewed by the appropriate academic officer acting on behalf of the Foundations Curriculum Committee.
7. Students who study abroad on a Recognized Program/Provider will normally satisfy the F11 requirement.** In addition, students may, through appropriate course work, satisfy up to two additional Foundation requirements while abroad on a semester-long program or up to three additional Foundation requirements for a year-long program. The Director of International Programs will recommend to the Foundations Curriculum Committee, in consultation with the Registrar and other relevant faculty members as necessary, the appropriateness of the course(s) taken abroad for Foundational credit.
8. Programs vary greatly in their academic structure. At some universities abroad, three courses is considered a full load, while at others a full load may be as many as 8-9 courses. Rhodes College students must maintain what is considered a full-time course load at the institution abroad. Normally, a student cannot earn more credit while on a semester study program than could have been earned in a regular semester at Rhodes. Failure to satisfactorily complete coursework needed to maintain satisfactory academic progress for financial aid purposes may result in the loss of financial aid renewal eligibility.
9. No strict correlation exists between contact hours in courses taken off-campus and credits awarded by Rhodes. Many European institutions utilize the ECTS crediting system in which one ECTS credit is comparable to one-half credit at Rhodes. For example, a course worth 8 ECTS credits will normally transfer to Rhodes as 4 credits. If the host program's transcript does not translate easily to "American" credit (e.g., credits, quarter hours, semester hours, units) or does not provide a conversion scale, or if the host institution's academic calendar differs significantly from the Rhodes semester calendar, the following statement can act as general principle:
A student pursuing a fully approved, full-time program of coursework on study abroad for a period roughly equivalent to Rhodes' fall or spring semester will usually receive 16 transfer credits from Rhodes upon the successful completion of all coursework. Successful completion is defined as earning a grade equivalent to "C-" or better in each course.
10. All courses should be taken for graded credit.

** Please refer to the List of Recognized Programs/Providers on the Buckman Center Website.

Rhodes Study Abroad Programs

Rhodes College's commitment to international and cross-cultural study is most powerfully expressed in its programs abroad. The College offers a semester-long program, European Studies, in conjunction with the University of the South. Rhodes also offers a variety of other spring/summer programs which vary year to year. British Studies at Oxford is currently on hiatus. Please inquire with the Buckman Center for a current listing of summer program offerings. Credit earned in all these programs is Rhodes credit. Rhodes does not provide financial aid for summer study; however, a limited amount of scholarship assistance is available. Please see the Director of International Programs for more information.

European Studies

European Studies is a seventeen-week program offered jointly by Rhodes and The University of the South (Sewanee) that takes place from mid-summer through early fall. It is a full semester of study abroad and offers the unique experience of studying in a variety of locations in Europe in a special and quite different learning environment. The program begins in July with four weeks of study at Rhodes College with Rhodes and Sewanee faculty. The students then travel to England where there is a ten day practicum conducted by British tutors at the Universities of York and Durham, followed by six weeks with British instructors at Lincoln College, Oxford. The program closes with five weeks of travel in Western Europe, accompanied by British tutors in Art History.

Rhodes Exchange Programs

Rhodes College has formal bilateral exchange agreements with The University of Antwerp, Belgium; The University of Poitiers, France; Nebrissensis University, Madrid, Spain; The University of Tübingen, Germany; The University of Koblenz-Landau, Germany; The University of Aberdeen, Scotland; The University of Lima, Peru; Rhodes University, Grahamstown, South Africa; and The Iberoamericana University in Puebla, Mexico. Students participating in one of these exchanges pay tuition and, in some programs, room and board, to Rhodes, receiving financial aid as if they were at Rhodes. The payments to Rhodes meet the expenses of the exchange students from abroad during their stay at Rhodes, while Rhodes students receive tuition, or tuition, room and board overseas. Credit earned at the institution abroad is treated as transfer credit. The number of students who can participate in these exchanges with other institutions is limited.

Rhodes is also a member of ISEP (The International Student Exchange Program), an organization of more than 200 colleges and universities located throughout the United States and in Africa, Asia, Australia, Canada, Europe and Latin America. Through ISEP-Exchange, Rhodes students can participate on international exchange by paying room, board, and tuition to Rhodes, utilizing any institutional and federal aid granted to them. Exchanges can occur in any discipline and can range in length from one academic term to one year. In most cases, ISEP-Exchange participants are matriculated directly into the host institution and pursue courses with native students. Credit earned in these exchanges is treated as transfer credit.

Other Programs Abroad

In addition to exchange programs and Rhodes programs, there are numerous programs offered by other colleges and universities and international agencies. Information on many of these programs can be found in the Buckman Center for International Education. Credit earned in these other programs is treated as transfer credit. Normally a student cannot earn more credit while on a semester study abroad program than could have been earned in a regular semester at Rhodes. Rhodes College financial aid is not available for these other programs; however, certain types of federal financial aid may be applied to these programs. Rhodes' Buckman Fellowships for Study Abroad are available for any approved semester or year-long program abroad.

Requirements for a Degree

Rhodes College offers a four-year program of study in the liberal arts and sciences leading to the Bachelor of Arts or the Bachelor of Science degree. Candidates for either degree must complete the Foundation Requirements. Students majoring in a science may earn the Bachelor of Science degree. Rhodes also offers a Master of Science degree in Accounting.

The Bachelor's Degree

The Bachelor's degree is granted to students who have completed the required 128 credits and the appropriate degree requirements. The degree requirements under the Foundations Curriculum include at least thirteen courses (52 credits) and as many as sixteen courses (64 credits) as described below. Although 52 total credits are required, several of these credits will be satisfied by courses taken in a particular major. Moreover, the total number of credits required to satisfy the writing and language requirements may vary because the foreign language requirement may be satisfied by successful completion of a proficiency exam. In addition, some courses satisfy more than one foundation requirement, effectively decreasing the number of required courses. Thus, the number of credits available for electives is dependent upon several factors: the major, whether the degree is the Bachelor of Arts or the Bachelor of Science, how many courses a student must take to satisfy the writing and language requirements, and how many courses outside the major a student must take to satisfy the foundation requirements.

Once the degree is conferred, no additional course work may be taken and applied to that degree. Additional course work may be applied toward a second degree or taken in a non-degree seeking status, however.

Bachelor of Arts. The Bachelor of Arts degree is awarded to those students who complete the degree requirements as stated above and more fully described below, including the completion of the requirements for a major as outlined in the appropriate section of this catalog.

Bachelor of Science. The Bachelor of Science degree may be earned by students who complete the appropriate requirements for a degree with a major in Biology, Biochemistry and Molecular Biology, Biomathematics, Chemistry, Computer Science, Environmental Science, Mathematics, Neuroscience, or Physics. Self-designed interdisciplinary majors may earn a Bachelor of Science degree if all of the departments involved offer a BS degree or if at least one of the departments involved offers a BS degree, the major requires at least 28 credits of natural sciences and math, and the student completes a total of at least 36 credits of the natural sciences and math. Please see the Interdisciplinary Studies section of the catalogue for a fuller description of self-designed interdisciplinary majors.

Although the College, through various advising methods, assists a student in planning and following a program of study which will lead to a degree, the student is ultimately responsible for keeping track of progress toward a degree, for knowing and fulfilling all degree and major requirements, and for arranging a course of study accordingly.

Total Credits for the Degree

A total of 128 credits are required for the Bachelor's degree. A student must earn at least 50 percent of these credits at Rhodes. The senior year, defined as 32 credits or the last 25 percent of the total credits required, must be spent in residence. No more than eight (8) of these credits may be transfer credits.

A student must earn a cumulative grade point average of no less than 2.000 (C) to qualify for the degree. A student may apply toward a degree a maximum of eight (8) credits in internships.

A maximum combined total of credits equaling 25 percent of the degree requirement may be earned through Advanced Placement, Cambridge Pre-U, and International Baccalaureate examinations. A student earning both transfer credits and Advanced Placement, Cambridge Pre-U, and/or International Baccalaureate credits may apply those credits to a Rhodes degree up to a maximum combined total of fifty percent of the total credits required for a degree.

Concentration of Study in a Major Discipline

Students' majors may be directly related to an anticipated vocation, but that is not their primary purpose in a liberal arts curriculum. The qualities of mind and abilities that will serve students best in their careers are developed within the curriculum as a whole. The major is a refinement of intellectual discipline and a deepening of understanding of an area of study. The academic enrichment gained through a major affords access to other disciplines as well as an appreciation of the complexity of other fields of study. Students should consider carefully how all of the courses they select can enrich and complement work done in the major.

The Choice of Elective Courses

The Rhodes curriculum is designed specifically to offer students opportunities to combine a carefully structured and intense study of at least one subject with the broad and diverse understanding that is characteristic of an education in the liberal arts and sciences. Although required to meet certain objectives, the Foundation courses may be selected from a wide range of course offerings. These are only the beginning of a student's exploration of the fields of human knowledge and creativity. In selecting courses beyond these requirements and outside the major discipline, students should consider the ways in which their education can be broadened, complemented, and enriched.

Participation in Co-Curricular Activities

A comprehensive liberal arts education includes regular engagement with cultural activities and diverse perspectives not only in the classroom, but also in the college community and in communities beyond the college. Students become full participants in the campus community as they join others in a variety of extra-curricular and co-curricular activities. These include student government, music ensembles, athletics, campus publications, theatre productions, and many others. Service-learning opportunities, international education opportunities, and undergraduate research provide students and faculty with ways to integrate classroom and laboratory work with out-of-class experiences, and a student's experience in a course can be enriched in significant ways by the selection of complementary co-curricular activities.

The Major

A student must complete any one of the department-based majors, one of the interdisciplinary majors listed elsewhere in this catalogue or an approved interdisciplinary major formulated in consultation with faculty members.

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

No major may require more than fifty percent of the total credits required for the degree. At least fifty percent of the course requirements for a major or minor must be Rhodes credit. All majors require a capstone experience that gives the students an opportunity to demonstrate their progress towards the educational goals established for their majors. This capstone experience usually includes demonstrations of proficiency in writing and speaking and a familiarity with the foundations and contemporary concerns of the major discipline.

A 2.000 (C) grade point average in the major is required for graduation. The major grade point average is determined by computing the grade point average of all courses required for the major as described in this catalog and any other courses taken in the declared major. The computation of a major grade point average for an interdisciplinary major shall include all courses described as required and as elective courses.

A student pursuing a double major or a second Bachelor's degree may use no more than four (4) of the same courses to satisfy requirements in both majors unless specified as required by one or both of the majors.

In the case of changes in the requirement for a major, students may follow the requirements stated in the catalogue that defines their general degree requirements or in any later catalogue except in cases where changes in departmental course offerings makes the original major requirements impossible to meet.

Declaration of a Major. Students must declare an intended major or majors no later than mid-term of the spring semester of their sophomore year. Students in good standing will be accepted as majors by any department they may choose but must first discuss their suitability for work in the department with the department's chairperson. At the same time the prospective major should make a tentative plan of course work to be completed in the student's remaining semesters. A faculty adviser from the major department is assigned or selected by each new major to aid in this planning. Forms for declaring a major are available online at www.rhodes.edu/rhodesexpress/14536.asp. Students declaring two majors will have an adviser in each major department, but one adviser will be designated as the primary adviser. Students who are delinquent in filing a declaration of major will not be allowed to register for classes until the appropriate form is received by the Registrar. While students may change majors, changes made after the sophomore year may be difficult to accommodate in the remaining semesters.

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

The section listing titled “Interdisciplinary Study” summarizes existing interdisciplinary major requirements for pre-approved curriculum structures. Students who wish to declare any of the established interdisciplinary majors may do so by filing the normal Declaration of Major form with the Office of the Registrar. Any deviation from the program of study outlined in the description must be approved by the chairpersons of the departments involved.

Students who wish to declare an interdisciplinary major that does not have a program of study already defined should follow the appropriate steps in order to secure the necessary approvals within a reasonable time and to ensure an adequate review of the proposed program of study. Those steps are detailed in the “Interdisciplinary Studies” section of this catalogue. The proposed program of study must include specific provisions for a senior seminar or integrating senior experience. The “Declaration of Interdisciplinary Major” form, available online, is used to record the approvals and to advise the Registrar of the College.

Intent to Graduate Form

All candidates for degrees must submit to the Registrar an “Intent to Graduate” form at least two semesters prior to the intended date of graduation.

Commencement

Rhodes requires attendance at the May commencement exercises by all candidates for a degree including candidates whose work was completed in December and candidates whose work will be completed in August. Students who complete degree work in December are included in the graduating class in May of the next calendar year. Rhodes will recognize students who complete degree work in August as members of the preceding May’s graduating class. In order to participate in commencement exercises, August candidates must be within near-expectation of completing the requirements for a degree and have the approval of the Faculty Standards and Standings Committee or the Dean of the Faculty, if the Standards and Standings Committee cannot be convened in a timely manner. The College confers degrees (signified by the date of the degree of the diploma and in official records) at the end of each regular semester (December and May) and in August, but diplomas are awarded only at the May commencement.

Academic Minors

Academic minors are available to students who wish to supplement their major field of study with another academic area, giving both more depth and breadth to their course work. In addition to departmental minors, interdisciplinary minors are available within the established interdisciplinary programs in the curriculum.

Normally, a student is required to complete at least five specified courses in the department in which the minor is selected. At least four of the courses in the minor must be outside the major department or interdisciplinary major requirements, and the same course cannot be used to satisfy the requirements in two different minors. Forms for declaring a minor are available online and should be completed no later than the beginning of the fall semester of the senior year.

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

Second Degree

A student may earn a second Bachelor’s degree upon earning at least 32 credits beyond the total credits required for the first degree and completion of all requirements for a second major. A student may not earn two Bachelor of Arts degrees or two Bachelor of Science degrees. A student planning to earn a second degree must declare that intention no later than the beginning of the last semester of enrollment. All academic work for both degrees is included in the cumulative grade point average of the double degree recipient.

A Rhodes graduate who wishes to return to the College to earn a second undergraduate degree must earn an additional 32 credits beyond the number of hours earned for the first degree as well as complete the second major. For a returning student, a second cumulative grade point average will be computed using only the additional hours earned for the second degree.

Changes in Degree Requirements

A student may satisfy the requirements for a Rhodes degree as described in any catalogue that has been in effect during the student’s enrollment. Students readmitted to Rhodes may graduate under requirements in effect during the original period of enrollment or by following a program incorporating features of the current catalog, including the number of credits required for graduation, and the earlier degree requirements and approved by the Standards and Standing Committee. Students may not declare a major if it has been dropped from the College’s curriculum, even if the major was available at the time of enrollment. In addition, degree and/or major requirements may have to be modified in order to fit current curricular offerings.

Academic Achievement

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

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

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

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

The major with honors requires special independent study work in the major field during the senior year. The Honors Program is described under Opportunities for Individualized Study. Rhodes does not rank its graduates.

Awarding of Posthumous Degrees

A posthumous degree may be awarded to a deceased undergraduate student who was within 16 credits of the completion of the requirements for graduation or to a deceased graduate student who was within 6 credits of the completion of the requirements for graduation. The student must have been enrolled during the past two regular semesters. The remaining credits would have completed all degree requirements, and the cumulative and major GPA requirements must be met. The appropriate degree may be awarded posthumously on the recommendation of the Dean of the Faculty with the approval of the Faculty Standards and Standing Committee and the President. The student's transcript will show a notation that the degree was awarded posthumously.

AP/Cambridge Pre-U/IB Credit Evaluation

A maximum of 32 credits may be earned through Advanced Placement, Cambridge Pre-U, and International Baccalaureate examinations. It is the responsibility of the student to have official reports of examination scores in Advanced Placement, Cambridge Pre-U, and/or International Baccalaureate sent to Rhodes College. Student copies of score reports are not acceptable for formal evaluation. Receipt of official score reports and formal evaluation of AP/Cambridge Pre-U/IB score reports must be completed within 10 weeks of the beginning of a student's first semester of enrollment as a degree-seeking student at Rhodes.

Transfer Students

Students who transfer to Rhodes have their previous college work evaluated for transfer credit upon their acceptance for admission. Credit will be awarded following the guidelines outlined below for the evaluation of academic work for transfer credit. Transfer students are responsible for having final copies of transcripts sent from each institution attended. Official evaluation of transfer credit will not be completed until these final transcripts have been received in the Office of the Registrar.

As degree candidates, transfer students must satisfy all of the degree requirements outlined in this catalogue. Of the total credits required for a Rhodes degree, a minimum fifty percent must be earned at Rhodes and a maximum of fifty percent may be accepted as transfer and Advanced Placement credit.

Transfer credit for students who transfer to Rhodes will be evaluated following these guidelines according to the Foundation requirements:

- a. Courses presented with two or three semester hours or less than six quarter hours will be given the appropriate and corresponding number of credits of transfer credit.
- b. Credit from several courses may be combined to total four or more credits and therefore satisfy a foundation requirement.
- c. A three-credit course may be used to satisfy a foundation requirement if the corresponding course in the department meets that same requirement.
- d. A three-credit course may be used to satisfy a major requirement if the corresponding course in the department meets that same requirement unless specifically disallowed by the department chair.

Transfer Credit

Credit from Other Institutions. Rhodes students may enroll in courses at other colleges and universities and transfer credits to Rhodes. A student who desires to have academic work transferred from another institution must have the work approved in advance by the appropriate academic department chairperson at Rhodes and by the Registrar, acting on behalf of the Education Program Committee. Courses not receiving prior approval may not be accepted for transfer credit at the discretion of the department chair and the Registrar.

Students seeking concurrent enrollment at another institution during a regular semester must have permission from the Standards and Standing Committee prior to registering at the other institution. Concurrent enrollment credits are included in the computation of the total credits permitted in one semester but are not included in the determination of full-time status. Course credit earned at another institution during non-approved concurrent enrollment may not be accepted for transfer credit.

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

departments, a proficiency examination must be passed in order for the transfer credit to be accepted.

Transfer credit may not be used to satisfy a Foundation Requirement. Rhodes students who study abroad in a long-term program that has been pre-approved through the Buckman Center for International Education will normally satisfy the F11 requirement, unless the program has been noted by the Center's Director as particularly unsuitable for this purpose.

In addition, students may, through appropriate course work, satisfy up to two additional Foundation requirements while abroad (or up to three additional Foundation requirements for a year-long-program). The Director of the Buckman Center will recommend to the Foundations Curriculum Committee, in consultation with the Registrar, and other faculty members as necessary, the appropriateness of the course(s) taken abroad for Foundations credit. This recommendation will be done in accordance with guidelines as provided by the Foundations Curriculum Committee.

Credit from Special Programs. Students wishing to participate in special programs at other collegiate institutions are required to obtain permission and approval in advance from the appropriate academic officer acting on behalf of the Faculty Education Program Committee. In most cases, this approval will come from the Director of the Buckman Center, the Registrar, and the chair of the department at Rhodes in which the coursework will be pursued. The Registrar, in consultation with department chairpersons and the Dean of the Faculty, must approve all work at other institutions in advance of beginning the work. In some cases it may be necessary to postpone approval until course syllabi, papers, and tests are examined.

All credit earned on study abroad programs, exchange programs, and cooperative programs such as Washington Semester is evaluated as transfer credit.

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

- To be accepted for credit, each course must be judged comparable in terms of content and quality to a course in the curriculum at Rhodes or it must be judged to be consistent with the liberal arts and science curriculum and of a quality comparable to that expected of courses at Rhodes. Departmental chairpersons make these judgments; in many cases the Registrar of the College can act with the authority of departmental chairpersons. In some departments, a proficiency examination must be passed in order for the transfer credit to be accepted. The chairpersons and the Registrar assign credit toward a degree in such a way as to match comparable work at Rhodes.
- The course work must be taken on the campus of an accredited college or university or while on a study abroad program approved through the Buckman Center for International Education. Online courses, distance education courses, and dual credit courses taught in a high school are not accepted for transfer credit.
- Transfer credit may not be used to satisfy a Foundation Requirement with the following exception: Rhodes students who study abroad in a long-term program that has been pre-approved through the Buckman Center for International Education will normally satisfy the F11 requirement, unless the program has been noted by the Center's Director as particularly unsuitable for this purpose. In addition, students may satisfy up to two additional Foundation requirements while abroad (or up to three additional Foundation requirements for a year-long program). The Director of the Buckman Center will recommend to the Foundations Curriculum Committee, in consultation with the Registrar, and other faculty members as necessary, the appropriateness of the course(s) taken abroad for Foundations credit. This recommendation will be done in accordance with guidelines as provided by the Foundations Curriculum Committee.
- No more than twelve transfer credits may be earned in any one summer.
- All course work taken at other institutions for which Rhodes receives a transcript will be evaluated for transfer credit, and if pre-approved for transfer credit, will be posted to the student's record.
- A maximum of 64 credits or fifty percent of the total credit required for a degree may be accepted towards a Rhodes degree. No student may earn additional transfer credit once that credit limit has been reached.
- Transfer credits based on a quarter system are converted to the Rhodes credit basis using the formula that one quarter-hour equals two-thirds credit. Fractional transfer credits will be credited.
- Students earning both transfer credits and Advanced Placement, Cambridge Pre-U, and/or International Baccalaureate credits may apply a maximum combined total of fifty percent of the total credit required for a degree to the Rhodes degree. A student with such credit must earn at least fifty percent of the total credit required for a degree in residence at Rhodes.
- Of the 32 credits earned to qualify for the senior year in residence, a maximum of eight credits may be transfer credit.
- Transfer credits are not accepted if the grade is D+ or below. Transfer courses taken on a Pass/Fail basis must be passed with a grade of C or better. Confirmation of such a grade must be received by the Registrar before the course will be accepted for transfer credit. Transfer credits are credited to the Rhodes transcript as credits only; they are not computed in or used to determine the grade point average.
- Courses taken on a college campus prior to matriculation by accepted students, including those which are taken in conjunction with a dual enrollment program at the secondary school level, will be accepted for credit under the same guidelines as stated above, including review by the appropriate department at Rhodes, only if such coursework does not satisfy high school graduation requirements or requirements for admission to Rhodes. Such courses must be taken on a college campus, not in a high school even if taught by collegiate faculty. Credit for such courses must be requested during the summer prior to enrollment at Rhodes. Students who have not graduated from high school who present such courses for transfer credit are not considered transfer students.

The Paul Barret, Jr. Library

Darlene Brooks. Director of the Barret Library. B.A., M.L.I.S., University of Tennessee, Knoxville.
William Short. Associate Director of Library Services. B.A., Rhodes College; M.L.S., George Peabody College.
Janice Tankersley. Head of Cataloging. B.A., M.S., University of Memphis; M.S.L.S., University of Tennessee, Knoxville
Amanda Ford. Head of Circulation. B.A., Mississippi State University
Kenan C. Padgett. Interlibrary Loan & Information Services Librarian.
 B.A. Elon College; M.L.S. University of North Carolina at Greensboro.
Rachel Feinman. Catalog and Collection Development Librarian. B.S., M.L.S., Florida State University.
Phyllis Gregory. Periodicals Manager. B.S., University of Memphis.
Greg Paraham. Information Services Librarian. B.A., University of Memphis; M.L.S., Louisiana State University.
Wendy Trenthem. Information Services Librarian. B.A., Rhodes College; M.L.S. University of Texas-Austin.
Jennifer Ott. Information Services Librarian. B.A. University of Tennessee, Knoxville; M.L.I.S, Rutgers University.
Matthew Jabaily. B.A.,Carleton College; M.L.I.S. University of Wisconsin-Madison.

Barret Library, a state-of-the-art facility made possible by a major gift from the Paul Barret, Jr. Trust, opened in August, 2005. Paul Barret, Jr., a graduate of the class of 1946 who died in 1999, was the nephew of Mr. and Mrs. A.K. Burrow, who provided for the construction of the 1953 Burrow Library. Barret Library will serve the needs of the college well into the 21st century. The facility, equipped for both wireless and wired technology, features a 24-hour study space and group study rooms, along with facilities for study and library collections. Also included in the Barret Library are areas for peer-tutoring and writing assistance, computer laboratories, the Digital Media Lab and Media Center.

The Library's collection has been carefully built over a period of years by both the teaching faculty and the library staff to include materials that constitute valuable resources for undergraduate instruction in a liberal arts institution. The research catalog is part of WorldCat, which connects and shares thousands of library catalogs across the country. The interface will be different and will also allow you to see holdings within other libraries as well. The collection is supplemented by online access to the following, including but not limited to, America: History & Life, Cambridge Scientific Abstracts, Eighteenth Century Collections Online, Early English Books Online, EBSCO, ProQuest Complete, the MLA Bibliography, PsycInfo, LEXIS-NEXIS (Academic, Statistical, Congressional, and Environmental), Slavery and Anti-Slavery, Philosopher's Index, Newsbank, Sociological Abstracts, ATLA Religion Database with ATLASerials, and EconLit. Access is also provided to BioOne, Project Muse and JSTOR electronic journal collections. The library staff is concerned not only with the acquisition, organization, and circulation of the collection, but in providing reference and technology assistance to users, as well as instruction to classes and individuals in effective information literacy.

In addition to the reference and circulating collections there are four special collections: the Rhodes Archives, the Richard Halliburton Collection, the Walter P. Armstrong, Jr. Book Collection and the Shelby Foote Collection, made possible through the generosity of Riea and Steve Lainoff. The Walter P. Armstrong, Jr. Book Collection includes the special items of value added to the library through the years and the collection of first editions of English and American authors, many of them autographed. The Halliburton Collection consists of manuscripts and artifacts relating to the life of this noted travel adventure writer.

The Rhodes Archives consists of publications about Rhodes of an historical nature as well as student honors papers and books written by faculty and alumni. DLynx, the Archives digital repository, provides access to over 18,500 digital Items of historical value and materials created by faculty, staff, and students. These materials include: digital copies of the Sou'wester, the student newspaper, student honor papers, and hundreds of images of student life from past decades. The Sou'wester, the student newspaper, has been digitized from November 1919 to the present date. The Ranking Web of World Repositories" lists DLynx as 113 out of 1646 digital collections in North America which places it in the top 10%.

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

Matters of Record

Administration

Office of the President

William E. Troutt. President. B.A., Union University; M.A., University of Louisville; Ph.D., Vanderbilt University.
Melody Hokanson Richey. Executive Assistant to the President. B.S., University of Arizona; M.Ed., University of South Carolina.
Patricia C. Feters. Executive Administrative Assistant. B.S., University of Memphis.
Meredith A. Hicks. President's Office Assistant. B.A., Rhodes College.

Athletics, Physical Education and Recreation

Jeffrey M. Cleanthes. Director of Athletics and Head Baseball Coach. B.A., Drew University; M.B.A., Rutgers University.

Robert L. Shankman. Assistant Director of Athletics and Coordinator of Cross Country and Track and Field. B.A., Rhodes College; M.Ed., University of Memphis.

Jane H. Wells. Senior Women's Administrator, Head Field Hockey Coach and Coordinator of Athletic Facilities. B.A., Rhodes College.

Charles F. Boehme. Head Swimming and Diving Coach and Aquatics Coordinator. B.A., DePauw University.

Ronald R. Booker. Assistant Football Coach. B.A., Rhodes College.

Tyler H. Cempre. Assistant Tennis Coach. B.A., Denison University.

Michael T. Clary. Head Women's Golf Coach and Athletic Recruiter. B.A., Rhodes College.

Peter P. Cordelli, Jr. Assistant Football Coach and Events Management. B.A., North Carolina State University.

Samantha P. Davidson. Assistant Women's Basketball Coach. B.S., Birmingham-Southern College; M.S., University of Tennessee at Knoxville.

Matthew V. Dean. Head Women's Basketball Coach and Assistant Coordinator of Sports Information. B.S. and M.S., Drake University.

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Robert G. Patterson. Professor Emeritus of Religious Studies since 1993. B.A., Washington and Lee University; B.D., Union Theological Seminary (Virginia); Ph.D., Yale University.

Lawrence K. Anthony. Professor Emeritus of Art since 1995. B.A., Washington and Lee University; M.F.A., University of Georgia.

Milton P. Brown, Jr. Professor Emeritus of Religious Studies since 1995. A.B., Birmingham-Southern College; B.D., Louisville Presbyterian Theological Seminary; Ph.D., Duke University.

Rebecca Sue Legge. Professor Emerita of Business Administration since 1995. B.B.A., M.B.A. and Ph.D., University of Mississippi.

Herbert W. Smith. Professor Emeritus of Psychology since 1995. B.A. and M.A., East Texas State University; Ph.D., Florida State University.

G. Kenneth Williams. Professor Emeritus of Mathematics and Computer Science since 1995. B.A.E. and M.A., University of Kentucky; Ph.D., University of Virginia.

F. Thomas Cloar. Professor Emeritus of Psychology since 1996. B.A., Rhodes College; M.A., University of Memphis; Ph.D., University of Alabama.

James W. Jobs, Jr. Professor Emeritus of Philosophy since 1996. B.A., St. John's College; Ph.D., University of Virginia.

Donald W. Tucker. Professor Emeritus of Spanish since 1998. B.S., Davidson College; M.A. and Ph.D., University of North Carolina.

Edward A. Barnhardt. Associate Professor Emeritus of Physics since 1999. B.S., Rhodes College; M.S., Vanderbilt University.

James H. Daughdrill, Jr. President Emeritus since 1999. B.A., Emory University; M. Div., Columbia Theological Seminary; D.D., Davidson College.

Charles C. Orvis. Professor Emeritus of Economics since 2000. B.A., State University at Northridge, California; Ph.D., University of Minnesota.

Bobby R. Jones. Professor Emeritus of Biology since 2001. B.S., University of Arkansas; Ph.D., University of Missouri.

William L. Lacy. Professor Emeritus of Philosophy since 2001. B.A., Rhodes College; Ph.D., University of Virginia.

Robert M. MacQueen. Professor Emeritus of Physics since 2001. B.S., Rhodes College; Ph.D., The Johns Hopkins University.

F. Michael McLain. Professor Emeritus of Religious Studies since 2003. B.A., DePauw University; B.D., Yale Divinity School; Ph.D., Vanderbilt University.

Carolyn P. Schriber. Professor Emerita of History since 2004. B.S., Kent State University; M.A. and Ph.D., University of Colorado.

John L. Streete. Professor Emeritus of Physics since 2004. B.S., Rhodes College; M.S. and Ph.D., University of Florida.

Douglas W. Hatfield. Professor Emeritus of History since 2005. B.A. Baylor University; M.A. and Ph.D., University of Kentucky.

Robert G. Mortimer. Professor Emeritus of Chemistry since 2005. B.S. and M.S. Utah State University; Ph.D., California Institute of Technology.

Richard A. Batey. Professor Emeritus of Religious Studies since 2006. B.A., David Lipscomb College; B.D. and Ph.D., Vanderbilt University.

Horst R. Dinkelacker. Professor Emeritus of German since 2006. Staatsexamen, Eberhard-Karls-Universität Tübingen; Ph. D., Vanderbilt University

Diane M. Clark. Associate Professor Emerita of Music since 2006. B.M., Rhodes College; M.M., Indiana University; D.A., University of Mississippi.

James C. Lanier. Professor Emeritus of History since 2006. B.A., Stetson University; M.A. and Ph.D., Emory University.

Robert R. Llewellyn. Associate Professor Emeritus of Philosophy since 2006. B.A., Davidson College; M.A. and Ph.D., Vanderbilt University.

Marshall E. McMahon. Professor Emeritus of Economics and Business Administration since 2007. B.A., University of the South; Ph.D., Vanderbilt University.

J. Peter Ekstrom. Associate Professor Emeritus of Anthropology and Sociology since 2007. B.A., Beloit College; M.A. The American University; Ph.D., University of Illinois.

James. M. Vest. Professor Emeritus of French since 2009. A.B., Davidson College; M.A. and Ph.D., Duke University.

Deborah N. Pittman. Associate Professor Emerita of Economics and Business since 2011. B.A. Rhodes College; M.S. University of Memphis; Ph.D. University of Memphis.

John F. Copper. Distinguished Professor Emeritus of International Studies since 2012. B.A. University of Nebraska; M.A. University of Hawaii; Ph.D. University of South Carolina.

Gail P. C. Streete. Professor Emerita of Religious Studies since 2012. B.A., M.A., and M.L.S. SUNY at Buffalo; M. Phil. and Ph.D. Drew University.

Robert J. Strandburg. Professor Emeritus of Psychology since 2013. B.A., Amherst College; M.A. and Ph.D., University of California at Los Angeles.

John S. Olsen. Professor Emeritus of Biology since 2014. B.S. and M.S. University of Illinois; Ph.D. University of Texas.

Gail S. Murray. Professor Emeritus of History since 2016. A.B., University of Michigan; M.S.E., University of Central Arkansas; and Ph.D., University of Memphis.

Bette J. Ackerman. Professor Emeritus of Psychology since 2016. B.A., Florida Presbyterian College; M.A. & Ph.D., University of Florida.

David Y. Jeter. Professor Emeritus of Chemistry since 2016. B.S., Texas A&M University; and Ph.D., University of North Carolina, Chapel Hill.

Endowments, Awards, and Memorials

Professorships and Faculty Fellowships

The Connie Abston Chair in Literature was created in 1998 by former trustee Dunbar Abston, Jr. in honor of his wife. Mark Behr, Professor of English, holds the chair.

The Winton M. Blount Chair in Social Sciences was provided by the estate of Winton M. Blount, Chair of Rhodes' Board of Trustees 1988-92. Mr. Blount was a former U.S. Postmaster General and founder of Blount, Inc., an international construction firm based in Montgomery, Alabama. Dr. Marsha Walton, Professor of Psychology, currently holds the chair.

The L. Palmer Brown Chair of Interdisciplinary Humanities supports a professorship in the interdisciplinary course, "The Search for Values in the Light of Western History and Religion." Dr. Tim Huebner, Professor of History, is the current holder of the Interdisciplinary Professorship.

The Neville Frierson Bryan Chair in African-American Literary & Cultural Studies was established in 2002 by former trustee and alumna Neville Frierson Bryan '58 of Chicago. An occupant will be named.

The Mertie Willigar Buckman Chair in International Studies was established in 1990 by trustee Robert H. Buckman to honor his mother. Dr. Andrew Michta, Professor of International Studies, holds the chair.

The Stanley J. Buckman Distinguished Professorship of International Studies, provided by trustee Robert H. Buckman, honors the founder of Buckman Laboratories and longtime friend and trustee of the college. The current occupant is Dr. Shadrack Nasang'o, Associate Professor of International Studies.

The Lester Crain Chair in Physics was established in 2002 by trustee and alumnus Lester Crain, Jr. '51. Dr. David Rupke, Assistant Professor of Physics, currently holds the chair.

The Albert Bruce Curry Professorship of Religious Studies was provided and sustained by Second Presbyterian Church of Memphis. Dr. Patrick Gray, Associate Professor of Religious Studies, is the current Curry Professor.

The Elizabeth G. Daughdrill and James H. Daughdrill, Jr. Professorships were provided by the Rhodes Board of Trustees in 1998 to recognize President and Mrs. Daughdrill's exemplary leadership and service to the college for 25 years. Dr. William Skoog, Professor of Music, is the current occupant of the Elizabeth G. Daughdrill Chair. The James H. Daughdrill, Jr. Chair is held by Dr. Mauricio Cafiero, Associate Professor of Chemistry.

The E. C. Ellett Professorship of Mathematics and Computer Science was created by Edward Coleman Ellett, Class of 1888. Dr. Chris Seaton is the current Ellett Professor.

The Fulmer Chair in Political Science for U.S. Presidential Studies was established in 2005 by Arthur Fulmer and the late Nancy Hill Fulmer '51, Rhodes trustee, to support work in the Department of Political Science. Dr. Michael Nelson, Professor of Political Science, currently holds the Fulmer Chair.

The Charles R. Glover Professorship of English Studies was provided by Mrs. Charles R. Glover and is occupied by Dr. Leslie Petty, Associate Professor of English.

The William Randolph Hearst Endowed Teaching Fellowship for Minority Graduate Students supports minority teaching fellows at Rhodes as they complete their dissertations. An occupant will be named.

The Ralph C. Hon Chair in Economics was provided by alumni who studied under Dr. Hon during his tenure as Professor of Economics. An occupant will be named.

The Joseph R. Hyde, III Professorship of Political Economy is an annually-funded position established in 2010 in the Department of Economics to support the study of Political Economy. It is provided by the J.R. Hyde, III Family Foundation and other anonymous donors. Dr. John E. Murray, Professor of Economics, is the current occupant.

The Robert D. McCallum Distinguished Professorship of Economics and Business was funded by the late Robert D. McCallum, Chairman Emeritus, Valmac Industries, Inc. and life trustee of Rhodes. Dr. Steven Caudill, Professor of Economics and Business, is the current occupant.

The J. J. McComb Professorship of History was provided by Mr. J. J. McComb and is occupied by Dr. Jeffrey Jackson.

The Irene and J. Walter McDonnell Chair in Greek and Roman Studies was established by trustee Michael McDonnell in memory of his parents. Dr. Susan Satterfield, Assistant Professor of Greek and Roman Studies, is the current occupant.

The Virginia Ballou McGehee Professorship of Muslim-Christian Relations was established by James E. McGehee, Jr. and Virginia Ballou McGehee '46 in 2007. Dr. John Kaltner is the current occupant of the McGehee Chair.

The W. J. Millard Professorship of Religious Studies was provided by his friends at Evergreen Presbyterian Church in Memphis and honors the late senior minister of the church. Dr. Mark Muesse, Associate Professor of Religious Studies is the current holder of the Millard Professorship.

The Plough Professor of Urban Studies was provided by an endowment grant from the Plough Foundation. Dr. Elizabeth Thomas, Associate Professor of Psychology, is the current holder of this professorship.

The Ellis W. Rabb Chair in Theatre was created through the estates of Clark and Carolyn Rabb to honor the memory of their son Ellis, one of the most accomplished stage actors and directors ever to emerge from Memphis. The Rabb Chair will support visiting artists-in-residence in the Theatre Department.

James T. and Valeria B. Robertson Chair in Biological Science was established in 2005 by James T. Robertson '53 and Valeria B. Robertson to support teaching and research in biology and related areas. Dr. Mary Miller, Associate Professor of Biology, holds the Robertson Chair.

The James D. Robinson Chair in Economics and Business Administration was created by the late Martha R. Robinson in memory of her husband. An occupant will be named.

The James F. Ruffin Professorship of Art and Archaeology was established by the late James F. Ruffin, Jr., founder and operator of Ruffin's Imports and Interiors of Memphis. His mark can be found all around the Rhodes campus as well as the President's home. The holder of the Ruffin Professorship is Dr. Victor Coonin, Associate Professor of Art.

The J. S. Seidman Fellowship in International Studies is supported by the estate of Rhodes trustee P. K. Seidman. Dr. Esen Kirdis, Assistant Professor of International Studies, is the current Seidman Fellow.

The P. K. Seidman Distinguished Professorship of Political Economy was provided by Robert H. Buckman and the late Mertie W. Buckman, in honor of their friend, the late P. K. Seidman. Dr. Steve Ceccoli, Associate Professor of International Studies is the current P.K. Seidman Distinguished Professor.

The Irma O. Sternberg Chair in History was established in 2012 with a gift from Mrs. Sternberg's estate. Dr. Tim Huebner is the first holder of this chair.

The Van Vleet Fellowship was provided by The Van Vleet Foundation. The Fellowship, occupied by Dr. Shubho Banerjee, Associate Professor of Physics, provides for student research and strengthens the Physics Department.

The R. A. Webb Professorship of Religious Studies was provided by a friend of the college. Dr. Milton Moreland is the current Webb Professor.

The Spence L. Wilson Distinguished Chair in Humanities was established by trustee Spence L. Wilson, his wife Rebecca Webb Wilson, and the Kemmons Wilson Family Foundation. Dr. Jonathan Judaken, Professor of History, is the first holder of this chair.

The T. K. Young Professorship of English Literature was established by Idlewild Presbyterian Church in 1955 in honor of their senior minister. Dr. Gordon Bigelow, Professor of English, currently holds the Young Chair.

Special Funds

The Batey Lecture Series honors New Testament scholar Dr. Richard Batey. It was provided by colleagues, family, and friends on the occasion of his retirement from Rhodes in 2005. The annual lecture is delivered by a visiting Biblical scholar.

The Frank and Marjo Benton Student Travel Fund was created in 2012 by Marjo and Frank Benton P'13 to support Math and Computer Science students when they attend professional meetings and conferences.

The Booth Cody Dortch Quinn Endowment for the Humanities was created in 2013 by Joan and John Quinn '58. The endowment will help bring nationally recognized leaders to campus to create special learning opportunities that will provide the foundation for community-wide dialogue.

The Boyle Endowment for the Study of Liberal Democracy was provided in 2008 by trustee J. Bayard Boyle, Jr. and his family. It is housed in the Department of Political Science to encourage and support teaching and research concerning the nature of constitutional government and the sources, principles, and practice of the institution of liberal democracy.

The Rosanna Cappellato Memorial Fund was established in 2013 through the estate of Rosanna Capellato and gifts from her friends.

The Charles P. Cobb '44 Endowment for Music, established in 2011 through his estate, provides discretionary funding for the Music Department to be used with the approval of the Dean of the Faculty. The Cobb Endowment may provide student fellowships or other support for the teaching and learning of music.

The Mike Curb Institute for Music was founded in 2006 by Mike and Linda Curb through the Mike Curb Family Foundation to foster awareness and understanding of the distinct musical traditions of the South and to study the effect music has had on its culture, history, and economy. Through the areas of preservation, research, leadership, and civic responsibility, the Institute provides support for faculty and facilitates opportunities for students to experience learning outside the classroom in partnership with the community.

The Pete Ekstrom Faculty Development Fund in Anthropology and Sociology was established in 2006 by an anonymous alumna. It will provide support for faculty to direct and mentor a student, pursue collaborative research, or develop enhancements to their programs. The chair of the department will determine the use of these funds.

The Jack D. Farris Visiting Writers Series was established in 2002 by a bequest from the Kathleen McClain '74 as a memorial to her beloved teacher, mentor and friend, Professor Jack D. Farris. Each year the Department of English will host published writers for readings and lectures.

The Julia Johnson Garrett '01 Library Collection Endowment was established in her honor by her parents, Edith H. and James R. Garrett, in 2001. Funds from the endowment are used to purchase rare or other books in the field of Art History, rare or other books in the field of Religious Studies, books in the field of Early Childhood Education, or if there is no need in those areas, where the need is greatest.

The Gerber-Taylor Fund was created by Meg and Charles Gerber in 2010 to provide funding for four years which will support student fellowships, programming, and staff in the Rhodes Learning Corridor. The Gerber-Taylor Fund will be used to provide an afterschool enhancement program and a community garden for nutritional education at the Promise Academy in the Learning Corridor.

The Martin-Kragh Faculty Development Fund for Biology and Chemistry was established in 2006 by former Rhodes trustee J. Stephen Martin and his late wife, Nancy Kragh Martin, parents of Stuart '08, to provide support for faculty in biology and chemistry to direct and mentor a student, pursue collaborative research, or develop enhancements to their programs.

The Michaelcheck Endowment for Faculty Support was created in 2000 by Rhodes Board Chair William J. Michaelcheck '69 and his wife Pam to provide funds for travel by faculty members to support their research and other academic endeavors.

The Iris A. Pearce Shakespeare Endowment was established in 2007 through the estate of Dr. Pearce '42. The endowment is used to enhance and enrich courses in Shakespeare, to provide guest speakers or visiting Shakespeare scholars and to fund research in the teaching of Shakespeare.

The Julian C. Nall '43 and Family Endowment for Faculty Support was established in 2011 by Julian C. Nall '43 and his family. It supports faculty professional development to help achieve career goals and better mentor students.

The Overend Endowment for Film Studies was created through the generosity of an alumnus in 2001. It provides support for guest speakers, films, books, and equipment purchases related to film studies.

The Rhodes Athletic Equipment Fund was established in 2013 in honor of Mike Clary '77 by Dr. and Mrs. James H. Daughdrill.

Rhodes CARES (Center for Academic Research and Education through Service), funded by a \$6 million grant from the Robert and Ruby Priddy Charitable Trust of Wichita Falls, Texas, exists to strengthen undergraduate research and service tied to scholarship. The center encompasses programs such as Rhodes Institute for Regional Studies, Rhodes St. Jude Summer Plus research program, and Rhodes Learning Corridor. It also provides aid to students who have demonstrated experience in and commitment to community service.

Rhodes CODA (Center for Outreach in the Development of the Arts), established in 2005 through a \$5 million grant from The Robert and Ruby Priddy Charitable Trust of Wichita Falls, Texas, enhances the college's program and curriculum offerings in the fine arts. The grant will provide a fine arts scholars program with 16 scholarship recipients—four per class—who will not be limited to fine arts majors

but who will work either through performing a job, a service or a research project in the fine arts; an endowed chair for a permanent faculty position in the fine arts; and funding for curriculum and faculty development, student recruitment and mentoring, visiting artists, classroom and technology upgrades and other fine arts program enhancements.

The Richardson CODA Endowment was established by the late Kathleen Richardson in 2007. It provides programming and staff support for the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

The James R. Riedmeyer Collection was established in 1987 by Mr. Riedmeyer, then Senior Vice President, Federal Express Corporation. It is used to purchase books and periodicals in aviation, transportation, and communication.

The Riley Discretionary Endowment for Barret Library was created in 1998 by Dr. Robert I. Bourne, Jr. '54 and Anne Riley Bourne '54 in loving memory of Rev. Robert Quitman Riley, Class of 1894 (Anne's grandfather); John Riley, Class of 1926 (Anne's father); and Maclin Broadnax Riley, Class of 1930 (Anne's uncle). It provides funds to be used at the discretion of the Director of Barret Library.

The Charles Robertson '65 Endowment for Student Research and Engagement in Physics was established in 2007 by Charles Robertson '65 to support research fellowships for students to work with Rhodes physics faculty. It will also support the students in activities that will engage them in the physics community and the community at large. Recipients are selected through an annual competitive application process.

The Jack U. Russell Collection was established in 1986 in his memory by his son Mark Russell. The Russell Collection is used to enhance the mathematics collection in honor of Dr. Russell's service at Rhodes as Professor of Mathematics 1954-1981.

The Herb Smith Endowment was established in 2010 to support Meeman Center classes that had been taught by Herb Smith, most notably "The Art of Conscious Living."

The Paul Snodgrass '46 CODA Endowment was established through his estate. It provides programming and staff support for the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

The Helen Stauffer Memorial Library Fund was established in 2006 to provide funds to benefit the Paul Barret, Jr. Library.

The Irma Sternberg Faculty Support Fund in American History was established in 2009 through the estate of Irma Sternberg to support research and teaching in American history.

The White Family Regional Studies Endowment was created in 2007 through a bequest of John White '67. It will support students studying history through the Rhodes Institute for Regional Studies. Students selected for this opportunity are chosen through a competitive proposal process reviewed by the faculty of the institute.

The Spence Wilson Faculty Support in Religious Studies Endowment was established in 2012 by Spence L. Wilson, former Chair and current member of the Rhodes Board of Trustees. The recipient is Dr. Steven L. McKenzie.

Art Collections

The Robert I. and Anne Riley Bourne Collection was given in 1998 by the Bournes, both members of the Class of 1954. The photographic prints represent the work of distinguished photographer Edward J. Curtis and document life of Native Americans in the Pacific Northwest, circa 1905. Selected prints are periodically displayed in the Clough-Hanson Gallery and are used for teaching.

The Jessie L. Clough Art Memorial for Teaching was given to Rhodes in 1953 by sisters Floy and Etta Hanson in memory of their friend and first art teacher. The collection of Asian woodcut prints, porcelains, fabrics, and other objects forms the basis of the college's teaching collection. Selected objects are periodically displayed in the Clough-Hanson Gallery.

The Dorothy Seymour Harnden Collection in North American Native Art was given to Rhodes in 1990 in her memory by her husband, the late Robert C. Harnden. The Harnden Collection is on permanent display in Halliburton Tower and Buckman Hall.

The Harvey A. Pankin Collection was given in his memory by his son Jayson D. Pankin of Michigan in 1997. The prints, dating from 1960-80, document many of the styles or movements of those decades, including op art, hard-edged abstractions, figurative art, and photo-realism. Selected prints are periodically displayed in the Clough-Hanson Gallery and are used for teaching.

Awards

The Louise and Ward Archer, Sr. Award for Creativity, given by his late wife and his children, recognizes the student selected as having demonstrated the most creativity at Rhodes. The award honors the memory of Ward Archer, Sr. '39, founder of Ward Archer & Associates, now the public relations firm Archer/Malmo, and his wife Louise Thompson Archer '44, whose early career was in the advertising field in New York.

The Mac Armour Physics Fellows were established in 2015 in memory of Mac Armour '16 by Meri and Donald Armour.

The *Anne Howard Bailey '45 Prize for Creative Writing* was established by the estate of Anne Howard Bailey '45 in 2009 and given annually for excellence and merit in Creative Writing.

The *J. Allen Boone '71 Award* was established in 2013 by Dr. and Mrs. James H. Daughdrill. It is awarded to the Most Outstanding Student in Accounting.

The *William Bruce '11 Award for Outstanding Paper in Art History* was created in 2013 by Louise and Mike Bruce P'11 in memory of their son. This award is determined based on the review of student papers each spring by the Art History faculty.

The *Ruth Moore Cobb Award in Instrumental Music* was established by the late trustee Charles P. Cobb '44 in honor of his wife. The award is presented annually to the outstanding student instrumentalist in the Music Department as judged by the Music faculty.

The *Estelle R. Cone Award* is given annually to that student selected for outstanding service in an individual project through the Kinney Program. The award is in memory of Mrs. Cone, who was Kinney Program Director from its founding until 1975.

The *Charlie Cook Award for Excellence in Political Science* was established in 2013 by Lucy and Charlie Cook P'08. The scholarship is awarded to a senior who shows excellence in Political Science.

The *J. Hal Daughdrill Award* was established in 1986 by friends of Rhodes with memorial gifts to remember the eighteenth President's father. The award goes to the most valuable player of the football team.

The *Clarence Day Award for Outstanding Teaching*, established in 1981 by the late Clarence C. Day '52 of Memphis, is given annually to a full-time member of the teaching faculty at Rhodes to recognize excellence in teaching.

The *Dean's Award for Outstanding Research and Creative Activity* was established by the late Clarence C. Day '52 of Memphis in 1981 to recognize a Rhodes faculty member for significant research and/or creative activity which has been brought to fruition in a public form, e.g. scholarly writing, public performances.

The *CBIZ MHM Accounting Awards* previously known as *The Thompson Dunavant PLC Accounting Awards* were established by Thompson Dunavant PLC in 2008. One award is given each year to an outstanding junior majoring in commerce and business to provide financial aid during the senior year. A second award is given to an outstanding senior majoring in commerce and business who will enter and use the award for financial aid in the Rhodes' Masters of Science in Accounting program the academic year immediately after graduation.

The *Theodore William Eckels International Business Internships* were established in 2010 by his wife Betty Eckels, her son Rick Eckels '70 and her daughter-in-law, Rhodes trustee Laila Adams Eckels '71. This internship outside the U.S. at an international business is restricted to deserving rising juniors and seniors majoring in commerce and business or economics with relevant foreign language skills.

The *Garrott Award* was established in honor of Thomas M. Garrott, III. Chosen by the Political Economy faculty members, this award recognizes a student who has demonstrated excellence in Political Economy.

The *Donald J. Gattas Memorial Award* is given annually to the student judged to be most outstanding in Middle Eastern Studies.

The *Rebecca Rish Gay Most Outstanding Female Athlete of the Year Award* was established in 1996 by Dr. and Mrs. James H. Daughdrill, Jr. in memory of her mother.

The *Walter E. Gay Most Outstanding Male Athlete of the Year Award* was established in 1996 by Dr. and Mrs. James H. Daughdrill, Jr. in honor of her father.

The *Mel Grinspan Award for the Outstanding Intern* was established in honor of the late Mel G. Grinspan, Professor Emeritus of Economics. The award recognizes a student who exemplifies excellence in achieving significant and measurable credit within the internship program.

The *Sally Becker Grinspan Award for Artistic Achievement* was established during his lifetime by Professor Emeritus Mel G. Grinspan to honor his wife. It is presented each year to a student majoring in art who produces that piece of art, in any medium, which is selected by a committee of artists and/or art curators as an outstanding creation.

The *Michael E. Hendrick '67 Award in Organic Chemistry* was established in his memory by his wife Martha S. Laurie '69 and their friends. It provides a summer stipend for outstanding students to conduct research in the field of organic chemistry.

The *Ralph C. Hon Leadership Award* recognizes a senior Commerce and Business major who has the highest achievement in the area of leadership.

The *Hunter Award for Excellence in Neuroscience* was established in 2006 through the estate of Arthur W. and Doris B. Hunter to recognize graduating neuroscience majors, who have been accepted into a graduate program in neuroscience or a related field, and who have excelled in the classroom and laboratory.

The *Wasfy B. Iskander International Internship in Economics* was provided by family and friends of the late economics professor. It provides an internship experience outside the U.S. for a rising senior majoring in economics.

The Jameson M. Jones Award for Outstanding Faculty Service continues a practice of recognizing faculty service first started by the Charles E. Diehl Society in 1988. The award, which honors a current faculty member who has rendered exemplary service and provided leadership to the Rhodes community, was provided in 2005 by Rhodes alumnus and trustee, John D. Gladney '74. Dr. Jameson M. Jones '36 served as professor of moral philosophy and dean of the college from 1955 to 1971.

The Jane Donaldson Kepple Writing Prizes are awarded annually to four students for excellence in writing as judged by a committee of faculty members. The awards are given in four categories: Freshman English Essay; Senior English Essay; Poetry, Fiction, and Drama; and Scholarly Essay. These prizes were established in 1985 by Thomas R. Kepple, Jr. in memory of his wife.

The Rose & Solly Korsakov Psychology Award was provided by Allan B. Korsakov '64 to honor his parents' memory, foresight, wisdom, and sacrifices for their two sons. The Korsakov Award recognizes an outstanding student in the field of psychology.

The Morelle Legg International Internship for Women provides international internship opportunities with preference given to female economics or commerce and business majors.

The George Lapidus Sportsmanship Award was established in 2014 by various donors. It will be awarded every spring at the Rhodes Athletic Banquet to the senior athlete who best exemplifies highest level of sportsmanship.

The Freeman C. Marr Track and Field Award is presented annually to the outstanding athlete who best exemplifies dedication to the principles of scholarship and athletics. This award honors Freeman C. Marr '48: athlete, scholar, coach and dedicated alumnus of the college.

The Robert D. McCallum Competitive Enterprise Award was established by Dr. Ben. W. Bolch, Professor Emeritus of Economics and Business Administration, in honor of the late Robert D. McCallum, a trustee of the college. It is awarded annually to a student who is deemed to have carried out the most significant entrepreneurial activity while at Rhodes.

The Mollie Royall McCord Memorial Prize in Bible was established by a bequest from Mollie R. McCord '36. It goes to a senior or rising senior who has shown promise in this area and is interested in a career as a church minister, missionary or medical missionary.

The Susan Tidball Means Award was created in 1991 to be awarded to a junior student and to assist in underwriting a project in Women's Studies.

The Fred Neal Freshman Prize is awarded to the outstanding student in the interdisciplinary course, "The Search for Values in the Light of Western History and Religion." It was established by friends of Professor Neal during his lifetime.

The Lynn Nettleton Prize was created by Lynn N. and Olive Allen Hughes in memory of his grandfather and in honor of their daughter, Dixon Presswood Schultz '83. It is awarded to the senior who has written the year's most outstanding paper in economics or business.

The Cynthia Marshall Award was created in 2005 by family and friends of Professor Cynthia Marshall. The award is given to the most deserving senior majoring in English who is pursuing graduate studies in any field in the humanities.

The Memphis Panhellenic Association, in its desire to encourage scholarship, presents an award to the sorority woman of the graduating class at Rhodes College having the highest scholastic average for her entire college career.

The John Planchon Award for Excellence in Commerce and Business was established in 2013 by Dr. and Mrs. James H. Daughdrill. It is awarded to the Most Outstanding Student in Business and Commerce.

The Peyton Nalle Rhodes Phi Beta Kappa Award was created by members of the Rhodes Chapter of Phi Beta Kappa.

The Jack U. Russell Awards in Mathematics were established by friends of Professor Jack Russell of Rhodes. They are awarded to outstanding mathematics students selected by the Department of Mathematics and Computer Science.

The Jane Hyde Scott Awards, established by a bequest from Jane Hyde Scott '30, are given to rising seniors for special academic activities in the summer prior to the senior year. Five awards are given annually: The Robert Allen Scott Award in Mathematics, The Joseph Reeves Hyde Award in Religious Studies, The Ruth Sherman Hyde Award in Music, The Margaret Ruffin Hyde Award in Psychology, and

The Jeanne Scott Varnell Award in Classical Languages.

The W. O. Shewmaker Memorial Fund was established by alumni and friends in memory of Dr. W. O. Shewmaker, Professor of Bible at Rhodes 1925-41. The income from this fund is used annually for an award of books to the student who attains the highest distinction in the interdisciplinary course, "The Search for Values in the Light of Western History and Religion."

The Ida LeBlanc "Lee" Smith Foreign Studies Award was established in her memory by her family, friends and classmates. Lee '05 is remembered for her enhancement of her Rhodes experience through participation in the college's British Studies at Oxford program. This award helps to fund a study abroad opportunity for a student who might not otherwise be financially able to undertake such study.

The Spencer Prizes in Greek were established in memory of Mr. H. N. Spencer, Port Gibson, Mississippi. They are awarded to those students in each class who attain the highest distinction. In addition, a prize is awarded to the student who has attained the highest

absolute, not merely relative, grade during four years of Greek courses.

The Algernon Sydney Sullivan Awards, a medallion and certificate provided by the New York Southern Society of the City of New York, are awarded to the man and woman students of the graduating class and to one outstanding citizen of the community who best exemplify Mr. Sullivan's ideals of excellence in character and service to humanity.

The Spence Wilson Faculty International Travel Fund was established in 2007 by the Kemmons Wilson Family Foundation in honor of Rhodes trustee Spence L. Wilson. The funds will be used to fund faculty international travel opportunities including but not limited to conducting research outside the U.S.; collaborating with colleagues from throughout the world; traveling to retool or expand our curriculum; presenting papers at international conferences; and taking students abroad.

The Rob Wolcott '93 Endowed Internship was provided by family and friends to support an internship at the Church Health Center in recognition of Rob's commitment to service and health care for the poor and homeless.

Scholarships and Fellowships

The following listing of scholarships and fellowships is provided for informational purposes to showcase the rich scope of opportunities at Rhodes and to honor the generous benefactors who have provided these scholarships and fellowships. Please refer to the Financial Aid Application Procedures if you are interested in pursuing scholarship assistance at Rhodes. You should be aware that not every scholarship is available every year. Many of the scholarships listed here are renewable and are retained by the chosen recipients throughout their four years at Rhodes. You can be confident, however, that each aid applicant is automatically considered for every available scholarship and fellowship for which s/he qualifies.

The George I. Alden Trust Scholarship was funded by a challenge grant from the George I. Alden Trust and gifts from alumni and friends of the college. It is used for general scholarship aid for students with need.

The Elizabeth Alley Ahlgren Art Scholarship was established in 1987 by Dr. Frank R. Ahlgren of Memphis in honor of his wife for worthy students interested in painting or sculpture.

The Emerson A. and Emily Peale Alburty Scholarships were established by Mr. and Mrs. Alburty of Memphis during their lifetimes. Selection of the scholarship recipients is based primarily on financial need and preference will be given to Memphis and Shelby County residents.

The Mary Orme Amis Scholarships for Women were established by family members to honor their mother and are awarded to deserving female students.

The Catherine D. Anderson Scholarship was established by the late Ms. Anderson of Hughes, Arkansas.

The Walter P. Armstrong, Sr. Memorial Scholarship was established by Dr. Walter P. Armstrong, Jr., the law firm of Armstrong Allen, and friends.

The A. L. Aydelott Students Memorial Scholarship Fund was established by his daughter, the late Mrs. Josephine A. Johnson, Memphis.

The Mary Lowry Bacon Scholarship was established by her son, Henry W. Bacon, and her granddaughter, Barbara B. Henderson. It is awarded to a student of religion.

The John W. Baird M.D. and Florence D. Baird Scholarship was established in 1999 by Florence Baird '40. It provides aid to deserving students with demonstrated financial need.

The Minnie Lee Hamer Bales '35 CODA Scholarship was created in 2010 through her estate. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

The Leon T. Banakas '53 Scholarship was established by Mrs. Frances Mellen-Banakas in memory of her husband. It provides aid to deserving pre-medical students on the basis of academic promise and ability.

The Albert D. Banta Scholarships provide for Rhodes College one-third of the income from a trust created by the late Albert D. Banta, Shreveport, Louisiana.

The Donna Lorraine Barlett Scholarship, created by alumna Ms. Barlett '80, gives preference to students with financial need who are in foster care or who are from a single-parent household.

The Frank G. Barton Scholarship Fund was established by his wife, the late Mrs. Pauline C. Barton, Memphis.

The James H. and Carol P. Barton International Study Fellowship was established by Rhodes trustee James H. Barton in 2006. It provides financial aid for deserving students who desire to study abroad. Recipients are selected by competitive application.

The Adam P. Beeler Christian Service with Youth Scholarship was established by the family and friends of the late Adam Beeler '99. The scholarship is to be awarded to a deserving junior or senior who has demonstrated a commitment to Christian service in an under-resourced environment with preference given to students who have been active with STREETS Ministries and/or The Neighborhood School.

The Bellingrath Fellowships were established through the will of Walter D. Bellingrath. Consideration is by nomination only and the Bellingrath Scholars are chosen based on their academic and extracurricular records and an interview by a scholarship selection committee.

The BellSouth Mobility Scholarship was provided by BellSouth Mobility, now merged into AT&T, for a deserving student with demonstrated financial need. Preference is given to students from Memphis.

The Herman Bendorf II Scholarship, established in 1988, is awarded to a junior from Shelby County with an interest in business and a 3.0 grade point average. The scholarship may be renewed in the recipient's senior year.

The Francis B. and Mildred Benton Scholarship was established in 2006 through the estate of Francis B. Benton '36 to aid deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the arts.

The Jacque Hammett Betts and Margarette H. Wurtsbaugh Scholarship was established by the late Mrs. Betts, and Mr. and Mrs. Alfred D. Wilhelm of Little Rock, in memory of these sisters who were Mrs. Wilhelm's aunts.

The Herman W. Bevis Scholarship was created and later endowed in her lifetime by the late Mrs. Jenny Lyde Bevis in memory of her husband, Herman Bevis '30.

The Winton and Carolyn Blount Service Scholarship was provided in 2005 by the estate of Winton M. Blount, Chair of Rhodes' Board of Trustees 1988-92. Mr. Blount was a former U.S. Postmaster General and founder of Blount, Inc., an international construction firm based in Montgomery, Alabama. It provides financial aid for deserving students who have demonstrated experience and commitment to community service.

The Bonner Foundation Scholarships, funded by The Corella and Bertram F. Bonner Foundation, provide financial aid for deserving students who demonstrate experience and commitment to community service and have high financial need. Each student receives a grant for financial aid, a stipend to substitute for work study aid, and a summer living allowance.

The Eleanor and Millard Bosworth Scholarship was established in their memory by their daughter, the late Eleanor Bosworth Shannon. It is awarded annually to students with need.

The Elizabeth Bourne Webb '81 & John Riley Bourne Service Scholarship was established by Dr. and Mrs. Robert Irl Bourne, Jr., members of the class of 1954. The scholarship is awarded to students who demonstrate interest and involvement in community service as an applicant to Rhodes and while at Rhodes commit to engage in approximately ten hours of weekly community service.

The Dr. Robert Irl and Anne Riley Bourne Scholarship was established by the Bournes, both members of the Class of 1954, to be awarded to deserving students on the basis of academic promise and ability.

The Helen M. Bowld Scholarship is awarded each year to a student of religion in grateful memory of Miss Helen M. Bowld, a dedicated member of the college staff for many years.

The J. Bayard Boyle, Sr. Scholarship was created by the late Sam M. Fleming of Nashville to honor the memory of his good friend. Additional support was provided by Joanne Fleming Hayes and Toby S. Wilt. It is awarded to a student with financial need.

The Arabia Wooten Brakefield '42 and Betty Mae Wooten Michael Scholarship was established by their father, the late Mr. Hoyt B. Wooten, Memphis.

The Helen '51 and Denby Brandon '50 Scholarship was established in 1999 by Mr. and Mrs. Brandon in honor of their 50th class reunions.

The Theodore Brent Scholarship was established by Mr. Brent of New Orleans.

The C.A. and Louise Branyan Fellowship was established in 2009 by Carole Louise Branyan '67 in memory of her parents. This fellowship gives preference to female graduates from White Station High School, Memphis, TN who are of the Presbyterian faith.

The Charles and Helen Branyan Fellowship was created by Carole Louise Branyan '67 in 2009 to honor the memory of her aunt and uncle. This fellowship gives preference to female graduates from White Station High School, Memphis, TN who are of the Presbyterian faith.

The LeNeil McCullough Broach Scholarship was funded through the estate of Ms. LeNeil McCullough Broach '29.

The Brown Scholarship was established in 2006 by Susan E. Brown, parent of Clark Ruppert '10. The scholarship is awarded to residents of Shelby County, Tennessee, with demonstrated high financial need who have a willingness to be engaged in activities at Rhodes and

who have potential for academic success.

The C. Whitney Brown Scholarship was established by friends and family of the late C. Whitney Brown to provide assistance to economically disadvantaged Shelby County students, not otherwise able to attend Rhodes, sponsored by any Memphis organization dedicated to improving the future of Memphis youths. Preference is given to Memphis Boys Club/Girls Club members.

The Enoch Brown Scholarship, established by the late Mrs. Enoch Brown, Franklin, Tennessee, in memory of her husband, is awarded to students from Shelby County or Williamson County, Tennessee.

The Jean Brown Scholarship was established through a bequest from the late Miss Jean Brown of Hot Springs, Arkansas.

The L. Palmer Brown Service Scholarship was founded in 2004 by Axson and Bryan Morgan in honor of L. Palmer Brown. This scholarship is awarded based on merit and financial need.

The Robert L. Brown Scholarship was provided through the estate of alumnus Robert L. Brown '35.

The S. Toof Brown Scholarship was established by Whit Brown in memory of his father.

The W. C. Brown Memorial Scholarship was established by the children of the late William Clark Brown, Sr., Stamps, Arkansas.

The John H. Bryan Scholarship was established during his lifetime by the late John H. Bryan, Sr., West Point, Mississippi, founder of Bryan Foods.

The Louise and John Bryan CODA Fellowship was established in 2007 by trustee John H. Bryan, III '83 and his wife Louise. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

The Annie Rose and Leslie H. Buchman Scholarship was established by Southern Fabricators, Inc., Mr. Paul Isbell, and the late Mrs. Buchman of Memphis.

The Mertie W. Buckman International Scholarships for Women are awarded annually to deserving junior and senior students with financial need to participate in Rhodes-sponsored programs abroad or in Rhodes' exchange programs. Preference is given to women students.

The Robert Buckman Scholarships for Study Abroad were established in 2003 by Rhodes trustee Robert H. Buckman and his wife Joyce Mollerup to enable qualified students to study abroad, either for a semester or for a complete academic year, and to then participate in the development of international awareness at Rhodes upon their return. Buckman Scholars must have completed at least two semesters at Rhodes at the time of the award and preference will be given to juniors or rising juniors. Demonstrated financial need may be a consideration in the granting of these scholarships. These scholarships are not available to students applying for summer program study. For more information, contact the Buckman Center for International Programs.

The Stanley Joseph and Mertie Willigar Buckman Scholarship was established by the late Mrs. Buckman to support students with need.

The Buntyn Presbyterian Church Scholarship was established to provide assistance to a student from Tennessee.

The Chloe Malone Burch Service Scholarship was created in 2010 through her estate. It provides financial aid for deserving students who have demonstrated experience in and commitment to community service.

The Mary Ross Burkhart Scholarship was established in 2013 by Pedie Pedersen '70 to honor former Rhodes Professor Mary Ross "Tara" Burkhart.

The Catherine W. Burrow Scholarship was established by the late Mrs. Burrow of Memphis.

The Kathryn Brown Butler Emergency Assistance Fund was established in 2011 by The Kathryn Brown Butler Family Foundation. It provides emergency aid beyond the normal financial aid to students who are active and successful members of the Rhodes community and demonstrate a need for emergency assistance.

The Betty Calandrucchio Scholarship, established by Mrs. Calandrucchio in memory of Dr. Peyton Nalle Rhodes, President Emeritus of the college, provides financial aid with preference given to female students who demonstrate financial need.

The Katherine Carter Service Scholarship was established in 2006 by Thomas L. Carter, Jr. and Eugenia Graves Carter, parents of Katherine '05. It is awarded to students who demonstrate financial need as well as experience with and commitment to community service.

The Samuel Craighead Caldwell Memorial Scholarship was established by First Presbyterian Church, Hazlehurst, Mississippi.

The Wheeler Carleton Scholarship was established in 1947 by the Women of the Church of the Synod of Alabama. Preference is given to a Presbyterian student from Alabama.

The Dr. and Mrs. Herbert V. Carson Scholarship was established by Mr. and Mrs. Herbert V. Carson, Jr. of Houston in memory of his parents.

The Christina Barham Caruthers Service Scholarship was established in 2006 through the estate of Christina Barham Caruthers. It is awarded to students who demonstrate experience in and commitment to community service.

The Fay Rye Caudle CODA Scholarship was established by Scott Rye '83 and Ruth Metcalfe Rye '84 in 2007. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

The CBJR Foundation Emergency Assistance Fund was provided in 2013 by the CBJR Foundation to provide support to students who find themselves in emergency financial need.

The Walter Chandler Scholarship was established by citizens of Memphis in honor of the former mayor of Memphis.

The Chapman Service Scholarship was established in 2005 by Christopher J. Chapman and Mary Beth Blackwell-Chapman, parents of Molly '05. It provides financial aid for deserving students who have demonstrated financial need as well as experience with and commitment to community service.

The Alice S. Christenson Scholarship was created in her honor by her son, Gray Stevens '82 and his wife Allison. It benefits students of high academic ability with demonstrated financial need. Preference is given to students from Alabama.

The Anne Marie Clark '12 Fellowship was established in 2012 by Ed Clark P'12 in honor of his daughter. The scholarship will provide support for one student's four years at Rhodes, provided s/he maintains satisfactory grades, carries a full-time course load, and takes advantage of at least one beyond-the-classroom learning opportunity that furthers his/her academic or career interests.

The Class of 1950 Scholarship was provided by alumni of the Class of 1950 in honor of their 50th Class Reunion in October, 2000.

The John Colby Service Scholarship was established in Barry Johnson '83 and Susanna Johnson in 2007 to support students with demonstrated financial need and commitment to community service and leadership.

The Jefferson K. Cole Scholarship was established by the late Mrs. Anna P. Cole of Memphis in memory of her husband.

The Elizabeth Williams Cooper '30 Scholarship was established by the late Mr. and Mrs. A. B. Cooper of Nashville in appreciation of the education that Rhodes provided Mrs. Cooper.

The James Leonard Cooper Scholarship was established by his late daughter, Miss Lula W. Cooper.

The Mrs. John S. Cooper Memorial Scholarship was established by Mr. Douglas Johnston of Memphis in memory of his mother.

The Robert Emmet Craig Scholarship was established by his late wife, Mrs. Robert E. Craig, and his daughters, Mrs. Amelia Craig Lane and Mrs. Samuel Sanders III, New Orleans, Louisiana.

The Serena Crawford Scholarship for Women was initiated by alumnae Sallie Brooks Clark '76, Donna Kay Fisher '71, Katherine Maddox McElroy '77, Carol Ellis Morgan '76, and Sara Jeannette Sims '76 in memory of their friend Serena '75. It provides assistance to women students with financial need.

The Jere Lawrence Crook, Jr. Scholarship was established by a generous gift of the late Mr. Crook, prominent Memphis real estate developer, world traveler and civic leader. Preference is given to international students.

The Patsy Braswell Culverhouse '54 Scholarship was created in her memory by her husband Cecil Culverhouse and their sons Ian and Rob. The scholarship benefits a young woman who would not be able to attend Rhodes without financial aid.

The Curran-Lydict Scholarship was established in 2013 by Chrissy and Walter Lydict '68. The scholarship is designed to challenge and graduate talented students from middle income families.

The James and Elizabeth Daughdrill Scholarship was established in 2014 by Robert H. Buckman and Joyce A. Mollerup. The scholarship will be awarded to a worthy student with need who has overcome significant obstacles on their path college.

The Ellen Davies-Rodgers Scholarship in Early Elementary Education was established by the late Dr. Ellen Davies-Rodgers. This scholarship is presented to an outstanding student with special interest in early elementary education.

The Dan W. Davis Service Scholarship was provided in 2005 through the estate of Dan W. Davis of Memphis. It provides financial aid for deserving students who have demonstrated experience and commitment to community service.

The Jefferson Davis Scholarship was established by the late Jefferson Davis and his widow, Jerdone, of Atlanta, Georgia, both alumni of the college, classes of 1931 and 1934. Mr. Davis served for many years as a member of the Board of Trustees.

The Davison Scholarship was established by Mr. W. F. Davison, Misses Ethel and Marjory Davison, and Mrs. J. D. Crosby in memory of their parents. Preference is given to qualified students from the area formerly known as the Synod of Alabama.

The Mary Robertson Day Scholarship was established by the Watauga Chapter of Daughters of the American Revolution.

The A. Clark and Mary Cooper Dean Scholarship was established in 1992 to assist deserving students in receiving a liberal arts education.

The Dickson Family Scholarship is provided by the late Dr. Bonnie Adair Dickson, the late Frederick L. Dickson, Jr. '38 and the late Elizabeth Blue Dickson '39.

The Charles E. Diehl Scholarship was established from the estates of Mrs. Lula Reese and Erma Reese Solomon.

The Charles I. Diehl Scholarship was endowed by a bequest from Charles I. Diehl '31, who served as Dean of Men and Professor of Education for the college. It is awarded to a deserving student with demonstrated financial need.

The Diehl Scholarship in Voice was established in memory of Mrs. Christiana Nolte Diehl and Mrs. Katherine Ireys Diehl by members of the Diehl family and friends. This scholarship is awarded to a student majoring in voice based on academic achievement.

The Kathryn Ireys Diehl and Mary Pond Diehl Memorial Scholarship was established at Rhodes and supported through the generosity of Kathryn Diehl's son, the late Mr. Charles I. Diehl, and the Association of Rhodes Women.

The Christina Zengel Dinkelacker Memorial Scholarship was funded by family and friends of Christina '70. The scholarship goes to a deserving female student to enable her to study abroad with preference for programs in art, languages, and literature.

The Hugo Dixon Scholarship was established through a gift from the George H. McFadden and Bro. Fund of Memphis in memory of Mr. Dixon who was Chairman of the Board of Valmac Industries, patron of the arts in Memphis and the Mid-South, and business and civic leader.

The Elizabeth Rodgers Dobell Scholarship was established through contributions from family members and friends in memory of Elizabeth Dobell '58.

The Janice Ost Donelson Scholarship was created by family and friends in 2010 to honor the late wife of Dr. Lewis Donelson '38.

The Joseph A. Dunlinton Scholarship was established by the First Presbyterian Church of Selma, Alabama, in honor of its minister.

The Paul and Frances Durff Scholarship was provided by Judith Simono Durff '66 and Thomas H. Durff '65 to honor his parents. The scholarship is awarded to students with need from a Memphis public school.

The David Burns and Blanche Butler Earhart Scholarship was established by Mrs. Blanche Butler Earhart of Memphis.

The John A. Edmiston, Jr. Scholarship was established by his parents, Mr. and Mrs. John A. Edmiston, Sr.

The J. S. and Capitola Edmondson Scholarship was established by the late Mr. and Mrs. J. S. Edmondson of Memphis to aid worthy students.

The Mark A. Edwards '79 Memorial Fund was created with memorial gifts from his family and friends.

The John Farley Scholarship was established in 1990 upon his death by the family and friends of John Farley '37, a noted lawyer in New York.

The Anna and Jack D. Farris Scholarship was created by alumni couple Mark '82 and Elizabeth Sheppard '84 Hurley. It honors Anna Farris, former Associate Dean of the British Studies at Oxford Program at Rhodes, and the late Jack Farris, Professor Emeritus of English.

The Joseph Peyton Faulk Memorial Fund was established by Robert W. Faulk in memory of his father to aid worthy students with need from Tipton County, Tennessee, who are pursuing a full-time course of study leading to a bachelors degree.

The Federal Express Scholarship was established by FedEx Corporation.

The Nancy Tanner & James Rodney Feild Scholarship was established by J. Rodney Feild. Preference is given to pre-medical students with need who serve in a hospital or clinic treating private patients.

The Files Sisters Memorial Scholarship was established by the late Miss R. M. Files, Shreveport, Louisiana.

The James O. Finley '26 Family Scholarship, created by Dr. James G. Finley '62 and his wife Mary Lou Carwile Finley '64, provides financial aid with preference for students from Middle Tennessee.

The First Presbyterian Church Memorial Scholarship was established by the First Presbyterian Church of Gallatin, Tennessee.

The Josie Millsaps Fitzhugh Scholarship was established by The Josephine Circle of Memphis, in honor of its founder, the late Mrs. Gutson T. Fitzhugh, Memphis.

The Sarah Mackenzie Flemister and Robert C. Flemister, Jr. Scholarship was established by the late Mr. and Mrs. Robert C. Flemister, Jr. '26 of Birmingham, Alabama, for deserving students with need.

The Amy and Cary Fowler Crossroads Fellowship was established in 2014. Students will collect and catalog historically important source materials which chronicle various aspects of the Civil Rights movement in the Memphis area.

The Cary Fowler Environmental Studies International Fellowship was established in 2012 by trustee Steve Lainoff and his wife, Riea. This fellowship will be awarded to a senior to work for the Global Crop Diversity Trust for at least one year following graduation from Rhodes College.

The Joseph A. and Morgan C. Fowler Scholarship Fund was established in 1957 with a gift from the Freemasons. Since then, the scholarship has grown through the generosity of the Lillian Goldman Charitable Trust, Cary Fowler '71, and Amy Goldman Fowler. The scholarship honors Cary's parents, and is awarded each year to a worthy student.

The Edgar Wiggin Francisco Scholarship and *The Ruth Bitzer Francisco Scholarship* were established by Dr. Edgar Wiggin Francisco, III '52 in honor of his father and mother.

The Fraser Lagniappe Scholarship Fund provides scholarship assistance to a nontraditional age student with financial need.

The John Chester Frist Memorial Scholarship was created by his brother, the late Dr. Thomas C. Frist, Sr. '28, a Rhodes trustee. John was a leader in many areas of campus life. He was a minister and leader in the Presbyterian Church until his death in 1959.

The Jennie Puryear Gardner Scholarship was established in 2007 by Mildred Puryear Marshall in honor of her sister, Jennie Puryear Gardner '31. Preference is given to women from the South with an interest in writing or literature.

The T.M. Garrott, Jr. and Lina H. Garrott Scholarship was created through their estates to assist deserving students from Mississippi selected on the basis of academic promise and ability. Their son, Rhodes trustee Thomas M. Garrott, III has increased the value of the Garrott Scholarship through additional gifts.

The Robert L. Gay Service Scholarship was provided in 2005 through the estate of alumnus Robert L. Gay '62. It provides financial aid for deserving students who have demonstrated experience and commitment to community service.

The Mary Snowden Treadwell Gee and Elisha Gee Scholarship, established in Mr. Gee's memory by Mrs. Gee during her lifetime, recognizes the many outstanding Rhodes College students who worked for Mr. Gee. The scholarship is awarded to students with need.

The Georgia Scholarships, endowed by an anonymous foundation, provide assistance to students with recognized leadership potential from middle-income Georgia families. Preference is given to members of the Christian faith.

The German Study Abroad Fellowship was established by an anonymous alumnus in 2008 to encourage students to adopt a minor or major in German and to learn the German culture. It is awarded to students who wish to study abroad in Germany and have demonstrated financial need.

The A. Benson Gilmore Memorial Service Scholarship was created by Rhodes trustee Vicki Gilmore Palmer '75 in honor of Dr. and Mrs. James H. Daughdrill, Jr., President Emeritus of the college and his wife, and in memory of Ms. Palmer's mother. It benefits minority students with financial need who have demonstrated experience in and commitment to community service.

The Sally Pettus Gold Scholarship was established by Dr. Edward A. Mohns of Portland, Oregon.

The Goldsmith Family Scholarship was established through a gift from the Goldsmith Foundation in memory of Jacob and Dora Goldsmith.

The C. M. Gooch Scholarships were established by the will of Mr. C. M. Gooch, prominent Mid-South lumberman and businessman.

The Abe Goodman Memorial Scholarship was established by his sons, Charles, Abe, and William Goodman, Memphis.

The Dan F. Goodwin, Jr. Scholarship was given in honor of Dan F. Goodwin, Jr., member of Rhodes Board of Trustees for eight years. Preference is given to children of ministers from the states of Louisiana and Texas and selection is based primarily on financial need.

The Margaret Gorman Scholarship was established by John F. Gratz, Jr., of Memphis, to be given annually to that student who, in the judgment of the faculty of the Music Department, presents the greatest proficiency in the understanding and performance of the classical and romantic periods of music on the piano or to a deserving student majoring in music composition

The Lorle and Neely Grant Scholarship was established by Lorle Grant, whose late husband, Neely, was a member of Rhodes Class of 1946. The scholarship is awarded to minority students with need.

The Fred R. Graves Scholarship was established by friends of the late Dr. Graves, longtime Presbyterian minister in Mississippi, and by Mr. and Mrs. Jere B. Nash, Jr., of Greenville, Mississippi. Income from the Fund is awarded each year on the basis of need and merit.

The Michael Grehl Scholarship was established in his memory by his late wife, Audrey, Scripps-Howard, family, and friends, to support deserving returning students who have financial need beyond the college's financial aid package. Mr. Grehl was Editor of *The Commercial Appeal*, a Scripps-Howard newspaper.

The Hans and Frances Groenhoff Scholarship for Art and Art History Majors was established in memory of the world-famous photographer by his wife, the late Fran Groenhoff, and their friends. Recipients are limited to those students majoring in Art or Art History.

The Charles E. Guice Scholarship was established by members of the J.J. White Memorial Church and the Presbytery of South Mississippi.

The A. Arthur Halle Memorial Scholarship was established by trustees of the A. Arthur Halle Memorial Foundation, Memphis.

The James Hamilton Memorial Political Science Scholarship was established in his memory by gifts from Olivia Meyer Browne and is awarded to a deserving student.

The Hammond-Moore Scholarships were established by the late Mark B. Hammond, '39 and R. M. Hammond, Jr. in memory of their father, R. M. Hammond, and Dr. Moore Moore, both of Memphis.

The Dorothy Seymour Harnden Scholarship was established by the late Robert C. Harnden of Memphis in memory of his wife.

The Ethel Ashton Harrell '54 Scholarship, established by Dr. Harrell, gives preference to female students with documented financial need.

The Hassell Scholarship was provided through the estate of Pauline Hassell Nicholson to assist students from or near Wayne County, Tennessee.

The Rev. Robin R. and Daniel B. Hatzenbuehler Summer Ministry Fellowship for Social Justice was established in 2010 by this alumni couple of the class of 1971. It is awarded by competitive application in which students describe their interest and past involvement in ministry and social justice, as well as their aspirations for the impact of the fellowship and a proposed placement or project.

The William Randolph Hearst Scholarship, created by the William Randolph Hearst Foundation of New York, provides assistance to African-American students.

The Frank H. Heiss Scholarship Fund, established by the New York City law firm of Kelley Drye & Warren in memory of its distinguished law partner and 1928 alumnus of Rhodes, is supported by his daughter.

The Imelda and Hubert Henkel Scholarship was created in their memory by their four children, all of whom are Rhodes graduates: Mike '79 and Frances '79 Henkel, Tim Henkel '81, Keith '83 and Linda '83 Henkel, and Michelle Henkel '86.

The J. D. and Evelyn Henry Scholarship was established by the late Mr. J. D. Henry, Selma, Alabama, in grateful and loving memory of the family. His wife, the late Evelyn Henry, also provided support for this scholarship.

The Francis G. Hickman Scholarship was established by Edwyna Hickman, of Memphis, as a memorial to her husband. Preference is given to a student majoring, or intending to major, in the Department of Anthropology/Sociology.

The Harold "Chicken" High Scholarship honors this outstanding 1933 graduate of Rhodes and is funded by John S. and Tan Heslip Hille, '69, '69. Preference is given to an outstanding member of Pi Kappa Alpha.

The Chick and Andi Hill Service Fellowship was created in 2007 to provide aid to a student from Memphis with demonstrated financial need and commitment to community service and leadership.

The Hohenberg Foundation Scholarship is awarded to a student with financial need.

The Beth Bevill Hollingsworth Scholarship was established by her sons Cyril E. Hollingsworth '64 and Donald M. Hollingsworth '67 of Little Rock, Arkansas. Preference is given to a student with need.

The David Wills Hollingsworth Scholarship was established by The First Presbyterian Church, Florence, Alabama, to honor the memory of their longtime minister. Scholarships are awarded on the basis of financial need, with preference to students from Alabama.

The Emily How Holloway Scholarship was established in her memory by her husband, the late E. Thompson Holloway, Sr. '33, and children Emily H. Walker '64, and E. Thompson Holloway, Jr.

The Elizabeth Hart and Horace King Houston Memorial Scholarship was established by the Reverend Horace K. Houston, Jr. This scholarship is given to an active member of a Presbyterian Church who is a resident of Essex County, New Jersey; Washington County, Mississippi; or Shelby County, Tennessee.

The Gabriel and Mattie Houston Scholarship was established in 1955 by the late Mrs. Houston of Oxford, Mississippi.

The Margaret Mason Jones Houts and J. Thayer "Toto" Houts Scholarship was established by the late Mr. J. Thayer Houts '37 and his late wife, Mrs. Margaret Mason Jones Houts '40 of Memphis.

The Dave and Amy Howe Endowed Scholarship was established in 2016 by Amy and Dave Howe '83 P'19. This scholarship is awarded to students with financial need and selected on the basis of academic achievement and promise.

The Elizabeth J. Howard Scholarship was established by T. C. Howard of Covington, Tennessee, in 1937.

The S. Francis Howard Scholarship was established in 1979 by an anonymous donor in memory of Mr. S. Francis Howard '26.

The Thomas Percy Howard, Jr. Memorial Scholarship was established by members of the First Presbyterian Church of Tunica, Mississippi.

The John C. Hugon Scholarship was established by the late John C. Hugon '77 of Duncan, Oklahoma, during his lifetime to provide financial assistance to deserving students, perhaps in addition to that normally provided by the college. Additional funding was provided by McCasland Foundation, as well as family and friends.

The Joanne E. Hunt Memorial Scholarship was established by Mr. and Mrs. George B. Jones in memory of Mrs. Jones' daughter, an alumna of Rhodes, Class of 1960.

The Kristin D. and Vernon S. Hurst Scholarship for European Studies, established by alumna Kristin Dwelle Hurst '88 and her husband Vernon, provides aid for a Rhodes student participating in European Studies.

The Margaret Hyde Council International Scholarship for Women was established by the members of the Margaret Hyde Council to aid students in study abroad opportunities. It is also supported by alumnae and friends of Rhodes. Preference is given to women students.

The Margaret Hyde Leadership Scholarship was created by Margaret Hyde Council board members Theresa Cloys Carl '75, Susan Logan Huffman '83, and Joellyn Forrester Sullivan '77. It gives preference to upperclass women who have demonstrated leadership in campus organizations, community service, or academics.

The Wendy and Bill Jacoway Scholarship was created by alumnus William H. Jacoway '62 and his wife Wendy.

The Sarah Elizabeth Farris and Thomas Francis Jackson Scholarship was established by Mrs. Elizabeth Jackson Hall and her son, T. Francis Jackson, III '62.

The Reverend William Nathan Jenkins Scholarship was established by his wife, the late Pearl C. Jenkins and his daughter, Miss Annie Tait Jenkins of Crystal Springs, Mississippi, to honor Mr. Jenkins, a Presbyterian minister and a member of Rhodes Class of 1895.

The Jane and J. L. Jerden Service Scholarship was established by Jane and J. L. Jerden '59 of Atlanta, Georgia. It provides aid to students who have demonstrated experience in and commitment to community service.

The Johnson Family Scholarship, created by alumnus Barry Johnson '83 and his wife Susanna Johnson, gives preference for aid to a student who exhibits an interest in religious studies as a major or entering full-time Christian ministry following graduation.

The George R. Johnson Service Scholarship, was created by Susanna Johnson in 2005 as a gift to her husband, Barry D. Johnson '83, to honor his father who dedicated his life to serving others. The scholarship provides aid to students who have demonstrated experience in and commitment to community service.

The Marshall P. Jones '59 Scholarship, funded through a bequest from Lawrence & Carrie Jaseph, honors their late son-in-law and Rhodes Professor Emeritus. It is awarded to a student with financial need with preference given to a minority student. Mr. Jones' widow, Lynn Jaseph Jones '59, also provides support for this scholarship.

The Paul Tudor Jones, M.D., Scholarship and *The Annie M. Smith Jones Scholarship* were established by the Jones family in memory of their parents.

The Walk C. Jones, Jr. Scholarship was established by Mrs. Walk C. Jones, Jr. of Memphis.

The Paul Tudor Jones III and Sara Shelton Jones Scholarship was established to honor the memory of his parents by the estate of the late Paul Tudor Jones IV '32, life trustee. Primary emphasis for selection of the recipients is based upon the student's genuine religious nature and integrity of character.

The Henry M. and Lena Meyer Kahn Scholarship was created through the will of Jacob M. Meyer of Memphis.

The Estes Kefauver Memorial Scholarships were endowed by friends of Senator Kefauver, United States Representative, 1938-1948, and United States Senator, 1949-1963.

The Laurence F. Kinney Scholarship is named for the beloved Rhodes Professor of Religion. It was established in his memory by Mrs. Kinney.

The Edward B. Klewer Scholarship was established by Dorothy Hughes Klewer in memory of her husband.

The Hope Brewster Krushkov Memorial Scholarship in Music, created by her daughter Marli Krushkova, is awarded to a student in music.

The Riea and Steve Lainoff Fellowship was established in 2010 by trustee Steve Lainoff and his wife Riea. It is awarded annually to ten or more students through a competitive application process which includes a brief discussion of how the proposed domestic or international fellowship will advance the student's experiential learning. Preference is given to juniors and seniors with at least two fellowships reserved for each of the Theatre and English Departments.

The Joseph S. Legg Memorial Service Scholarship was established in 2005 by Rhodes trustee Deborah Legg Craddock '80 and Robert E. Craddock, Jr. It provides financial aid for deserving students who have demonstrated financial need as well as experience with and commitment to community service.

The Edward B. and Elizabeth LeMaster Scholarship was provided in memory of her parents by trustee Elizabeth LeMaster Simpson '58 and her late husband David L. Simpson, III '58. It is awarded annually to students with financial need to participate in Rhodes-sponsored European Studies, in Rhodes' exchange programs, or approved programs in the U.S.

The Jackie & Herbert S. Liebman and Marjorie Liebman Scholarship was given by the Liebmans to provide aid for a student from Shelby County with financial need.

The Cornelia Loper Lipscomb Music Scholarship was established by Edward L. Lipscomb of Memphis, father of Nell Lipscomb Martin and alumnae Martha Lipscomb Whitla '57 and Lynda Lipscomb Wexler '60, in memory of his wife and their mother. Preference is given to a female music student from a Southern state.

The Edward H. Little Endowed Scholarship was provided by the E. H. Little Trust.

The Mahoney Family Student Emergency Assistance Fund was established in 2009 by Wendi and Robert Mahoney, parents of Alex Mahoney '08 and Nate Mahoney '11, to be awarded in the event of financial crisis to students who are active and successful members of the Rhodes community and who demonstrate a need for emergency assistance as determined and selected by college committee.

The Robert Mann '47 Scholarship was provided through a bequest to provide financial aid for music students.

The James J. and Ada Manson Memorial Scholarship was established by their daughter, the late Lucille Manson Tate of New Orleans, and the First Presbyterian Church of New Orleans.

The Roma and Jeff A. Marmon, Jr. Memorial Scholarships were established by Mr. and Mrs. George Mallouk of Garden City, New York, and other friends and relatives. He was a member of the Class of 1939.

The Edward C. Martin, Jr. Scholarship was funded through the estate of Mr. Martin '41. It is awarded to deserving students with financial need.

The Ireys Martin Scholarship, established by the Association of Rhodes Women, is awarded to a qualified female student.

The Lina Matthews Service Scholarship was established in 2006 through the estate of Lina Matthews. Preference is given to Presbyterian students studying for ministry or other work in the church and who have demonstrated experience in and commitment to community service.

The Mona Rice Matthews CODA Fellowship was funded by the estate of Mona Rice Matthews in 2007. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

The Maxwell Family Scholarship was established in memory of Mr. and Mrs. J. B. Maxwell of Dyersburg, Tennessee, by members of their family. Preference is given to students from Dyersburg or West Tennessee.

The May Scholarship of Second Presbyterian Church of Little Rock, Arkansas, is provided through the proceeds of the Ruth May Gibb Trust as administered by Second Presbyterian Church, Little Rock, Arkansas. Preference is given to Arkansas students, with consideration given to financial need, academic achievement, and educational goals of the student.

The Carolyn McAfee Annual Fine Arts Fellowship, established by Carolyn T. McAfee in 2008, is awarded to a student with talent or interest in the fine arts, with a preference for music. Preference is given to students from West Tennessee.

The Robert D. McCallum Scholarship was created in honor of the late Robert D. McCallum, life trustee of Rhodes, by his friend Julian Robertson. Preference is given to students with partial financial need, and awarded on the basis of the students' high ethical values, leadership ability, and academic performance. The purpose of the scholarships is to enable middle-income students who meet these criteria to get a Rhodes education.

The Gail McClay Scholarship was established in her memory by family, colleagues, and former students. Gail McClay was Associate Professor and Chair of the Education Department until her death in 1999. The scholarship benefits students in education with demonstrated financial need.

The William E. McClure '51 Service Scholarship was funded through the estate of William E. McClure '51. The scholarship is awarded to students who commit to performing ten hours of community service weekly.

The William '51 and Helen '51 McClure Study Abroad Fellowship was created in 2010 to honor her late parents by Dr. Catherine McClure Leslie and the Helen and William McClure Family Fund at the Community Foundation of Greater Memphis. It provides for assistance to an upperclass student majoring in commerce and business to study abroad in a Rhodes-approved program.

The Anna Leigh McCorkle Work Study Scholarship was established by her family and friends to provide on-campus employment of students.

The McCoy Service Scholarship was founded in 2004 by the McCoy Foundation.

The Seth and Mary Ann McGaughran Scholarship for Creative Writing, established by Mr. and Mrs. McGaughran, is awarded to a deserving student with interest and ability in creative writing and who resides within 150 miles of Memphis.

The McGehee Scholarship was established by James E. McGehee & Company, Memphis. Priority is given to residents of Shelby County. Achievement, rather than need, is the principal consideration.

The John H. McMinn Scholarship was established by alumnus John H. McMinn III '68 of Miami, Florida.

The Phillip H. McNeill Family Scholarship was established in 2005 by Rhodes trustee Phillip H. McNeill and Mabel McCall McNeill, parents of Hallie McNeill Ward '96. The scholarship provides opportunities to outstanding students who demonstrate strength of character and commitment to their faith through leadership and involvement in community, church, or school.

The Louise Howry McRae Fine Arts Scholarship was established in 2005 through the estates of Louise Howry McRae '43 and Robert McRae of Memphis. It provides financial aid for deserving students who are majoring in the fine arts and who have demonstrated experience and commitment to community service.

The Hilda Menke Scholarship was established by Milton and Elizabeth Picard and by Hubert and Stella Menke in memory of Mr. Menke's mother. The recipient is a deserving student from the Mid-South area.

The Frederick J. Menz Scholarship is supported by Douglas W. Menz '82 in memory of his father.

The Frances Jeter Michaelcheck Scholarship Program established in 2015 by William J. Michaelcheck '69 in honor of his mother seeks to enroll, challenge and graduate students who can contribute and take full advantage of Rhodes. Preference given to students from Western Tennessee who demonstrate high financial need, commitment to service and leadership in their school or community, and has a willingness to work hard and learn from difficult circumstances.

The Evelyn G. Millsap '47 Service Scholarship was created in 2005 through the estate of alumni Evelyn G. Millsap. It provides financial aid for deserving students who have demonstrated experience and commitment to community service.

The Kimberley S. Millsaps Scholarship was established by Mr. and Mrs. Kenneth E. Millsaps, with their family and friends, in memory of their daughter Kimberley Millsaps '90 who was Injured In a car accident during her senior year at Rhodes. The scholarship is awarded annually to a rising senior who is a member of the Alpha Omega Pi Sorority.

The Frank M. Mitchener, Sr. Scholarship was established during their lifetimes by his daughters, Frances M. Scott '33 and Mary Rose M. Wilds, and his wife, Mrs. Frank M. Mitchener, Sr. of Sumner, Mississippi.

The Edward A. Mohns Scholarship was endowed by the late Dr. Edward A. Mohns '24, Portland, Oregon, and his family to give financial support to students preparing for careers in the ministry or medicine.

The Pamela Palmer Montesi Scholarship for the Arts was a gift from Pamela Palmer Montesi '80 and her husband, Frederick Thomas Montesi, III, and their two children, Pamela Nicole Montesi and Frederick Thomas Montesi, IV '06 in honor of Pam's 25th Class Reunion in 2005. The scholarship aids students who demonstrate a love of the arts, regardless of academic major, with preference given to a student of music or the theatre. Primary emphasis for the selection of the recipients is based upon the student's genuine religious nature and integrity of character.

The Lewis Matthew Moore Scholarship was created in 1947 by Ethel Dean Moore in memory of her son. Preference is given to a student from Alabama.

The Mayo Moore Scholarship was established by the Tunica County Rotary Club.

The Virginia Lee Moore Scholarship, established by a Rhodes staff member in memory of her mother, is awarded to students with need.

The Goodbar Morgan '31 Scholarship was established in 2006 through the estate of Terry Westbrook '66. Goodbar Morgan was Director of Alumni at Rhodes for 26 years prior to serving as the college archivist in his "retirement." He and Dr. Westbrook were both members of Sigma Nu Fraternity and preference is given to the most qualified member of Sigma Nu Fraternity.

The William Insley Morris Memorial Scholarship was established by his sister Rosanna Morris '41. Mr. Morris served in the navy at various weather stations around the world.

The Norvelle Hammett and Adolphus B. Morton Scholarship was established by their daughter and son-in-law, Mr. and Mrs. A. D. Wilhelm, parents of alumnus Jack Wilhelm '75.

The Murfree Service Scholarship was established in 2005 by Rhodes trustee Katherine Davis Murfree. It provides financial aid for deserving students who have demonstrated financial need as well as experience with and commitment to community service.

The Sanford Alvin Myatt, M.D. Scholarship was established by Mrs. Lewis J. Myatt of Memphis in memory of her son, a member of the Class of 1966. Preference is given to a junior or senior pre-medical student.

The Fred W. Neal Scholarship was established by family and friends of the late Dr. Neal, Professor Emeritus of Religious Studies.

The Hugh M. Neely Scholarships were established by the late Mrs. Mary Sneed Neely, Memphis.

The Joe Neville Scholarships are sponsored by the Black Alumni Connection of the Rhodes Alumni Association in honor of Joe Neville, who worked in the Rhodes Physical Plant for 44 years. Mr. Neville was always there for Rhodes students with abiding friendship, encouragement and inspiration. The scholarship provides support for the emergency needs of minority students that exceed the college financial aid package.

The William Lucian Oates Scholarship was created in 1965 by the late Hugo N. Dixon of Memphis.

The 100 Club of Memphis Scholarship was endowed by the 100 Club of Memphis to assist Memphis and Shelby County law enforcement officers, firefighters, and their immediate family members.

The T. Russell Nunan and Cora Clark Nunan Scholarship was established in 2007 through the estates of Dr. and Mrs. Nunan. Preference is given to a student who is a member of the First Presbyterian Church of Greenville, Mississippi, or a student from Washington County, Mississippi.

The Edmund Orgill Scholarship was established by his friends in recognition of his outstanding church, civic, and educational services, and is awarded to students who have given evidence of interest in and concern for governmental processes.

The Ortmann-Cox Memorial Scholarship was established by the will of Bessie Cox Ortmann.

The John A. and Ruth C. Osoinach Memorial Scholarship was provided by the estate of Dr. Harrison Kirkland Osoinach '55 to support students of Native American ancestry or other minorities.

The George Marion Painter Memorial Scholarship was established by the First Presbyterian Church of Gallatin, Tennessee, and by Mrs. George M. Painter of Gallatin and Mrs. Priscilla Early of Memphis. Preference is given to students majoring in commerce and business, mathematics, or public education.

The P. Thomas Parrish '70 Service Scholarship was established in 2004 by his classmates and friends.

The May Thompson Patton Music Scholarship was established by Lynda Lipscomb Wexler '60 to honor her mother-in-law and is awarded to a student majoring in music.

The Elizabeth Roe Pearce '91 International Study Fellowship was established in 2008 by Elizabeth Roe Pearce '91. This fellowship will be awarded to students participating in a study abroad opportunity on the basis of demonstrated financial need with a minimum required grade point average of 2.75.

The Bettye M. Pedersen Scholarship was established by Martha I. Pedersen '70 in memory of her mother. Preference is given to students with need who are from small towns in Tennessee, have declared an art, music, or science major, and intend to teach at some level.

The Israel H. Peres Scholarship was established by the late Hardwig Peres, LL.D. of Memphis, and friends of the late Israel H. Peres, former Chancellor in Memphis' Chancery Court. The scholarship is awarded to residents of Shelby County.

The Liz and Milton Picard Scholarship was created through gifts from Elizabeth Tamm Picard and her late husband.

The Mrs. Ruth C. Pickens Fellowship was established in 2007 by trustee Robert R. Waller and Sarah Pickens Waller '63 to support minority students who have potential for success at Rhodes. They must demonstrate financial need, show leadership potential and commit to participation in campus and/or community outreach activities.

The Clarence E. Pigford Scholarship was established by Mrs. Clarence E. Pigford of Jackson, Tennessee, to honor her husband who was a trustee of Rhodes College.

The Frances Pillow Memorial Fund was established in memory of Frances Pillow '72 by her family and friends. The fund is used to provide scholarships for Arkansas students.

The Olive Manson Pitcher Scholarship was established in her memory by Elizabeth O. Pagaud of New Orleans.

The Julia and Moses Plough Scholarships were established by the late Mr. Abe Plough in memory of his parents.

The William B. Power Scholarship was established by the Dixie Wax Paper Company of Memphis. Preference is given to students connected with DIXICO, as the company is now named, or to students from Canada.

The Mary Louise Pritchard '51 Scholarship was given at her 50th Class Reunion by Mrs. Pritchard in memory of Elizabeth Ann Pritchard and Patricia Barton Pritchard and in honor of Mary Louise Crawford.

The Morton D. and Elsie Prouty Scholarship was established by Mr. and Mrs. Morton D. Prouty of Florence, Alabama. Mr. Prouty was a member of Rhodes Board of Trustees.

The Schuyler Harris Pryor Scholarship was created by his mother, Mrs. Lutie Patton Shaw.

The Lynn Elizabeth Pyeatt Memorial Scholarship was established by her parents, Mr. and Mrs. Wayne W. Pyeatt, Memphis, Tennessee; her grandmother, Mrs. Lillian Pyeatt, Searcy, Arkansas; and by her friends. Income from the fund is awarded to women students majoring in music who have been nominated for this award by the Music Department and to a student majoring in mathematics.

The William C. "Razz" Rasberry '30 Scholarship was established by Doris Rasberry Jones '59 in honor of her father, Rhodes alumnus and life trustee. The scholarship is awarded to students with financial need.

The Red Shoes Service Scholarship was established by an anonymous alumna in 2006. It is awarded to students who demonstrate experience with and commitment to community service and leadership.

The Lieutenant Russell E. Reeves, Jr. Scholarship was established by his parents, Mrs. Russell E. Reeves and the late Mr. Reeves, Memphis. The income from this fund assists a worthy male student.

The Lorna Anderson Reimers Scholarship was established through her bequest. She was a Rhodes trustee from Jackson, MS.

The Linda Williams Rhea Scholarship was established by the late Herbert Rhea, Rhodes trustee emeritus, during his lifetime in honor of his wife. The Percy M. and Ramona R. Rhea Scholarship was created in honor of his parents by Rhodes trustee Randall R. Rhea '77. It benefits students of high academic ability with demonstrated financial need.

The Margaret Johnson Ridolphi '63 Scholarship was endowed by Meg and Scott Crosby in 2013 to honor Meg's mother at her 50th Reunion. The scholarship is created to enroll, challenge and graduate students who can contribute and take full advantage of Rhodes.

The Alice Archer Rhodes Scholarship was established by the Association of Rhodes Women. Preference is given to a qualified female student.

Rhodes Service Scholarships are awarded to students who have demonstrated an exceptional record of leadership and service participation in their communities and who wish to become effective leaders who promote positive change in the world. They are provided through an endowment established by the Robert and Ruby Priddy Charitable Trust, Wichita, Texas.

The Rich Memorial International Scholarship, created by alumna Mary Jack Rich McCord '51, provides aid for study abroad to students with demonstrated financial need. Preference is given to women students.

The Richardson CODA Scholarship was established by the late Kathleen Richardson in 2007. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

The Kathleen Richardson Scholarship was provided in 2007 by the estate of Mrs. Richardson of Memphis. The scholarship serves to aid students with demonstrated financial need.

The Eleanor Richmond and Jessie Richmond Hooper Scholarship was established by family and friends. Ms. Richmond was a member of the Class of 1927 and Ms. Hooper the Class of 1935.

The Dr. and Mrs. F. Ray Riddle, Jr. CODA Scholarship was established by F. Ray Riddle, Jr. in 2007. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

The Lou Anna Robbins Scholarship was established by Jess H. Robbins of Dyersburg, Tennessee. Preference is given to a student from First Presbyterian Church, Dyersburg, or a student from Dyer County.

The Martha Robinson CODA Scholarship was established in 2007 through the termination of the Martha Robinson Charitable Remainder Trust. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

The John F. Rockett Scholarship was created in 1991 in his memory through gifts from family, business associates, and friends. The scholarship is awarded to a junior or senior athlete who plans to attend medical school.

The Anne L. Rorie/Chi Omega Scholarship was established in her memory by her parents, Dr. and Mrs. J. E. Rorie. and by her friends and fellow students. Anne was a member of the Class of 1982.

The William M. Rosson Scholarship in Physics was established in 1989 to honor Conwood Corporation President, William Rosson. The scholarship is awarded to a student majoring in physics.

The Lucy W. Rowe Scholarship was provided by the late Mrs. Lucy W. Rowe and her daughter, Mrs. William R. Carrington Jones, Memphis.

The Jules B. Rozier Scholarships were established by the late Mr. Jules B. Rozier, Memphis.

The Theo Matthews Hayden and Marjorie Matthews Russell Study Abroad Scholarship was funded by the estate of Marjorie M. Russell in 2008. The scholarship will be awarded to Rhodes students who wish to study abroad in Scotland.

The Theo Matthews Hayden and Marjorie Matthews Russell Scholarship was funded by the estate of Marjorie M. Russell in 2008. It is to be awarded to a student from Scotland who wishes to attend Rhodes College. If no student from Scotland qualifies in any given year, then the scholarship will be awarded to a student with demonstrated financial need.

The John Hunt Rutledge II Scholarship was provided by friends in memory of this outstanding leader from the Class of 1972.

The Schadt Foundation Scholarship is provided by the Schadt Foundation of Memphis to benefit a student with financial need.

The Billie J. Scharding Scholarship was established through a bequest of Mrs. Scharding.

The Mary Gideon Schillig '47 CODA Scholarship was funded by the estate of Mary Gideon Schillig in 2007. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

The Stephen J. Schmidt, Jr. Scholarship was provided for students with need by the late Mr. Schmidt, Class of 1972.

The Dr. and Mrs. Perry D. Scrivner Scholarship was established by the late Mrs. Lucretia H. Scrivner of Lawton, Oklahoma. This scholarship is to be awarded to a worthy student interested in education as a profession.

The Josephine Gilfillan Seabrook '42 and Conrad L. Seabrook CODA Scholarship was established in 2007. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

The Second Presbyterian Church, Memphis, Scholarships are funded by Second Presbyterian Church. Preference is given to members of Second Presbyterian Church and members of churches affiliated with the Evangelical Presbyterian Church.

A Service Scholarship was established in 2006 by an anonymous donor to support Bonner Service Scholars.

The Madhuri and Devchand Shah Scholarship was created in 2013 by Vimal Shah '94, in honor of his parents. The scholarship is awarded to a minority student from a lower income family.

The Elder L. Shearon, Jr. Scholarship was created by The Southern Company to honor its late president and goes to a student with financial need.

The Charles R. and Rebecca L. Sherman Service Scholarship was established in 2005 by Charles '35 and Rebecca '38 in memory of their respective parents, Charles Robert Sherman and Rosa Livingston Sherman, and Judge Harry Williamson Laughlin and Frances Weber Laughlin. The scholarship is awarded to students who demonstrate experience in and commitment to community service.

The Anne and Mary Shewmaker Scholarship was established through the estate of Mary Shewmaker in 2006 to aid students with demonstrated financial need. Preference is given to female graduates of Central High School, Memphis.

The Clare Orman Shields '73 Scholarship was initiated in her memory by Louise Allen '77 and Jan Cornaghie. Additional funding was provided by her late husband, Lynn Shields, as well as family and classmates. It provides aid to women students with financial need. Clare Shields was a great advocate for women, having been both a pioneer and a role model for women in the legal community.

The Shiland/Park Scholarship was established in 2013 by Patricia Shiland P'15 and James Park P'15 to enroll, challenge and graduate talented students from middle income families who demonstrate an entrepreneurial spirit.

The Charles M. Simmons '09 Fellowship was established in 2009 by his parents, Jan and Tom Simmons, and The Bea and Margaret Love Foundation. This scholarship supports a student from Texas with academic promise and a commitment to learning outside of the classroom through an internship, service, study abroad, or research experience.

The David L. Simpson III '58 Scholarship was established in 2009 in his memory by his wife, trustee Elizabeth LeMaster Simpson '58, to benefit students with need from middle income families.

The Robert and Seabelle Simono Scholarship was provided by Judith Simono Durff '66 and Thomas H. Durff '65 to honor her parents. The scholarship is awarded to students with need from Mississippi.

The Cindy and John Sites Scholarship was created by John Sites '74 and his wife Cindy of New York. This scholarship is awarded based on academic merit of the student.

The Leland Smith Emergency Assistance Fund was established in his memory by James N. Augustine '89 and his wife, Tanya Augustine, in 2008. The Fund provides emergency assistance to students beyond the college's normal financial aid package.

The Katherine Hinds Smythe Scholarship was provided by Katherine Hinds Smythe '53 to assist deserving students who face financial crises which threaten their return to Rhodes. Preference is given to female students.

The Paul Snodgrass '46 CODA Scholarship was established through his estate. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

The William Spandow Scholarship in Chemistry was established by the late Mrs. Florence Gage Spandow, Memphis. This scholarship is awarded to a senior majoring in chemistry whose previous record indicates graduation with academic honors or with honors research.

The William Spandow Scholarship in Mathematics was established by the late Mrs. Florence Gage Spandow, Memphis. This scholarship is awarded to a senior majoring in mathematics who is a candidate for the degree with academic honors or with honors research.

The William Spandow Scholarship in Physics was established by the late Mrs. Florence Gage Spandow, Memphis. This scholarship is awarded to a senior majoring in physics who is a candidate for the degree with academic honors or with honors research.

The C. L. and Mildred W. Springfield Honor Scholarship was established by Mr. James F. Springfield '51 of Memphis to honor his mother and his father, who was for many years Comptroller of the college.

The James F. Springfield, Jr. '87 CODA Scholarship was established in 2006 by James F. Springfield, Sr. '51 in honor of his son. It aids deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the arts.

The Virgil Starks, III '85 Memorial Scholarship was established in 2013 by his friends for students from the state of Alabama pursuing a career in medicine, law, teaching, or theology.

The Mark Lee Stephens Scholarship was established in his memory by his parents. This award goes to a rising sophomore majoring in Theatre. Mark was a member of the Class of 1988.

The Edward Norrel Stewart Scholarship, created by the late Dr. Ellen Davies-Rodgers, is awarded to a student in commerce and business.

The Tommye Virginia Stewart '53 Scholarship was established by the alumna's sister, Mrs. Dorothy Shepherd, for deserving students with need.

The Dr. Thomas E. and Peggy C. Strong Scholarship was established by family and friends on the occasion of his retirement from medical practice. Dr. and Mrs. Strong, members of the classes of 1954 and 1955, have subsequently increased the value of the Strong Scholarship through their own gifts. It is awarded to students with financial need selected on the basis of academic achievement and promise.

The Sudderth Scholarship, established by the friends and family of Dr. Brian Sudderth '77, is awarded to a student who demonstrates outstanding academic and leadership qualities as well as a desire to serve those in need through practice in the "learned professions" of medicine, law, and/or theology.

The Warren Ware Sullivan Memorial Scholarship was established by his father, Mr. H. P. Sullivan, Walls, Mississippi, and friends of the family.

The SunTrust Bank Fellowship is provided to support deserving students with financial need. Preference is given to Memphis students.

The Gene Dickson Symes Scholarship was established by members of Webster Groves Presbyterian Church, Webster Groves, Missouri, in honor of their Organist Emeritus, the late Gene Dickson Symes '45.

The Jack H. Taylor Fellowship in Physics was created in 2005 by alumnus Charles W. Robertson, Jr. '65 and his wife Patricia K. Robertson. From 1956 to 1992, Dr. Jack H. Taylor '44 served on the Rhodes faculty as Professor of Physics. Dr. Robertson was inspired by Dr. Taylor and pursued a very successful career in physics after graduation. The fellowship, restricted to students studying physics, is awarded through application and competitive process based on academic and scientific achievements as well as interest and aptitude for the study of physics.

The Jack H. Taylor Scholarship was established in 2000 by Harry L. Swinney '61 in honor of his Rhodes mentor, Jack H. Taylor '44, Professor Emeritus of Physics. The scholarship is restricted to students majoring in the physical and biological sciences.

The Mary Allie Taylor Scholarship was created through the will of Miss Taylor, Class of 1933.

The Tennessee Churches Scholarship was funded by the Presbyterian Churches of Tennessee and the Synod of Tennessee in the mid-1970's. Preference is given to a Presbyterian student.

The James H. Thomas III '62 Service Scholarship was established in 2005 by an anonymous alumnus to provide financial aid for deserving students who have demonstrated financial need as well as experience with and commitment to community service.

The Whit Thomas Scholarship was established in his memory by the Sigma Nu Fraternity Epsilon Sigma Chapter at Rhodes.

The Edward F. Thompson Scholarship Fund was established by the late Mr. Thompson, a member of Rhodes Class of 1929 and retired economist with Union Planters Bank of Memphis.

The Frances Tigrett Service Scholarship was funded through the estate of Frances Tigrett of Jackson, Tennessee. The scholarship is awarded to students who commit to performing ten hours of community service weekly.

The Elizabeth '04 and Sarah '07 Townsend Family Scholarship was established in 2008 by their parents Deborah and Darrell Townsend of Nashville, Tennessee. It is awarded to a student with demonstrated financial need.

The Bill and Carole Troutt Scholarship was established in 2007 by Dr. and Mrs. Troutt to support a middle-income student from West Tennessee who otherwise would be unable to attend Rhodes.

The Henry and Lynne Turley RIRS Fellowship was created by Henry and Lynne Turley in 2010 to support the Rhodes Institute for Regional Studies (RIRS) for four years. Each year, The Turley Fellowship will provide funding for one RIRS faculty member and will support three RIRS Fellows, including research and travel funds to aid these students in their individual research projects.

The Frank L. Turner '50 CODA Scholarship was funded in 2010 through his estate. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

The UT Neuroscience Student Research Fellowship was established in 2006 by James T. Robertson '53 to support an outstanding student in the physical sciences who is selected to pursue summer research activities in neuroscience at the University of Tennessee Center for the Health Sciences.

The Douglas L. Viar Memorial Scholarship was established in 2013 by Michelle Viar '94 in memory of her father. The scholarship will provide critical aid to students who unexpectedly require financial help to complete their Rhodes education.

The Emma Dean Voorhies Boys Club Scholarship was established by the Boys Club of Memphis to provide assistance to a Boys Club member.

The Debby and John Wallace III '75 Service Scholarship was established by trustee John M. Wallace III '75 and his wife Debby. It provides aid to students who have demonstrated experience in and commitment to community service.

The Edith Wright Wallace '44 Scholarship was established in her memory by her mother, the late Ethel Winfrey Wright. It is awarded to students with need. Mrs. Wallace was a Latin teacher in the Memphis City Schools for 34 years prior to her death in 1978.

The Dr. Robert R. and Sarah Pickens Waller Scholarship was established by alumna Sarah Waller '63 and her husband, trustee Robert Waller.

The Harry B. Watkins, Jr. Memorial Scholarship was created by the First Presbyterian Church of Dyersburg, Tennessee.

The Henry C. Watkins Scholarship was established by Mr. Edmund Orgill, C.I.T. Financial Services, and C.I.T. executives.

The Dr. and Mrs. Paul McLauren Watson Scholarship was established with a gift during their lifetimes from Rose Lynn Barnard Watson '38 and Lauren Watson '37 of Memphis.

The Rev. Dr. Roy Edwards Watts '25 and Margaret Vincent Watts '25 CODA Scholarship was established by in 2007 through their estates. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

The Norma Webb Scholarship was created in 2013 by Norma Webb '52 to support students with need.

The Walker Wellford, Jr. Scholarship was established in his honor by his wife, the late Minnie Lundy Wellford '29, and is awarded to a deserving student. The late Mr. Wellford '29 was secretary of the Board of Trustees from 1957 to 1961.

The Terry E. Westbrook '66 Scholarship for International Study was established in 2006 through Dr. Westbrook's estate. It provides aid to deserving students with demonstrated financial need to engage in study abroad.

The Gordon White Scholarship was established by his sister, the late Mrs. Lizzie Gordon White Hood, Nashville, Tennessee.

The Mary Kennedy Lane White Scholarship was established by Mrs. Alice B. Buell. It is restricted to a student from Giles County, Tennessee.

The Thomas J. White, Jr. '39 Scholarship, established in 2011 through his estate, provides need-based aid to deserving students.

The Lettie Pate Whitehead Scholarships are awarded on an annual basis by the Lettie Pate Whitehead Foundation of Atlanta. These scholarships are awarded to deserving female students from nine southern states named by the Foundation.

The Charles B. Wiggin and Aileen Smith Wiggin Scholarship was established in 2004 through the estate of Aileen N. Wiggin of Meridian, Mississippi. Preference is given to students who are Mississippi residents.

The Russel S. and Theresa L. Wilkinson Scholarship was established by a friend of Mr. Wilkinson to provide scholarship assistance to students attending Rhodes.

The Anne Marie Williford Emergency Aid Fund was established in 2009 by an anonymous alumna to provide aid in the event of financial crisis to students who are active and successful members of the Rhodes community and who demonstrate a need for emergency assistance as determined and selected by college committee.

The Jane Wittichen Williams and Ernest B. Williams III Scholarship, provided by alumna Mrs. Williams '52 and her husband, gives preference for aid to upperclassmen who exhibit a commitment to community service.

The M. J. Williams Scholarship honors the former Director of Finance at Rhodes.

The Jim and Jackie Williamson Scholarship was created by James C. Williamson '50 and Jacqueline Newman Williamson '52 in honor of their 50th class reunions.

The Kemmons Wilson Family Foundation Service Scholarship was established in 2006 by The Kemmons Wilson Family Foundation. Selection is based on the student's academic performance, leadership ability, and involvement in his or her high school community. As part of scholarship requirements, recipients will participate in community service and leadership programs while enrolled at Rhodes.

The Spence L. Wilson Service Scholarship was created in 2005 by the then Chair of Rhodes Board of Trustees, Spence L. Wilson and his wife Rebecca Webb Wilson. It provides financial aid for deserving students who have demonstrated financial need as well as experience with and commitment to community service.

The B. Oliver Wood Scholarship was established by Mr. and Mrs. B. Oliver Wood, Jr. of Midland, Texas, in memory of his father, an alumnus in the Class of 1915.

The Marjorie '39 and Al '39 Wunderlich Scholarship was established in 2008 by Al Wunderlich and his late wife, Marjorie Jennings Wunderlich. It is awarded to a deserving student with demonstrated financial need.

The Mrs. Grey S. Wurtsbaugh Scholarship is awarded to a student with financial need with preference given to students from Shreveport, Louisiana.

The John Thomas Wurtsbaugh Scholarship was established by Mrs. John Thomas Wurtsbaugh of Shreveport, Louisiana, in memory of her husband.

Faculty

The Faculty

Rhodes' strength as a distinguished college of the liberal arts and sciences is dependent on an exceptionally able student body and a faculty of effective teachers and committed scholars. College planning, including curriculum and academic facilities, is done with the objective of making it possible for students and faculty to create an imaginative and challenging learning experience.

Rhodes recruits faculty members who demonstrate excellent teaching and who show promise of continued and significant scholarly activity. The College also depends on the Faculty to provide leadership not only in academic development for the College but also in the

overall governance of the institution. In the section of this bulletin titled “The Educational Program”, the members of each academic department are named with year of appointment, area specialties, and additional educational background information.

The College is justifiably proud of the accomplishments of its Faculty. In particular, the Clarence Day Award for Outstanding Teaching, the Clarence Day Award for Research and Creative Activity, and the Jameson M. Jones Outstanding Faculty Service Award are given to those individuals judged as deserving of special recognition. Award winners have been as follows:

Clarence Day Award for Outstanding Teaching

1981 **Dr. Jack U. Russell**, Mathematics
 1982 **Dr. Marshall E. McMahon**, Economics
 1983 **Dr. William Larry Lacy**, Philosophy
 1984 **Dr. James M. Vest**, French
 1985 **Dr. Fred W. Neal**, Religious Studies
 1986 **Dr. E. Llewellyn Queener**, Psychology
 1987 **Dr. Rebecca Sue Legge**, Business Administration
 1988 **Dr. Terry W. Hill**, Biology
 1989 **Dr. F. Michael McLain**, Religious Studies
 1990 **Dr. Cynthia Marshall**, English
 1991 **Dr. William T. Jolly**, Classics
 1992 **Dr. G. Kenneth Williams**, Mathematics
 1993 **Dr. Jennifer Brady**, English
 1994 **Dr. Horst R. Dinkelacker**, Modern Languages and Literatures
 1995 **Dr. Carolyn R. Jaslow**, Biology
 1996 **Professor Julia Ewing**, Theatre
 1997 **Dr. Bradford D. Pendley**, Chemistry
 1998 **Dr. Ellen T. Armour**, Religious Studies
 1999 **Dr. Michael R. Drompp**, History
 2000 **Dr. Brian W. Shaffer**, English
 2001 **Dr. Stephen R. Haynes**, Religious Studies
 2002 **Dr. Marshall Boswell**, English
 2003 **Dr. Brent Hoffmeister**, Physics
 2004 **Dr. Timothy S. Huebner**, History
 2005 **Dr. Stephen J. Ceccoli**, International Studies
 2006 **Dr. Tina Barr**, English
 2007 **Dr. Patrick Shade**, Philosophy
 2008 **Dr. Mark W. Muesse**, Religious Studies
 2009 **Dr. P. Eric Henager**, Modern Languages and Literatures
 2010 **Dr. Gordon Bigelow**, English
 2011 **Dr. Bernadette McNary-Zak**, Religious Studies
 2012 **Dr. Luther D. Ivory**, Religious Studies
 2013 **Dr. Thomas Bryant**, Music
 2014 **Dr. Teresa Beckham Gramm**, Economics
 2015 **Dr. Loretta Jackson-Hayes**, Chemistry

Clarence Day Award for Research and Creative Activity

1981 **Dr. John F. Copper**, International Studies
 1983 **Professor Jack D. Farris**, English
 1984 **Dr. Richard D. Gilliom**, Chemistry
 1985 **Dr. David H. Kesler**, Biology
 1986 **Professor Tony Lee Garner**, Theatre
 1987 **Dr. James M. Olcese**, Biology
 1988 **Dr. John F. Copper**, International Studies
 1989 **Dr. Alan P. Jaslow**, Biology
 1990 **Dr. Jack H. Taylor**, Physics
 1991 **Dr. Marcus D. Pohlmann**, Political Science
 1992 **Dr. Steven L. McKenzie**, Religious Studies
 1993 **Dr. Robert J. Strandburg**, Psychology
 1994 **Dr. Andrew A. Michta**, International Studies
 1995 **Dr. Brian W. Shaffer**, English
 1996 **Dr. Cynthia A. Marshall**, English
 1997 **Dr. Stephen R. Haynes**, Religious Studies
 1998 **Dr. Robert M. MacQueen**, Physics
 1999 **Dr. Gail P. C. Streete**, Religious Studies
 2000 **Dr. Susan M. Kus**, Anthropology/Sociology

- 2001 **Dr. Michael Nelson**, Political Science
- 2002 **Dr. Lynn B. Zastoupil**, History
- 2003 **Dr. Natalie K. Person**, Psychology
- 2004 **Dr. David P. McCarthy**, Art
- 2005 **Dr. Daniel G. Arce**, Economics
- 2006 **Dr. Ming Dong Gu**, Modern Languages and Literatures
- 2007 **Dr. Marshall Boswell**, English
- 2008 **Dr. Mary Miller**, Biology
- 2009 **Dr. Christopher Mouron**, Mathematics and Computer Science
- 2010 **Dr. Terry Hill**, Biology; **Dr. Darlene Loprete**, Chemistry
- 2011 **Dr. Jeffrey Jackson**, History
- 2012 **Dr. Shadrack W. Nasong'o**, International Studies
- 2013 **Dr. Patrick Gray**, Religious Studies
- 2014 **Dr. Katherine White**, Psychology
- 2015 **Dr. Christopher Seaton**, Mathematics and Computer Science

Diehl Society Award for Service

- 1988 **Dr. Harold Lyons**, Chemistry
- 1989 **Dr. John S. Olsen**, Biology
- 1990 **Professor David Ramsey**, Music
- 1991 **Dr. David Y. Jeter**, Chemistry
- 1992 **Dr. Gail C. McClay**, Education
- 1993 **Dr. Robert L. Llewellyn**, Philosophy
- 1994 **Dr. Douglas W. Hatfield**, History
- 1995 **Dr. Rebecca Sue Legge**, Business Administration
- 1996 **Dr. Charles C. Orvis**, Economics
- 1997 **Dr. Donald W. Tucker**, Modern Languages and Literatures
- 1998 **Dr. Kathryn L. Wright**, Modern Languages and Literatures
- 1999 **Dr. Marcus D. Pohlmann**, Political Science
- 2000 **Dr. F. Michael McLain**, Religious Studies
- 2001 **Dr. Michael P. Kirby**, Political Science
- 2002 **Dr. Robert J. Strandburg**, Psychology
- 2003 **Dr. Marsha D. Walton**, Psychology
- 2004 **Dr. Joseph A. Favazza**, Religious Studies

The Jameson M. Jones Outstanding Faculty Service Award

- 2005 **Dr. Ellen T. Armour**, Religious Studies
- 2006 **Dr. Timothy S. Huebner**, History
- 2007 **Dr. John C. Kaltner**, Religious Studies
- 2008 **Dr. Gail P. C. Streete**, Religious Studies
- 2009 **Dr. David Kesler**, Biology
- 2010 **Dr. Steve Ceccoli**, International Studies
- 2011 **Professor David Jilg**, Theatre
- 2012 **Dr. Milton Moreland**, Religious Studies
- 2013 **Dr. Rebecca S. Finlayson**, English
- 2014 **Dr. John Planchon**, Commerce and Business
- 2015 **Dr. Bernadette McNary-Zak**, Religious Studies

Historical Summary

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

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

In 1875 Stewart College became Southwestern Presbyterian University, developing alongside the undergraduate curriculum a School of Theology, under the leadership of Dr. Joseph Wilson, father of Woodrow Wilson. The School of Theology remained in operation until

1917.

Under the leadership of President Charles E. Diehl, the College moved to Memphis in 1925 and adopted as its name Southwestern, denoting a liberal arts college. In 1945, the official college name became Southwestern At Memphis.

On July 1, 1984, the name of the College was changed to Rhodes College in honor of Peyton Nalle Rhodes, president from 1949 to 1965, who joined the faculty in 1926 and served the institution until his death in 1984. John David Alexander served as president from 1965 to 1969; William Lukens Bowden, from 1969 to 1973; and James Harold Daughdrill, Jr., from 1973 to 1999. William Earl Troutt became the nineteenth president of the College on July 1, 1999.

Intellectual Property

Rhodes College is a college of liberal arts whose mission is to maintain a community of inquiry, discourse, and experiment in which it is clear that scholarship and teaching are parts of a single enterprise. In the course of education there is an expansion of knowledge and understanding, whether in the arts, social sciences, natural sciences or humanities. Among the activities in the study and expansion of knowledge and understanding are the creation of works in the literary, dramatic, musical and visual arts; and of research in the social and physical sciences potentially producing innovation and technology. The intellectual endeavors and activities of Rhodes faculty, staff, or students may result in products of a tangible nature for which the College and the faculty, staff, or student may deem it advantageous to enter these products into commerce. These products may be the subject of a patent application or a copyrightable work or other tangible material and are known collectively as "Intellectual Property."

It is the policy of Rhodes College to encourage, support and recognize the contributions of the faculty, and the student body where significant works are created. Likewise it is a policy of the College to honor the legal rights of authors and inventors, as well as the funding entities supporting varied works. In order to recognize the potentially overlapping rights in the complex support structure for the College's activities, the college has issued this policy on Intellectual Property for the guidance of all participating in the mission of the College.

This policy is intended to:

- provide an incentive to creative intellectual effort and the advancement of knowledge.
- insure that the respective interests of the College, and supporting sponsor (if any) are considered and protected through the development of fair contracts and procedures.
- assist the Staff and the College to realize tangible benefits from Intellectual Property, and advance and encourage further research within the College with whatever funds accrue to the College from Intellectual Property resulting from College research.

Definitions

"College" shall mean Rhodes College.

"Staff" shall mean any member of the faculty, administration, staff, student body, postdoctoral fellow, or visiting scientist, whether or not they receive all or any part of their salary or other compensation from the College.

"Inventor" shall mean any Staff member who shall conceive or reduce to practice an invention while engaged in College activities.

"Author" shall mean any Staff member who prepares any College copyrightable work.

"Contributor" shall mean any Staff member who shall have contributed substantially to the existence of any item of Intellectual Property.

"College Activities" shall mean activities engaged in by a member of the Staff by: (a) written assignment of the College administration; (b) contractual agreement with the College or any sponsor; (c) material use of facilities (other than its libraries), or other resources of the College.

"Intellectual Property" shall mean inventions, College copyrightable works, and tangible results of research.

"Invention" shall mean "...any new and useful process, machine, manufacture or composition of matter or any new and useful improvement thereof..." as defined under the Patent Laws of the United States.

"College Copyrightable Work" shall mean copyrightable works owned by the College.

"Tangible Results of Research" shall mean a physical embodiment of the research effort, including physical embodiments of any invention, or College Copyrightable Work which results from College Activities by any member of the Staff. Such Tangible Results of Research shall include, but not be limited to antibodies, cell lines, new microorganisms, plant lines or progeny thereof; recombinant or other biological materials; integrated circuit chips, computer software, engineering prototypes and drawings, chemical compounds; devices; machines; and models.

"Sponsor" shall mean any individual or organization that by written agreement with the College shall finance in whole or part any College Activities.

"New Revenue" or "Annual New Royalty" are defined as revenues received from the licensing and developing of an Intellectual Property after deduction of all costs reasonably attributable to the protection and distribution of such Intellectual Property, including any reasonable expense of patent or copyright prosecution, maintenance, interference proceedings, litigation, marketing or other dissemination and licensing. Net revenues from the following sources are subject to distribution: option fees; up-front licensing fees; licensing payments; milestone payments; or proceeds from the sale of stock or other equity in the licensee company.

Coverage

These policies shall apply as a condition of appointment or employment by the College to every member of the Staff who during the period of their appointment or employment by the College shall: (a) conceive or first reduce to practice actually or constructively, any Invention; (b) prepare any College Copyrightable Work; or (c) contribute substantially to the existence of any Tangible Result of Research.

Disclosure of Intellectual Property

Every Staff member shall, in writing and in reasonable detail, give the Dean of the Faculty prompt notice of any: (a) Invention; (b) College Copyrightable Work; or (c) Tangible Result of Research which he or she shall desire to have patented, copyrighted or made available to the investigators or the public by commercial or other means, or shall believe or have reason to believe is patentable, copyrightable, or of value to other investigators or the public, or otherwise of commercial value.

Ownership

Inventions. The rights of ownership to all Inventions which result from College Activities shall be the property of the College; provided, however, that:

- Within the ninety (90) days next following disclosure of an Invention to the College under the preceding Section on Disclosure of Intellectual Property (or such further period of time as may be agreed upon by the Inventor and the Dean of the Faculty), the Dean of the Faculty shall determine, and advise the Inventor in writing, whether such rights shall be retained by the College, conditionally retained by the College or shall be released to the inventor; and
- The rights of ownership to every Invention conceived by any Staff member while engaged in other than College Activities shall be the property of that person.

Copyrightable Works. The rights of ownership to all copyrightable works prepared while the Staff member is engaged in College Activities shall be the property of the College; provided however that:

- Within the ninety (90) days following disclosure of College copyrightable Work to the College under the preceding Section on Disclosure of Intellectual Property (or such further period of time as may be agreed upon by the Author and the Dean of the Faculty), the Dean of the Faculty shall determine, and advise the Author, in writing, whether such rights shall be retained by the College, conditionally retained by the College or shall be released to the Author; and
- Copyrightable works prepared by a Staff member while engaged in activities other than College activities shall be the property of the Author.

Tangible Results of Research. All Tangible Results of Research shall be the property of the College.

Sponsorship of Intellectual Property

The rights of ownership to each item of Intellectual Property produced during activities conducted pursuant to any agreement between the College and any Sponsor shall be determined in accordance with such agreement; however, it shall be the policy of the College to retain title to Intellectual Property whenever possible under state or federal law. Any agreement with a Sponsor pertaining to the ownership of Intellectual Property and assignment thereof shall be made between the College and the Sponsor in advance of the research or other activity that produces the Intellectual Property.

Disagreements

The President shall appoint a Committee on Intellectual Property composed of both faculty members and administrative officers (the Dean of the Faculty shall serve ex officio). The creator of any Intellectual Property that is or might be covered under this Policy (see above for Patents) cannot be a voting member of this Committee. This Committee shall be the body to whom appeals may be made. Whenever legal protection for Intellectual Property is anticipated all persons engaged in such creative activity are encouraged to keep regular notebooks and records, preferably in the form of bound notebooks that are regularly signed and dated by the Inventor(s) as well as periodically signed by one or more witnesses.

Seeking a Patent or Copyright

Whenever the Provost shall determine to seek the patenting or copyrighting of any Invention or College Copyrightable Work, the College shall, without expense to the Inventor or Author provide such professional services as it shall deem to be necessary or desirable for such purpose, and which may include the services of an independent patent organization. The Inventor or Author is obligated to cooperate fully in such effort, including his or her execution of all necessary or desirable agreements, applications, and other forms and instruments. If, at any time subsequently, the College shall terminate its effort to seek such patent or copyright, it shall promptly give written notice thereof to the Inventor or Author who thereupon to the extent allowed by law or any sponsorship agreement shall be free at his or her expense to develop, license, and otherwise use the Invention, patent application, patent or copyright. In this event the Inventor or Author shall receive all benefits of any development, licensing or other use of the Invention, patent application, patent or copyright except that the College shall be entitled to recovery of associated costs.

Transfer or Sale of Tangible Results of Research

Tangible Results of Research may not be transferred or sold to any party outside the College before: (a) a disclosure of the Tangible Results of Research has been submitted to the Provost and (b) the Contributor(s) has been notified by the Office of the Dean of the Faculty of any required conditions of such transfer or sale. Such notification shall be made within thirty (30) days following the disclosure of Tangible Results of Research.

Promotion and Licensing

In interpreting and applying these policies, the College shall, by such means as it shall deem to be most effective and appropriate in each case, act to bring to the public all Intellectual Property to which the College has rights of ownership in whole or part. Such means may include, but shall not be limited to, agreements for the development, patenting, copyrighting, promotion, licensing, printing, distributing or manufacturing of any Intellectual Property; and in every case the College shall advise the Inventor, Author, or contributor of the terms of any such proposed agreement. No agreements will be entered into by the College without the review of all Inventors, Authors or contributors. Any disagreement between the College and the Inventor(s), Author(s) or contributor(s) concerning a proposed agreement will be resolved in a timely fashion by the Committee on Intellectual Property.

Proceeds from Distribution of Intellectual Property

Invention Proceeds. Subsequent to the College's recovery of funds that were invested in patenting, marketing or developing Intellectual Property, the Contributor(s) and the College will share in the net revenue received from the Contributor's Intellectual Property(ies) owned by and licensed from the College. The Contributor(s) will receive 50% of the net revenues, and the College will receive 50%. It is understood that one-half of the College's portion will be for the primary purpose of advancing and encouraging further research and intellectual property development within Rhodes College.

In the case of multiple Inventors, the Inventors' share will be distributed among the Inventors in accordance with a written agreement signed by all Inventors; or, if there is no such agreement, all Inventors will receive an equal share.

If inventorship is shared among College Inventors and inventors at one or more other institutions, the College will negotiate with the one or more other institutions concerning exclusive licenses and distribution of revenues. College net revenues from such agreements will be distributed to inventors at the College using the distribution formulae discussed above.

Copyright Proceeds. These will follow the same distribution and stipulations as Inventions listed above.

Tangible Results of Research Proceeds. To the extent allowed by law, where any Tangible Result of Research is not within the scope of the claims of a patent, patent application, or copyright, each Contributor shall share in any net revenue or annual net revenue to the same extent a Contributor shares in proceeds listed above for Inventions and Copyrights.

Sponsors: Other Organizations

If and when any conflict shall arise between these Policies and any condition or conditions of (a) any proposed grant from or contract with any organization offering to act as a Sponsor or (b) the patent, copyright or intellectual property policies and procedures of any other organization to which any joint appointment or any affiliation or consulting agreement is made, such conflict shall be referred to the Committee on Intellectual Property. Following consideration of the conflict the Committee shall recommend a course of action to the College administration. It is incumbent on the College to take all reasonable steps, including but not limited to appropriate legal action, to protect and advocate issues on its behalf and those of the Inventor, Author or Contributor in the event of a conflict with a Sponsor.

Release of Rights Ownership

The Office of the Dean of the Faculty may, for reasons and upon terms deemed to be satisfactory by its office, release on behalf of the College at any time any Invention, patent, patent application, College Copyrightable Work, copyright or right of ownership to Tangible Results of Research to its Inventor, Author or Contributor.

Copyright

Within higher education, it has been the prevailing academic practice to treat the faculty member as the copyright owner of works that are created independently and at the faculty member's own initiative for traditional academic purposes. Examples include, but are not limited to, class notes and syllabi, books and articles, works of fiction and nonfiction, poems and dramatic works, musical and choreographic works, pictorial, graphic, and sculptural works, computer programs, computer-generated works, and educational software (commonly known as "courseware"). This practice has been followed for the most part, regardless of the physical medium in which these "traditional academic works" appear, that is, whether on paper or in audiovisual or electronic form. This practice should also ordinarily apply to the development of courseware for use in programs of distance education. Situations do arise, however, in which the College may fairly claim ownership of, or an interest in, copyright in works created by faculty members. Three general kinds of projects fall into this category: special works created in circumstances that may properly be regarded as "made for hire," negotiated contractual transfers, and joint works" as described in the Copyright Act.

Works Made for Hire. Although traditional academic work that is copyrightable—such as lecture notes and courseware, books, and articles—cannot normally be treated as works made for hire, some works created by College faculty members do properly fall within that category, allowing the institution to claim copyright ownership. Works created as a specific requirement of employment or as an assigned institutional duty that may, for example, be included in a written job description or an employment agreement, may be fairly deemed works made for hire. Even absent such prior written specification, ownership will vest with the college or university in those cases in which it provides the specific authorization or supervision for the preparation of the work. Examples are reports prepared by a dean or by the chair or members of a faculty committee, or college promotional brochures prepared by a director of admissions. The Copyright Act also defines as a “work made for hire” certain works that are commissioned from one who is not an employee but an “independent contractor.” The institution will own the copyright in such a commissioned work when the author is not a College employee, or when the author is such a faculty member but the work to be created falls outside the normal scope of that person’s employment duties (such as a professor of art history commissioned by the institution under special contract to write a catalog for a campus art gallery). In such situations, for the work-made-for-hire doctrine to apply there must be a written agreement so stating and signed by both parties; the work must also fall within a limited number of statutory categories, which include instructional texts, examinations, and contributions to a collective work.

Contractual Transfers. In situations in which the copyright ownership is held by the faculty member, it is possible for the individual to transfer the entire copyright, or a more limited license, to the College or to a third party. As already noted, under the Copyright Act, a transfer of all of the copyright or of an exclusive right must be reflected in a signed document in order to be valid. When, for example, a work is prepared pursuant to a program of “sponsored research” accompanied by a monetary grant from a third party, a contract signed by the faculty member providing that copyright will be owned by the College will be enforceable. Similarly, the College may reasonably request that the faculty member—when entering into an agreement granting the copyright or publishing rights to a third party—make efforts to reserve to the institution the right to use the work in its internally administered programs of teaching, research, and public service on a perpetual, royalty-free, nonexclusive basis.

Joint Works. Under certain circumstances, two or more persons may share copyright ownership of a work, notably when it is a “joint work.” The most familiar example of a joint work is a book or article written, fully collaboratively, by two academic colleagues. Each is said to be a “co-owner” of the copyright, with each having all the usual rights of the copyright owner provided that any income from such uses is shared with the other. In rare situations it may be proper to treat a work as a product of the joint authorship of the faculty member and the College, so that both have a shared interest in the copyright. Whoever owns the copyright, the College may reasonably require reimbursement for any unusual financial or technical support. (“Unusual financial or technical support” is defined as follows: Extensive un-reimbursed use of major College laboratory, studio, or computational facilities, or human resources. The use of these facilities must be important to the creation of the intellectual property; merely incidental use of a facility does not constitute substantial use, or does extensive use of a facility commonly available to all faculty or professional staff (such as libraries and offices), nor does extensive use of a specialized facility for routine tasks. Use will be considered “unusual” and facilities will be considered “major” if similar use facilities would cost the creator more than \$5,000 (five thousand dollars) in constant 1984 dollars if purchased or leased in the public marketplace. Creators wishing to reimburse the College for the use of its facilities must make arrangements to do so before the level of facilities usage for a particular intellectual property becomes substantial as defined.) That reimbursement might take the form of future royalties or a nonexclusive, royalty-free license to use the work for internal educational and administrative purposes. This means that the course developer and the College must reach an understanding about the conditions of portability and commercialization of faculty work developed using substantial College resources. Ordinarily, such an understanding will be recorded in a written agreement between the course developer and the College on a course-by-course basis.

Rhodes Presbyterian History and Liberal Arts Heritage

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

Rhodes is a liberal arts college associated with the Presbyterian Church (U.S.A.). The College has a covenant relationship with the Synod of Living Waters (Tennessee, Mississippi, Alabama, Kentucky).

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

More specifically, the educational purpose of the College is expressed in its maintenance of an environment for the pursuit of truth in which it is ensured that the Christian faith is clearly articulated, that its formative role in Western civilization is carefully considered, and that honest intellectual and moral questions are articulated and responded to intelligently and sensitively.

This commitment is made clear in a resolution adopted by the Board of Trustees of the College: It is the intention of the Board that the College substantially complies with requiring twelve credits of sound and comprehensive study of the Bible for the granting of a degree. In keeping with this resolution and with the mission of the College, the foundations requirement is structured so that there are two ways available to students to complete this part of the degree program. Students may choose the course *The Search for Values in the Light of Western History and Religion* or the *Life: Then and Now* Program.

The Campus

The following alphabetical listing of Rhodes buildings includes functions of these facilities and the names of those who made the buildings possible. Thirteen campus buildings and two permanent gateways are listed on The National Register of Historic Places.

The Alburty Swimming Complex, given through the generosity of the late E. A. (Bob) and Emily Beale Alburty, was dedicated May, 1977.

The Ashner Gateway* is a memorial to I. W. and Sallie Ashner, established by Mrs. Julius Goodman and Mrs. Ike Gronauer of Memphis.

Bailey Lane, the north campus drive between Snowden Street and Charles Place, was named in 1998 for Memphian Edgar H. Bailey, Rhodes life trustee, and his wife Ann Pridgen Bailey, Class of 1947, in grateful appreciation of their vision, generosity and devoted service to Rhodes.

The Paul Barret, Jr. Library is a state-of-the-art facility, made possible by a major gift from the Paul Barret, Jr. Trust. The Library opened during the summer of 2005. Paul Barret, Jr., a graduate of the class of 1946 who died in 1999, was the nephew of Mr. and Mrs. A.K. Burrow, who provided for the construction of the 1953 Burrow Library.

Bellingrath Residence Hall* was dedicated October 18, 1961, in memory of Dr. Walter D. Bellingrath, Mobile, Alabama, a long-time friend and benefactor of the College.

Blount Hall, a residence hall completed in 1986, was dedicated on October 17, 1996 in recognition of Carolyn and Wynton Malcolm Blount as distinguished leaders, benefactors and friends of Rhodes.

Boyle Court, provided by the employees of Boyle Investment Company in memory of Chairman Emeritus J. Bayard Boyle, Sr., was dedicated January 23, 1997. In 1998, as part of the 150th Anniversary celebration of Rhodes, a time capsule was buried in Boyle Court, to be opened in 2048.

The Thomas W. Briggs Student Center, provided through the generosity of the late Mr. and Mrs. Thomas W. Briggs of Memphis, augmented by gifts of parents and other friends, was dedicated May 2, 1966. It houses a bookstore, mailroom and offices. Extensive renovation of the building was completed in 1991. The Rhea Student Lounge, dedicated July 19, 1989, is a gift of Linda and S. Herbert Rhea. The James A. Matthews Lobby was dedicated April 7, 1997, in memory of the long-time friend of the College. In 2004, the mailroom and Rhea Lounge were renovated and relocated within the building.

The Bryan Campus Life Center, dedicated January 23, 1997, was given in honor of Catherine Wilkerson Bryan by her four children, John Henry Bryan, Jr. '58, Caroline Bryan Harrell, family of Catherine Bryan Dill, George Wilkerson Bryan and by Bryan Foods of West Point, Mississippi, co-founded by her husband, the late John Henry Bryan, Sr. The Center encompasses a performance gymnasium, a three-court multiuse gymnasium, racquetball and squash courts, a state of the art fitness room, an indoor jogging track and accommodations for student social events, lectures and other campus occasions. Other activity areas include:

- The L. Palmer Brown Lynx Lair, a student recreation area housing the snack bar, billiards and other game rooms, TV viewing and lounge areas.
- The Brenda and Lester Crain Reception Hall provides elegant accommodations for campus social events and other special occasions.
- The Dunavant Tennis Complex, the gift of Dr. Tommie S. and William B. Dunavant, Jr., includes ten lighted courts and stadium seating built to NCAA National tournament standards.
- The William Neely Mallory Memorial Gymnasium is the site of Rhodes' intercollegiate athletic events. It was dedicated December 10, 1954, in memory of Major William Neely Mallory, Memphis, who was killed in an airplane crash in Italy on February 19, 1945. Major Mallory became a member of the Board of Directors of Rhodes in 1937, and in 1938 became Treasurer of the College, which office he held at the time of his death.
- The McCallum Ballroom is named in honor of Virginia J. and Robert D. McCallum, Chair of Rhodes Board of Trustees from 1969 to 1981.
- The Ruth Sherman Hyde Gymnasium, made possible by gifts of the J. R. Hyde family, was dedicated March 17, 1971. It now houses three racquetball courts and an aerobics/dance studio.
- Crain Field, home of the Rhodes football and lacrosse teams, was recently renovated with state-of-the-art FieldTurf provided by a gift from Brenda and J. Lester Crain, Jr. '51. The field was dedicated in 2012 in honor of his father, J. Lester Crain, Sr. '29.
- Fargason Field, the original athletic playing fields on campus, was the gift to the College of about 15 acres of land owned by Mr. John T. Fargason and his sister Mrs. Mary Fargason Falls. Their generosity and name are now reflected in the collection of fields for varsity sports located to the north of the William Neely Mallory Gymnasium.
- Jerden Field for intramurals and club sports is named in honor of Jane and J.L. Jerden '59.
- Mason Field for Field Hockey was dedicated in 2013 thanks to the generosity of the Mason family.
- Solomon Field which serves as a practice field, was dedicated in 1994 in memory of the winning college football player and all-around outstanding athlete Craig R. Solomon '79.
- Stauffer Field at Irwin Lainoff Stadium, home of the Rhodes varsity baseball team, was named in 1977 in honor of Frederic R. Stauffer, professor of physics for 26 years and college baseball coach for 10 years. Renovations completed by the 2009 season

gave the College one of the finest baseball facilities in NCAA Division III, including the Irwin Lainoff Stadium, thanks to Riea and Steven Lainoff and other donors.

- The Winston Wolfe Track and Field Complex was dedicated in 2010 in honor of Winston Wolfe, an entrepreneur, athlete, philanthropist, and loyal friend of Rhodes College.

Buckman Hall was named in honor of Mertie W. Buckman and the late Stanley J. Buckman and their family. It houses the departments of International Studies, Economics and Business Administration, Political Science, Language Laboratory, and the Wynton M. Blount Lecture Hall. The building features Daughdrill Tower, which honors President and Mrs. James H. Daughdrill, Jr. and was provided anonymously by an alumna-trustee of the College. The building was dedicated October 24, 1991.

Adrienne McMillan Burns Memorial Labyrinth, given in 2005 in memory of the Class of 1988 alumna.

Burrow Hall,* formerly the College library, was given through the generosity of the late Mr. and Mrs. A. K. Burrow, Memphis, and dedicated October 8, 1953. It was renovated in 1988 and again in 2008 when it reopened as the Burrow Center for Student Opportunity. Burrow Hall contains the Alburty Room, named in honor of Rhodes Trustee the late E. A. Alburty, and the Pearce Conference Room for Career Services, International Education and Fellowships, provided by Elizabeth Roe Pearce '91.

The Catherine Burrow Refectory named in honor of the late Mrs. A. K. Burrow, Memphis, is the College's main dining facility. It encompasses:

- The Davis Room, named in honor of the late Thomas B. Davis of Memphis.
- The Hugh M. Neely Hall,* the original dining hall on campus, dedicated on November 13, 1928. It was provided through the generosity and affection of the late Mrs. Mary Sneed Neely as a memorial to her husband Hugh M. Neely, a heroic soldier and public-spirited citizen.
- The Margaret Ruffin Hyde Hall,* built in 1958 and dedicated in 1993 in honor of the late Dr. Margaret R. Hyde, Class of 1934, benefactor and Trustee of the College.
- Rollow Hall, built in 1987, and dedicated on Oct 26, 2002, by Ann Rollow Ross '52 in memory of her parents, John '26 and Louise Mayo Rollow '30, and her sister Lisa Rollow Justis '55.

Renovations to Burrow Refectory, completed in 2012 provided 19,000 square feet of additional space. The expanded facility includes a spacious exhibition-style servery, three new private dining rooms, including The President's Dining Room, given by Dr. Randall R. Rhea '77, in honor of President and Mrs. William Troutt and:

- The Lillian Goldman Hall provided by the Lillian Goldman Charitable Trust, Amy Goldman Fowler and Cary Fowler '71.
- The Wilson Fireside Lounge, provided through the generosity of Becky and Spence Wilson.

The S. DeWitt Clough Hall, erected in memory of S. DeWitt Clough of Chicago, houses the Departments of Anthropology/Sociology and Psychology. The Clough-Hanson Gallery and the Department of Art are located in the Hugo H. Dixon Wing. Clough Hall was dedicated October 14, 1970. A major renovation was completed in August 2013 to provide additional classrooms and office space.

Claire Markham Collins Meditation Garden, given 2005 by the family of Garnet J. Caldwell '05 in memory of the Class of 1981 alumna.

Craddock Quad, a gift of the Craddock family, was named in 2014. The quad is bounded by West Village, Glassell Hall, Catherine Burrow Refectory and Moore Moore Infirmary.

Dan Davis Court was named in 2004 in memory of Rhodes benefactor and friend Dan W. Davis, 1923-2002. The court is bounded by Robb Hall, Catherine Burrow Refectory and Berthold S. Kennedy Hall.

James H. Daughdrill, Jr. Meditation Garden, dedicated April 28, 1999. Located to the south of Fisher Garden, the Daughdrill Meditation Garden is a gift of the students of Rhodes.

Diehl Court, dedicated on October 8, 1983, was provided by the Class of 1933 in gratitude to Charles E. Diehl, President 1917-1949, and to his devoted administrative assistant Erma Reese Solomon. The sculpture of President Diehl is by the artist Edwin Rust.

East Village, consisting of Buildings A and B, was opened in August 2001, and provides apartment-styled living areas for juniors and seniors. East Village includes a Lodge that provides space for recreation and meetings.

Ellett Residence Hall* was dedicated December 18, 1956, in memory of Dr. E. C. Ellett, Memphis, an alumnus of Rhodes.

The Frazier Jelke Science Center, housing the Department of Biology, was dedicated October 19, 1968, in memory of Mr. Frazier Jelke of New York. The plaza atop the Frazier Jelke Science Center was re-landscaped in 2015.

The Hubert F. Fisher Memorial Garden was provided in 1941 by Mrs. Hubert F. Fisher as a memorial to her husband, Congressman Fisher. The garden with its permanent stone stage is the scene of commencement exercises and other college functions.

Alfred C. Glassell Residence Hall was dedicated May 2, 1968, in memory of Alfred C. Glassell of Shreveport, Louisiana, an alumnus of Rhodes and a member of its Board of Trustees 1929-1938 and 1943-1958.

Gooch Hall,* was erected in 1962 and dedicated on October 22, 1981, in memory of Boyce Alexander and Cecil Milton Gooch. The building adjoins Palmer Hall and the Richard Halliburton Memorial Tower and houses the Office of Finance and Business Affairs, the

Offices of the Academic Deans, and Greek and Roman Studies.

The Richard Halliburton Memorial Tower,* provided by the late Mr. and Mrs. Wesley Halliburton, Memphis, parents of the distinguished world traveler and author, was dedicated October 17, 1962. The first floor reception area formerly contained cases for exhibits selected from the Jessie L. Clough Art Memorial for Teaching. A portion of the funds required for its construction was provided by the late S. DeWitt Clough and his wife, Rachel Clough, of Chicago. On October 11, 2011, the renovated reception area was dedicated as The Nancy Hill Fulmer President's Office, named in honor of the 1951 alumna and former Trustee.

The Frank M. Harris Memorial Building,* provided by the generosity of the late Mrs. Nannie P. Harris, Memphis, as a perpetual memorial to her beloved son, Frank M. Harris, was dedicated June 6, 1938. The building currently houses The Mike Curb Institute for Music, founded in 2006 through a generous gift from the Mike Curb Family Foundation.

Hassell Hall, housing the Music Department, was a gift of the Hassell Family of Clifton, Tennessee, and other friends and alumni of Rhodes. It contains the Tuthill Performance Hall, dedicated in 2003 and named in memory of Burnet C. Tuthill, the College's first Director of Music. The building was dedicated on April 27, 1984.

The Hunt Gateway* is a memorial to Captain William Ireys Hunt, M.D., Class of 1934. The gift of the First Presbyterian Church, Greenville, Mississippi, this memorial was dedicated on May 31, 1948.

Berthold S. Kennedy Hall,* erected in 1925, was remodeled in 1968 to house the Department of Chemistry. It was dedicated on October 19, 1968 in honor of Rhodes alumnus Dr. Berthold S. Kennedy, of Anna Maria, Florida.

Dorothy C. King Hall, formerly the national headquarters for Pi Kappa Alpha Fraternity, is named in honor of Rhodes' long-time friend and benefactor and houses the Meeman Center for Lifelong Learning and the Offices of Development and Alumni. In 2014, the Southwest Room was renamed the Edmund Orgill Room, in honor of the former Memphis Mayor and College Trustee.

The Edward B. LeMaster Memorial Gateway, a symbol of the close ties between the College and the city of Memphis, was dedicated in 1983 to the memory of the prominent Memphian who was instrumental in the College's move to Memphis.

The McCoy Theatre, given by the McCoy Foundation, established by the late Harry B. McCoy, Jr., Memphis, in memory of his parents, Minetry and Harry McCoy, was dedicated on January 21, 1982. Renovations which began in 2005 doubled the McCoy Theatre in size, adding the McCoy Studio which is a second black-box theatre, and provided set construction, wardrobe design and storage space, as well as classrooms and theatre faculty offices. The new construction officially opened on September 7, 2006. Originally converted from a Zeta Tau Alpha sorority house, the intimate McCoy Theatre was named in honor of the late Harry McCoy, a Memphis real estate developer who died in 1966. The Harry B. McCoy Foundation funded the original renovations as well as the new addition.

The Moore Moore Infirmary,* made possible through a bequest of the late Dr. Moore Moore, Sr., beloved College Physician and Secretary of the Board of Directors from 1925 until his death June 28, 1957, was dedicated June 2, 1962, as a memorial to his wife, Ethel Shirley Moore.

Ohlendorf Hall, erected in 1968, was dedicated July 2, 1996, in honor of Rhodes Trustee Harold F. Ohlendorf, Class of 1931, and his wife Bruce in grateful appreciation of their service to the College. The building houses the Department of Mathematics and Computer Science and the Buckman Mathematics Library, dedicated October 19, 1968, the gift of the late Dr. Stanley Buckman and his associates at Buckman Laboratories, Inc.

Palmer Hall,* erected largely by contributions from the people of New Orleans in memory of Dr. Benjamin Morgan Palmer, for many years pastor of the First Presbyterian Church, New Orleans, was dedicated November 27, 1925. Palmer Hall is home to classrooms, administrative offices and the Hardie Auditorium. In 2010, after extensive renovation, Palmer became the home of all faculty who teach courses in languages and literatures.

Phillips Lane, the front entrance to the campus, was named in 1994 in honor of Weetie and Harry Phillips of Memphis and in grateful appreciation of their vision, generosity and devoted service to Rhodes.

The Peyton Nalle Rhodes Tower, erected in 1968, is named in honor of Rhodes Professor of Physics (1926-1949), President (1949-1965) and President Emeritus (1965). The building houses the Department of Physics and was dedicated on April 23, 1981. A complete renovation was begun in 2014 and the building was reopened in May, 2015. The renovations include The Brenda and J. Lester Crain, Jr. '51 Astronomy and Astrophysics Laboratory. In addition, The Gladney Lounge and The Taylor-Hopper Seminar Room, were given through the generosity of Dr. John Gladney '74.

The Physical Plant Building, erected in 1999, houses Physical Plant offices and the Purchasing Department. The Frances Falls Austin Conference Room and Office Complex, given in memory of his mother by Memphis business and civic leader Falls Austin, was dedicated in December, 2003.

Robb Residence Hall* was named in memory of Lt. Col. Albert Robb, attorney, who was a member of the Board of Directors of Stewart College at the time the Presbyterian Church assumed control of Montgomery Masonic College in 1855. In 1859, he donated the land on which the first residence for male students was erected in Clarksville, Tennessee, where Rhodes was located until 1925.

Robinson Hall, completed in 1985, also serves as one of the College's primary summer conference residence facilities and contains space for 84 residents. It was dedicated on December 17, 1989, in memory of James D. Robinson, Memphis business leader, founder of Auto-Chlor, Inc.

The Rollow Avenue of Oaks, dedicated in 1976, were planted south of Palmer Hall as seedlings brought from the Clarksville campus by alumnus and college engineer John A. Rollow, class of 1926.

Spann Place, completed in 1987, was named in honor of the late Jeanette S. Spann, Class of 1930 and Honorary Trustee of the College. This complex comprises five townhouses for innovative student housing.

Stewart Residence Hall, formerly a faculty residence, is a student residence hall which was most recently renovated in 2001. The building is named for William N. Stewart, a former president and important leader in the early history of Rhodes College.

Thomas Lane, between Ashner Gateway and Kennedy Hall, was named in 1997 to honor Nancy and James A. Thomas III, class of 1962, in recognition of their generosity and service to Rhodes.

Margaret Townsend Residence Hall was dedicated June 3, 1961, in honor of Margaret Huxtable Townsend, a member of the Rhodes faculty from 1918 to 1954, and who was Rhodes' first Dean of Women, serving in that capacity from 1925 to 1952. A Conservatory for meetings and recreation was added in 2002 and is located in a courtyard formed by Townsend, Trezevant and Voorhies Halls.

Suzanne Trezevant Residence Hall, given by Edward H. Little in memory of his wife, Suzanne Trezevant Little, was dedicated on November 18, 1966.

Voorhies Residence Hall, provided through the generosity of the late Mrs. Emma Denie Voorhies, Memphis, was dedicated April 10, 1948.

Lee B. Wailes Court, bounded by Halliburton Tower, Robb Hall, White Hall and Ashner Gateway, is named in grateful recognition of the generosity of Lee B. Wailes, class of 1929, and was dedicated September 23, 1988.

West Village Rhodes newest residence hall, was opened in August, 2012. West Village houses 141 upper-class students in twenty-two deluxe suites.

Gordon White Residence Hall,* a memorial to Dr. Gordon White, established by his sister, the late Mrs. Lizzie Gordon White Hood, Nashville, Tennessee, was dedicated November 13, 1947.

The Williams Prayer Room, an intimate chapel in Voorhies Hall, was given in memory of John Whorton and Anna Fletcher Williams by their children Sallie P. and Susan Fletcher Williams. It was dedicated on April 10, 1948.

Anne Marie Caskey Williford Residence Hall, erected in 1969, was dedicated April 23, 1980, in memory of Anne Marie Williford, class of 1952, who was Dean of Women (1968-1975) and Dean of Students from July 1, 1975, until her death July 19, 1979.

* Listed on The National Register of Historic Places, the official Federal list of districts, sites, buildings, structures, and objects significant in American history, architecture, archeology, engineering, and culture.