AGNES SCOTT COLLEGE

ACADEMIC CATALOG

2019-2020

Agnes Scott College

2019-2020 Catalog

Agnes Scott College does not discriminate on the basis of race, color, national origin, religion, sexual orientation, gender identity, gender expression, age, or disability in the recruitment and admission of any student, and, in addition, does not discriminate on the basis of gender in the recruitment and admission of students to its graduate and post-baccalaureate programs. This nondiscrimination policy also applies to all the rights, privileges, programs, and activities generally accorded or made available to students at the college, and to the administration of educational policies, scholarship, and loan programs and all other programs administered by the college.

Agnes Scott College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. Contact the commission at 1866 Southern Lane, Decatur, GA 30033-4097, or call 404.679.4500 for questions about the accreditation of Agnes Scott College.

The graduate program is described in a separate academic catalog. A reference to "student" in this catalog refers to an undergraduate student at Agnes Scott College.

When accessing the catalog online, advantage can be taken of the links found throughout the catalog. In particular, each item in the table of contents is a link to the corresponding topic. Links to course descriptions in various departments are best opened in a new tab to make it easier to return to the initial page. Check the documentation for your particular platform and browser to determine how to open a link in a new tab.

Disclaimer—Every effort has been made to ensure the accuracy and completeness of this catalog. The information included is accurate at the time of publishing. However, Agnes Scott College reserves the right to make necessary and desirable changes in policies, program requirements, programs, courses, tuition, and fees. Current and prospective students should check with college officials to verify current policies, requirements, programs, tuition, and fees.

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Agnes Scott at a Glance

- Agnes Scott College, founded in 1889, is an independent national liberal arts college for women located in the metropolitan Atlanta area, affiliated with the Presbyterian Church (U.S.A.).
- Through SUMMIT, Agnes Scott's signature experience, every Agnes Scott student is prepared to be an effective change agent in a global society. Guided by a personal board of advisors, every student, regardless of major, designs an individualized course of study and co-curricular experiences that develop leadership abilities and understanding of complex global dynamics.
- Enrollment: 1040 students from 43 states/U.S. territories and 30 countries
- 85 percent of traditional students live on campus
- Honor System: one of the oldest student-governed honor codes in the U.S. and a hallmark of life at Agnes Scott
- Faculty: 81 full-time, 100 percent of tenure-track faculty hold a Ph.D. or other terminal degree
- Student-faculty ratio: 10 to 1
- Average class size: 16
- Academic programs:
    - B.A. and B.S. degrees; 34 majors and 32 minors;
    - Post-baccalaureate program in pre-medicine;
    - M.A and M.S. degrees in applied technology, social innovation, and writing and digital communication
    - Graduate certificates in applied technology, writing and digital communication, data visualization, and evaluation and assessment methods.
- Dual-degree programs: engineering with Georgia Institute of Technology, nursing and computer science with Emory University
- Cross-registration: with 18 other colleges and universities in metropolitan Atlanta
- ROTC: Army and Air Force through the Georgia Institute of Technology
- Concurrent enrollment: Rollins School of Public Health at Emory University
- Study abroad: beginning with the class of 2019, all students participate in a global experience through SUMMIT
- Academic calendar: fall and spring semesters; coeducational summer school
- Athletics: six NCAA Division III sports—basketball, cross country, soccer, softball, tennis, volleyball
- Campus: 30 buildings and an apartment complex on 100 acres in a national historic district
- Alumnae: Agnes Scott's alumnae include Rhodes, Marshall, Fulbright, Truman, Goldwater, Gates Millennium, and Posse scholars; the former chief justice of the South Carolina Supreme Court; a Tony Award- and Pulitzer Prize-winning playwright and a Grammy Award-winning singer/songwriter; the former CEO of ANN, INC, parent company of Ann Taylor and Loft; a former governor of the Federal Reserve Board; and the first female Rhodes Scholar in Georgia. Agnes Scott graduates are found as part of the professional organizations at AT&T, CARE, the Centers for Disease Control (CDC), Deloitte, Children's Healthcare of Atlanta, Teach for America, and the Peace Corps.

Mission of Agnes Scott College

Agnes Scott College educates women to think deeply, live honorably, and engage the intellectual and social challenges of their times.

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

Adopted by the Board of Trustees, August 2002; Reaffirmed by the Board of Trustees, May 2012.

Foundations

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

The first institution of higher education in Georgia to receive regional accreditation, Agnes Scott College dedicated itself from the beginning to the highest level of "moral and intellectual training and education."[1] Its emphasis on academic excellence and a rigorous liberal arts curriculum "fully abreast of the best institutions of this country"[2] has always encouraged independent thinking in an atmosphere for learning. The college's residential campus, prized for its aesthetic distinction, has given all student generations a sense of place, purpose, and responsibility. Student self-government under an honor code has been a hallmark since 1906. A founding member of many national and regional educational associations, Agnes Scott has been a member of Phi Beta Kappa since 1926. This tradition of educational leadership continues in the 21st-century as the college models new forms of undergraduate education for women through SUMMIT, which prepares every graduate to be an effective leader in a global society.

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

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

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

Adopted by the Board of Trustees, May 2012; Revised by the Board of Trustees, October 2015

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

Agnes Scott College Values

A Commitment to Women

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

A Commitment to Teaching and Learning

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

A Commitment to the Liberal Arts

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

A Commitment to an Appreciation of Diverse Cultures

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

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

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

Endorsed by the faculty, April 1995; Affirmed by the Board of Trustees, August 2002

About Agnes Scott College

Agnes Scott College is committed to educating women to be effective change agents in a global society. This commitment is expressed through SUMMIT, which equips all students with a strong foundation in global learning and leadership development, a Board of Advisors, and a digital portfolio where they record, reflect upon, and share their educational experiences.

SUMMIT is rooted in a liberal arts curriculum that emphasizes academic excellence, interdisciplinary study, and experiential learning through internships, mentored research, and study abroad. Building on Agnes Scott's 130-year history and atmosphere of academic and intellectual challenge, SUMMIT fosters the intellectual breadth and habits of mind characteristic of a liberal arts education.

The campus is located in metropolitan Atlanta in the city of Decatur. Nationally known as a center for research and higher education, Atlanta provides resources and learning opportunities central to the Agnes Scott experience.

As students immerse themselves in the world, its cultures, history, and ideas, they obtain the tools needed to explore their world passionately and ethically. They gain the confidence to handle difficult questions and offer responsible, rational, and creative answers. As a women's college, Agnes Scott provides diverse role models who offer rich and multi-layered examples of what leadership can be. Students become leaders in social, athletic, academic, and political arenas. The student who runs for office, competes for a scholarship, or speaks up in class knows their gender is not an impediment. As a result, they form a clear view of their strengths and weaknesses, find their voice and are encouraged to speak out about the issues of the day.

Agnes Scott's alumnae and student body include Rhodes, Fulbright, Marshall, Truman, Goldwater, Gates Millennium, and Posse scholars; the former chief justice of the South Carolina Supreme Court; a Tony Award- and Pulitzer Prize-winning playwright; and internationally acclaimed scientists and women who work at the CDC, EPA, IBM, AT&T, and Peace Corps. Other prestigious awards received by Agnes Scott students include the Benjamin A. Gilman International Scholarship, Rotary Ambassadorial Scholarship, and Thomas R. Pickering Foreign Affairs Fellowship.

Wherever they land, alumnae achieve in their professions; contribute to their communities; engage the social, technological, and global issues of their times; and live personally and spiritually purposeful lives.

Distinguished high school graduates come to Agnes Scott with a strong academic record and a desire to achieve higher goals. They leave with the knowledge and insight to achieve those goals and make a lasting contribution to their community and the world.

SUMMIT

SUMMIT prepares every student to be an effective change agent in a global society. Guided by a personal Board of Advisors, every student, regardless of major, designs an individualized course of study and co-curricular experiences that develop leadership abilities and understanding of complex global dynamics while fostering the intellectual breadth and habits of mind characteristic of a liberally educated person.

The components of the SUMMIT curriculum are (1) a set of required, foundational liberal arts courses and experiences infused with leadership development and global learning content and (2) the opportunity to complete a specialization in global learning or leadership development (one of which all students declare), leading to a notation on the student's transcript.

Leadership is the practice of reflective and critical engagement with one's community to bring about positive change. Within ASC's mission of *educating students to think deeply, live honorably, and engage the social and intellectual challenges of their times*, students exercise leadership

through processes of **reflecting** on individual strengths, identity, and power; **analyzing** evidence, perspectives, and systems; and **acting** authentically, boldly, and ethically. For this leadership to be effective, they hone their critical thinking, writing, public speaking, digital literacy, and teamwork skills.

Those who elect to complete the Leadership Development specialization augment this foundational work with a personalized slate of courses in leadership studies, practical leadership experiences, and additional skills development.

The Global Learning components of the SUMMIT curriculum equip students with the cultural competence to recognize and navigate structures, patterns, and challenges that span the globe and shape human lives. Due to technological advances unthinkable a short time ago, humans today routinely encounter an exhilarating and overwhelming range of people, ideas, cultures, and commodities. This unprecedented contact has facilitated an emerging worldwide political economy characterized by opportunities—and inequalities—never before experienced. It also has spawned challenges of unprecedented scale (e.g., pandemics, climate change, cross-globe migration) along with the possibility of meeting such challenges with coordinated human action of a magnitude never before possible.

Every Agnes Scott student completes foundational coursework in global learning, including a faculty-led immersion experience focused on understanding these complex global issues and dynamics. Students who complete the Global Learning specialization further hone their understanding of global contact, power, and systems through advanced coursework and additional immersion experiences.

The Campus

Just six miles from Atlanta's city center, Agnes Scott is located on a beautiful 100-acre campus in a national historic district and a residential neighborhood of Decatur, Georgia.

Emory University, Georgia Institute of Technology, Georgia State University, and the Atlanta University Center are a short drive away, and the University of Georgia is nearby in Athens. The college has 30 buildings and an adjacent apartment complex. With its Collegiate Gothic and Victorian architecture, brick walks, and century-old trees, the campus is a pleasant place to stroll, meet friends, meditate, or study.

Agnes Scott "Main" Hall

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

Nearly 130 years later, Agnes Scott Hall continues to serve the campus as a residence hall and office/meeting space. The upper floors provide residence hall space, while the first floor houses the president's office, the Office of the Vice President for Student Affairs and Dean of Students, and the Office of Communications and Marketing.

The building's bell tower provides a focal point for the campus. The ringing of the bell notes special occasions such as commencement and convocations, and seniors accepted to graduate school or hired for their first jobs are invited to ring the bell at noon on Fridays. The "tower room," made famous in the opening scenes of the movie Scream 2, is also in Main.

Residential Options

In addition to Agnes Scott Hall, students may live in Campbell, Inman, Rebekah, Walters, and Winship residence halls; three living-learning community houses; and Avery Glen Apartments.

McCain Library

The James Ross McCain Library combines strong collections, individual attention, inviting study spaces, and advanced technology to meet the learning, research, teaching, and personal development needs of our students, faculty, and staff. Built in 1936, the architecturally distinguished McCain Library reopened in 2001 following total renovation and major expansion. Features include nine group study and media viewing rooms, comfortable lounge chairs, an outdoor reading terrace, individual study carrels, and wireless network connectivity throughout the facility.

The library collection, selected to support the liberal arts curriculum, includes more than 240,000 print volumes; 57,182 electronic books; a select group of expensive textbooks on course reserve; access to 194,565 periodical titles; approximately 27,000 sound and video recordings, as well as microforms and streaming videos; and the college archives. Many resources are electronic and available remotely from other campus facilities, residence halls, and off-campus locations. More than 474 databases offer access to full-text articles from several thousand journals, periodical indexes in major academic areas, primary sources, and reference tools serving all disciplines. These electronic resources include, but also go beyond, the holdings of GALILEO, Georgia's statewide virtual library. McCain Library also circulates equipment, for example, wireless laptops (for in-library use), bicycles, calculators, digital cameras, audio recorders, chargers, and iPads.

Through borrowing agreements and interlibrary loan, the library expedites access to resources not available in the McCain collection. Refer to the Services section of the library website or speak with a reference librarian at the Scottie Research & Rescue Desk.

Computer Facilities

The college provides technology resources that enhance the teaching and learning environment. All campus facilities and classrooms allow access to the college's computer network. The network provides access to the Internet, email, network file, and print services and online web-based services (McCain Library, Moodle, AscAgnes, and Online Phone Directory).

McCain Library houses the Center for Digital and Visual Literacy and the Center for Teaching and Learning, which houses the Educational Curriculum Library. There are desktop computers available for academic applications near McCain's first-floor entrance and on the ground floor, and laptops for six-hour, in-library use may be borrowed from the circulation desk. McCain's second-floor classroom is used for library research classes and to meet extra computer demand at exam time. The Center for Digital Visual Literacy is located on the east side of the ground floor and houses a 25 seat Mac classroom, in addition to various project production facilities.

Alston Campus Center provides computing facilities in the SunTrust Cyber Café. Buttrick Hall, the Bullock Science Center, and Campbell Hall have numerous media-enriched classrooms.

A small computer lab is available in each residence hall for student computing use and printing. The campus print management solution supports the college's sustainability efforts. Each student is given $30 for printing or copying from July 1 to June 30 and students have the ability to add funds to their account if needed. Google Cloud Print is enabled as a way for students to print wirelessly from mobile phones, tablets or laptops running Android or iOS.

Computer technology is available throughout Bullock Science Center in teaching and research labs, computer labs, computerized classrooms and student-project labs. Special-purpose computer labs include the Dana Fine Arts Building graphics lab, Campbell Hall's computer classroom and Learning Centers, Presser Hall's music lab, and Bradley Observatory's research lab.

A wide selection of software is available on all campus computer systems, and a variety of special-use computer hardware can be found in computer labs.

Wireless network access is available throughout all student residence halls.

Bullock Science Center

Opened in January 2003, the 115,000-square-foot Mary Brown Bullock Science Center, named in honor of President Mary Brown Bullock ’66 (1995-2006), houses media-rich classrooms, laboratories, faculty offices, and equipment for the four disciplines that use investigative laboratories—biology, physics, chemistry and psychology. The center features multimillion-dollar instrumentation and dedicated faculty-student research laboratories. The center links the college’s north and south sections, and with McCain Library, Alston Campus Center, Campbell Hall, and the Julia Thompson Smith Chapel forms the Science Quadrangle.

Bradley Observatory and Delafield Planetarium

One of only two astronomical teaching and research facilities in Atlanta, Bradley Observatory was named in 1950 in honor of William C. and Sarah Hall Bradley. The observatory is home to world-class facilities that enhance the college’s ability to excel in teaching, research, and outreach to the community. The observatory is equipped with a 75-person capacity lecture hall, a library, offices, an atmospheric research lab, and extensive computer facilities. The observatory holds monthly open houses and public events, hosting thousands of visitors per year. Once a semester, the William A. Calder Equinox Concert Series features musical performances on the autumnal and vernal equinoxes. The “Celestial Spheres” Observation Plaza, located at the main entrance to the building, contains designs that represent the relative sizes and orbits of the planets in the solar system. The plaza itself (representing the size of the Sun) is the center of the Metro Atlanta Solar System (MASS) agnesscott.edu/bradleyobservatory/mass. This scale model solar system is spread out over the city from Agnes Scott College (the Sun) to Sweetwater Creek State Park (Neptune).

Housed in Bradley Observatory, the Delafield Planetarium was built in 2000 and is named for JoAnn “Joie” Sawyer Delafield ’58 and her husband, Dennis. The 75-seat Delafield Planetarium boasts a 10-meter dome and a Zeiss ZKP3 planetarium projector. Upstairs, the 30” Beck Telescope is available to visitors at monthly Open House events, and the observatory provides access to a wide variety of other telescopes. The Bradley Radio Telescope (BRaT) is a two-meter diameter radio telescope with a 1.4 GHz (20 cm) receiver. A powerful laser, used to probe the atmosphere above the observatory, is located in the rear of the building. Built in cooperation with the Georgia Tech Research Institute (GTRI) and supported by funding from the National Science Foundation, the Eyesafe Atmospheric Research LIDAR (EARL) is a student-operated Light Detection and Ranging (LIDAR) facility.

The college is a member of the Southeastern Association for Research in Astronomy (SARA) consortium (saraobservatory.org), providing students and faculty the opportunity to make remote observations with 1-meter telescopes located at Kitt Peak (Arizona), Cerro Tololo (Chile), and the Canary Islands. Agnes Scott is one of only 15 colleges and universities in the consortium, which includes (among others): Clemson University (SC), The University of Alabama (AL), Valparaiso University (IN), and Butler University (IN). The objective of SARA is to maintain a mutually beneficial association of institutions of higher education with departments of astronomy and physics whose faculty are all actively engaged in astronomical research.

Buttrick Hall

Buttrick Hall is the home to many administrative and academic departments as well as serving as a classroom space. The Center for Global Learning, Office of Internship and Career Development, and the Office of Academic Advising and Accessible Education can be found within Buttrick, along with the Offices of the Vice President for Academic Affairs and Dean of the College and the Vice President for Business and Finance. The building was named for Wallace Buttrick, former president of the General Education Board of New York and a friend of the college.

John Bulow Campbell Hall

John Bulow Campbell Hall was originally constructed as a science building, housing classrooms and laboratories for biology, chemistry, and physics. In fall 2014 the building reopened as a 21st-century living and learning community, with learning centers for writing and speaking, economics, mathematics, science, and sociology and anthropology, along with residence hall space in the upper floors of one wing of the building.

Dana Fine Arts Building

Charles A. Dana Fine Arts Building is the artistic center of campus. The building features modern design by Atlanta architect John Portman, interwoven with Gothic architectural elements, creating a structure that is both functional and in keeping with the rest of the campus. The building houses an art gallery, classrooms, art studios, and a theatre for the dramatic arts. The Dalton Gallery was named in honor of Harry L. Dalton and his wife, Mary Keesler Dalton ’25, of North Carolina. Winter Theatre, which seats more than 300 and features a modified-thrust stage, was named in honor of Professor Roberta Powers Winter ’27, who taught speech and dramatic arts at the college from 1939 to 1974.

Presser Hall

Envisioned to house a music center and a chapel, Presser Hall was named in honor of Theodore Presser, who established the Presser Foundation, which donated funds for the building. Dedicated in 1941, Gaines Chapel, named in honor of President Frank Henry Gaines (1889-1923), features seating for 800 and houses a 3,000-pipe, four-manual Austin organ. Presser Hall is also home to Maclean Auditorium, a smaller 200-seat performance space named for Professor Joseph Maclean, who headed the Department of Music from 1893 to 1918.

Alston Campus Center

Wallace M. Alston Campus Center, opened in spring 2001. The center contains meeting rooms and event spaces for student functions and office space for administrative staff. On the ground level you can find The Hub, Mollie’s Grille, The Black Cat Café, and several dining and lounge spaces. On the first floor you can find the information desk, the Cyber Café, a USPS post office, Amazon Locker (Estrela), and event spaces like the Amelia Davis Luchsinger Lounge, the Sunroom, and the Patricia Collins Butler Center. The first floor is also a home away from home for commuting students with a lounge and locker room dedicated to this community of students. Recently added is the student-only workout room (located in room 114) which includes treadmills, an elliptical machine, recumbent bikes, a rowing machine, and kettle bells.

On the second floor you can find the Center for Student Involvement, the Gué Pardue Hudson Center for Leadership and Service, the Office of the Senior Associate Dean of Students, the Office of Religious and Spiritual Life, the Office of Student Outreach and Education, the student government association and programming board offices, and two conference rooms. On the third floor you can find the student organization workroom, a student lounge, a conference room, the Muslim prayer room, the Gay Johnson McDougall Center for Global Diversity and Inclusion, the Trailblazers Lounge, and the Office of the Vice President for Equity and Inclusion.

Evans Hall

Letitia Pate Evans Hall, renovated in 1999, was named in honor of Letitia Pate Evans of Hot Springs, Virginia, who served as an Agnes Scott trustee from 1949 until her death in 1953. The building features seated dining space for 400, a marché servery, spaces for outdoor dining, and

conference facilities on the terrace level.

Athletic Facilities

Robert W. Woodruff Physical Activities Building provides facilities for recreational and NCAA Division III intercollegiate athletic pursuits. Facilities include a basketball court; volleyball courts; an eight-lane, 25-meter competition swimming pool; cardio-training and select rise-weight equipment; and a sports-medicine training room. The offices for the Department of Physical Education and Athletics are housed here. Located just beyond Woodruff are the Gellerstedt Track and Field, named in honor of Lawrence Gellerstedt Jr. and Mary Duckworth Gellerstedt ’46, and the Byers Tennis Courts, given by Tricia Fling Byers ’98 in honor of Kathleen Hope Fling ’33.

Students, faculty and staff also have free access to a state-of-the art fitness center, Snap Fitness, located on the second floor of the West Parking Facility. It is available 21.5 hours a day, seven days a week, with the only restricted hours for the Agnes Scott College community being from 5:30-8:00 p.m., Monday through Friday. Snap Fitness has a variety of cardiovascular equipment, including treadmills, steppers, elliptical trainers, cross trainers, rowers, and bikes. It also has machine and free weights for upper- and lower-body exercises as well as abdominal exercises.

Julia Thompson Smith Chapel

Dedicated in 2008, the Julia Thompson Smith Chapel is a Christian chapel welcoming people of all faiths for worship services, meditation, and prayer; small Bible-study groups and other religious study; occasional lectures; and intimate concerts. The chapel is the spiritual center of campus and affirms the importance of faith in our community of higher learning. It provides space for prayer, contemplation, and worship. The chapel, named for Julia Thompson Smith ’31, is home to a rare Brombaugh Opus 31-d organ.

Campus Safety

Agnes Scott has an excellent safety record. The campus and surrounding neighborhoods are considered comfortable places to live. Agnes Scott enjoys the protection of a fully staffed, highly trained campus police department. However, all campus community members are encouraged to be alert and aware, and to join campus-wide efforts to maintain safety. Students are offered a number of opportunities to learn about personal safety and safety issues through lectures and self-defense classes. Because safety is a high priority, all residential spaces are secured and accessible only to those who have been assigned keys. Campus policy requires guests to be escorted by building residents. Call boxes for emergency assistance are located throughout the campus.

Life on Campus

Center for Student Involvement

The Center for Student Involvement (CSI), located in the Alston Campus Center, provides co-curricular opportunities for student engagement through a myriad of clubs and organizations that foster intellectual growth and leadership development. Annual traditions and events include, but are not limited to, New Student Orientation, Scottie Welcome, Black Cat Week, Sophomore Ring Ceremony, and Pancake Jam. The center provides entertainment and dynamic social events, and supports all aspects of student leadership programs to enhance the liberal arts education at Agnes Scott College. CSI recognizes that a multiplicity of identities are represented within the ASC community and affirms existence of these varied perspectives through the work of student-led

clubs and organizations. A variety of cultural celebrations, social justice initiatives, and community events help to educate students across campus. In addition to providing activities and events, CSI oversees student organizations such as the Student Government Association, Programming Board, Orientation Leaders, and Mortar Board. All students are encouraged to participate in numerous opportunities to serve and lead while collaborating with CSI to foster a vibrant social life on campus.

New Student Orientation
At Agnes Scott College, the entire community works together to assist incoming students with their transition to college. The new student orientation program is designed to support students holistically, intertwining academic and social experiences. New Student Orientation begins in the summer when Orientation Leaders work diligently with the Center for Student Involvement to provide a positive orientation experience, as well as connect with students to serve as a guide.

Recreation and Intramurals
Guided by student interest, Scotties participate in recreation and intramural programs that include a variety of fitness classes, sports clinics, recreational sports games, and outings, both on and off campus. Recreational equipment is available for check out from office 106 in the Alston Campus Center. Recreation and Intramurals manages the "Scottie Bike" program that allows students to check out bicycles for the day from the McCain Library for free. A student workout space in the Alston Campus Center is available only to ASC students. It includes treadmills, recumbent exercise bikes, an elliptical and rowing machine, along with kettle bells. Students also have access to SNAP Fitness located on the 2nd level of the parking garage.

Scottie Shuttle
The Scottie Shuttle is provided by the Center for Student Involvement for the Agnes Scott College community to aid in facilitating connections between students, faculty, and staff, and the greater Decatur and Atlanta area. All people utilizing the Scottie Shuttle have the right to expect a safe space, a safe trip, and a reliable service. The shuttle is available for use to departments and student organizations as part of their efforts to create a vibrant social life. The Scottie Shuttle is free for Agnes Scott students. Any guest permitted on the shuttle must be accompanied by an Agnes Scott student who is responsible for their actions and will be held by student conduct standards. Seats on the shuttle are available on a first-come, first-served basis. The schedule is determined by the Center for Student Involvement using the input and feedback of students and the college community. During college closures, holidays, and breaks, the shuttle will only operate at the discretion of the Center for Student Involvement. For the full shuttle usage policy that includes rates for departments and student organizations, please visit the Center for Student Involvement.

Legacy
The Goizueta Foundation Leadership Immersion, a signature program within the SUMMIT initiative, is an engaging leadership foundations experience that spans two days following new student orientation. Using the Agnes Scott College campus and local community as a backdrop for leadership development, students establish a deeper sense of self, develop meaningful relationships with peers, build their sense of connection to and membership within the Agnes Scott community, and much more. Legacy gives students the opportunity to participate in team challenge activities, discover their strengths, and become better prepared to take the lead in their college experience as they transition into their new community. Full and active participation in

Legacy is a graduation requirement for all students.

Honor System

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

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

Student Government

Agnes Scott is a community that values open communication among faculty, students, and administrators. The Student Government Association acts as a formal liaison between students and the administration. Through this association students are, to a large extent, self-governing as they assume responsibility for many policies and regulations. The Student Government Association manages the student activity fee collected from all students and allocates the funds to the many student organizations on campus. Listings of all student organizations may be found in the student affairs section of the Agnes Scott website as well as in the Center for Student Involvement in Alston.

Residence Life

Agnes Scott is a residential college, where living on campus is an integral part of the community experience. All students are required to live on campus for their entire tenure at the college. The various residential options are designed to prepare students for their transition into independent living after their time at Agnes Scott.

Walters and Winship are traditional residence halls housing first-year students. The GEMS (Generating Excellence in Math and Science) living and learning community is housed on the second floor of Walters. Students who are chosen for this community have the opportunity to participate in programs and events to ignite their passion in mathematics and science and to prepare them for upper-level courses and careers in those fields.

Agnes Scott "Main" Hall, Rebekah Hall, and Inman Hall offer traditional residence hall living, while Campbell Hall offers suite-style living accommodations. Main and Inman are listed in the National Register of Historic Places. (Main Hall will be offline for student housing for the academic year 2019-2020.) Upper-class students may also reside in one of the three restored Queen Anne-style homes on the west side of the campus. These houses serve as living-learning communities. Students apply to live in these houses according to their interest in and commitment to assigned communities. Upper-class students also have the choice to live in the Avery Glen Apartments which are located on the east side of campus and afford a greater sense of independent living.

Residence halls are governed within the policies of the college and the Office of Residence Life. All campus housing facilities are staffed by student resident assistants (RAs). Residence life professional staff and graduate assistants provide on-call support and the Judicial Board adjudicates all violations of residence hall policies.

All students are required to live in campus housing. Any exception must be approved by the

vice president for student affairs and dean of students or the director of residence life. Exceptions considered include:

- Students in the Atlanta area who live with their parent(s)/guardian(s) within a 30-mile radius of campus
- Students over the age of 24
- Married students
- Students with dependents
- Students whose medical accommodation cannot be met by the college

If a student's conduct indicates that they are not in compliance with the ideals and standards of the college's residence life policies or are not mature enough to reside on campus, the vice president for student affairs and dean of students may terminate their resident status.

Intercollegiate Athletics

Agnes Scott College offers the following intercollegiate sports through NCAA Division III membership: basketball, cross country, soccer, softball, tennis, and volleyball. The college is a member of and competes in the USA South Athletic Conference. For more information related to any of the athletic programs, visit the Department of Athletics website: athletics.agnesscott.edu.

Wellness Center

The primary purpose of the Wellness Center (404.471.7100) is to assist students in maintaining a state of health that allows them to function at their maximum capacity. The Wellness Center director is a licensed psychologist, and other staff consists of licensed staff counselors, a nationally certified nurse practitioner, registered nurse, insurance coordinator, and administrative assistant. The members of the center strive for the highest level of integrity, empathy, professionalism, and compassion, while working as a team to meet the health care needs of a diverse and growing student body.

The nurse practitioner and registered nurse work collaboratively with the contract medical director, physician consultants in internal medicine, gynecology, dermatology, psychiatry, and sports medicine. Services include evaluation and treatment of health problems, counseling, special health education, and screening programs.

The college reserves the right, if parents or guardians cannot be reached, to make decisions concerning emergency health problems for any student who is a minor. Students with specific health problems, serious illnesses, or injuries will be referred to the appropriate specialist or medical facility.

Confidential counseling services are offered for all enrolled Agnes Scott students by licensed clinicians. Services include individual and group counseling, consultation and referral services, outreach, and programming. Students seek counseling for a variety of concerns including managing relationships, handling family problems, coping with stress, handling a crisis, eating and/or body image concerns, improving study skills, improving time management, increasing self-esteem, and dealing with alcohol and/or drug concerns.

Individual counseling involves one-on-one meetings with a counselor and sessions may vary in time. Group counseling is offered on an as-needed basis and involves three or more students meeting with one or more counselors to deal with shared concerns.

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

groups or classes interested in counseling-related topics.

The center's wellness educational programs include stress reduction, prevention of illness, self-care, and promotion of and encouragement of positive health practices. Reference materials on wellness issues are also available.

Student Outreach

Student outreach is dedicated to the promotion of the holistic wellness of the Agnes Scott College community through programming and resources that empower students to make informed choices regarding their safety and well-being. A full menu of preventative programs and resources are offered that address a wide range of topics to include: alcohol and other drugs, sexual assault prevention, and bystander training. This is to ensure the safety and well-being of our community. Additionally, targeted intervention is offered to support students that may experience challenges that present a risk to their success as students. These include case management and support groups. Students with documented unmet needs may apply for emergency funds through the Scottie Emergency Fund which is sustained through the generous donations of faculty, staff, and alumnae. These services are offered through the Office of the Vice President of Student Affairs and Dean of Students located in Main Hall and can be reached at 404.471.6075.

Religious and Spiritual Life

The chaplain directs the Office of Religious and Spiritual Life to ensure and promote the spiritual and religious well-being of the campus community. The chaplain promotes holistic student development by nurturing many diverse and vibrant religious communities at Agnes Scott College. The chaplain acts as a liaison between the college and the broader religious community, offering encouragement to students to become actively involved with a local church, mosque, synagogues, and other centers of faith. Working with other faith leaders and the Interfaith Student Organization, the chaplain facilitates worship on-campus to include ecumenical worship services, special observances, and events in celebration of notable campus occasions. The chaplain supports student-led religious and spiritual organizations that operate on campus as well as the Interfaith Council, a committee of leaders from each student-led religious/spiritual group, reflecting the diversity of faith traditions at Agnes Scott. The chaplain is committed to welcoming students of all gender and sexual identities, of all secular and religious traditions, and from all cultural backgrounds.

Gué Pardue Hudson Center for Leadership and Service

Citizenship and leadership are inextricably linked and are vital for each student to be successful. The goal of leadership is to bring about positive change, and within community and society, this is frequently done through various forms of community, civic, and global engagement. By learning about and addressing societal needs alongside impacted communities, students participating in experiential programs have the opportunity to live their leadership in Decatur and beyond. Through signature programs, including Impact Service Experience, Rise Against Hunger, Impact Peer Leaders, the Catalyst Leader program, Explore, Legacy, Peak Week, and the Social Challenges of our Times Film Series, the Gué Pardue Hudson Center for Leadership and Service empowers students to become positive change agents in their community by promoting personal leadership development and global citizenship. To find out more information about leadership development and engagement opportunities, visit the center in Alston or agnesscott.givepulse.com.

Gay Johnson McDougall Center for Global Diversity and Inclusion

The Gay Johnson McDougall Center for Global Diversity and Inclusion is committed to fostering a community where intersections of identity are appreciated, celebrated, and honored at Agnes Scott College. Students, faculty, and staff are encouraged to engage in professional development programs and events focused on inclusive excellence. The Association of American Colleges and Universities (2005) defines inclusive excellences as "multilayered processes through which we achieve excellence in learning; research, and teaching; student development; local and global community engagement; workforce development; and more." It is the active, intentional, and ongoing engagement with diversity in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

The center strives to connect this concept to the student experience as they embark on their leadership journeys, and as they explore their roles as change agents in the intellectual and social challenges that affect their local as well as emerging global communities. The pursuit of excellence through inclusive practices and education allows community members to thrive in a socially-just learning environment free of bias, harassment, and discrimination. The center serves as a support system for students to redefine their reach in a growing, interminable, and socially-conscious global world.

Admission

Agnes Scott College seeks to enroll students of diverse backgrounds, interests, and talents whose academic and personal qualities promise success. Qualified individuals of any race, age, creed, or national or ethnic origin are encouraged to apply. The college admits qualified students with disabilities and makes every effort to meet their needs. The Office of Admission, under policies and standards established by the faculty, considers each application and examines evidence of sound academic preparation, ability, motivation, maturity, and integrity. Every completed application is reviewed thoroughly.

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

As a learning community that embraces our identity and mission as a women's college and our commitment to inclusive excellence, Agnes Scott admits students who were assigned female at birth as well as those who were assigned male or female at birth who now identify as female, transgender, agender, gender fluid, or non-binary. The college does not admit individuals who were assigned male at birth and continue to identify as male. Agnes Scott is proud of the women, trans women, trans men, and non-binary individuals who have enrolled and graduated from Agnes Scott. Individuals whose legal documents are not in alignment in terms of gender or sex should contact the Office of Admission to discuss their self-identification and receive further clarification of policies and information regarding the resources available on campus.

Any student who is admitted to Agnes Scott College and completes all of the graduation requirements will be conferred a degree from the institution.

Adopted by the Board of Trustees, May 2015

General Information

The Application

Agnes Scott accepts the Common Application for its undergraduate admission process. Links are available via Agnes Scott's Admission webpage, www.agnesscott.edu/admission. For information on admission to the graduate programs, please see the graduate studies catalog.

Entrance Requirements

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

Entrance Examinations

The submission of SAT or ACT scores is optional. However, applications must include at least one of the following:

- SAT/ACT scores
- An evaluative interview with an Agnes Scott admission representative

- An analytical or critical graded writing sample (including a description of the assignment, teacher comments, and the grade)

All home-schooled applicants are required to submit test scores.

International Applicants
The submission of SAT or ACT scores is optional for international applicants. However, applications must include at least one of the following:

- SAT/ACT scores
- An InitialView video interview (an unscripted, third-party interview; there is an additional cost associated with this service)

If a student chooses to submit SAT/ACT scores, these examinations should be taken in the spring of the junior year or by December of the senior year in high school. The highest scores presented by an applicant are considered.

For information on SAT I, write, call or visit online (Agnes Scott's CEEB number is 5002):

The College Board SAT Program
PO Box 025505, Miami, FL 33102
Phone: 866.756.7346

For information on ACT, write, call or visit online (Agnes Scott's ACT code number is 0780):

ACT
500 ACT Drive
P.O. Box 168
Iowa City, IA 52243-0168
Phone: 319.337.1270
www.act.org

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

Our full requirements for international applicants can be found at www.agnesscott.edu/admission.

Interviews and Overnight Visits

An on-campus interview is recommended but not required for candidates. Students become better acquainted with the college, and a visit is useful in making the final college decision. An interview is also helpful to the Office of Admission in evaluating an application because it allows admission officers to better understand an applicant's academic and extracurricular interests.

Student-led tours, class visits, and overnight stays may be scheduled at certain times of the year. Please note that overnight stays are available to high school seniors and transfer students only and are limited to our overnight events. To schedule a campus visit, go to www.agnesscott.edu/visit, call or email the Office of Admission at least 48 hours in advance.

Office of Admission— Agnes Scott College
141 E. College Ave.
Decatur, GA 30030-3770
Phone: 404.471.6285 Toll-free: 800.868.8602 Fax: 404.471.6414
Email: admission@agnesscott.edu

Health Record

All students who are enrolling must submit a complete medical history, including a certificate of examination by their physician, as well as results of immunizations and chest X-rays when necessary. Entrance health-record information can be found in the Student Health Services Patient Portal and are due to the director of student health services by June 10 for the fall semester and January 14 for the spring semester.

Secondary School Students

Applying as a Senior

Seniors should apply for admission before the regular decision deadline. They should submit a completed Common Application, high school transcript, essay, guidance counselor's recommendation, and a teacher's recommendation. The submission of SAT/ACT scores is optional, except for home-schooled applicants. However, applications from U.S. citizens must include one of the following: SAT/ACT scores, an evaluative interview with an Agnes Scott admission representative, or an analytical or critical graded writing sample (including a description of the assignment, teacher comments, and the grade).

International applicants must submit either test scores or a video interview (details at www.agnesscott.edu/admission.) Agnes Scott admits students according to these application plans for traditional domestic applicants:

Early Decision

- APPLICATION DEADLINE: November 1
- NOTIFICATION: Beginning December 1

Early Action I

- APPLICATION DEADLINE: November 15
- NOTIFICATION: Beginning December 15

Early Action II

- APPLICATION DEADLINE: January 15
- NOTIFICATION: February 15

Regular Decision

- APPLICATION DEADLINE: March 15
- NOTIFICATION: April 15

Joint Enrollment

Some high school seniors are ready to take college courses before graduation. Under the joint-enrollment program, seniors (any gender) may take courses at Agnes Scott. These students must be approved for admission by the director of admission. A candidate must submit a high school transcript, SAT I or ACT scores if available, a letter from their high school counselor providing a general recommendation and specific course approval, and the joint-enrollment application found at www.agnesscott.edu/admission/joint-enrollment. Highly qualified high school juniors may also be considered.

Early Admission

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

Home-schooled Students

The college welcomes admission applications from candidates who have been schooled at home. The Office of Admission advises such students to contact the college to facilitate the application process. Home-schooled students are encouraged to provide as much information about their curriculum as possible. Interviews are strongly recommended, and SAT/ACT scores are required. Students are evaluated individually; standardized test scores and writing samples are important factors in admission decisions.

International Students

International students are encouraged to apply online or to send their completed forms by the Early Action II deadline.

Students whose native language is not English and who have studied in a language other than English at the secondary level must submit official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). The Agnes Scott TOEFL code is 5002. Information may be obtained by writing to:

TOEFL Program
Educational Testing Services
P.O. Box 6151
Princeton, N.J. 08541-6151 U.S.A.
www.ets.org, IELTS Program www.ielts.org

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

- Results of the SAT I with writing
- Either a recommendation from a teacher of English or an additional writing sample in English. All application materials (including academic transcripts, grade reports, and examination results) must be submitted in English and mailed by a school official. SAT/ACT scores or a video interview are required.

Agnes Scott College welcomes students who have completed national examinations such as the College Board Advanced Placement, International Baccalaureate higher level, French Baccalaureate, German Abitur, or British A-levels.

Advanced Placement Credit

Credit toward an Agnes Scott degree may be given for scores of four or five on Advanced Placement Examinations of the College Board taken in secondary school. For a full listing of examinations and the corresponding placement and credit information, see agnesscott.edu/admission/pre-college-credit.html.

International Baccalaureate Credit

Credit toward the Agnes Scott degree may be given for scores of five, six, or seven on many of the higher-level examinations of the International Baccalaureate taken in secondary school. For a full listing of examinations and the corresponding placement and credit information, see agnesscott.edu/admission/pre-college-credit.html. Credit is not awarded for examinations taken at the subsidiary/standard level.

French Baccalaureate

In general, scores of 12/20 or higher in examinations in a variety of subjects may result in transfer credit and/or placement. Students with qualifying scores should consult with the appropriate department chair or program director to determine specific credits and placement. Language credit is awarded after completion of an internal placement test.

German Abitur

In general, scores of 10/15 or higher in examinations in a variety of subjects may result in transfer credit and/or placement. Students with qualifying scores should consult with the appropriate department chair or program director to determine specific credits and placement. Language credit is awarded after completion of an internal placement test.

Cambridge Examinations

Agnes Scott requires at least five O levels with at least one in mathematics and one in English for matriculation purposes. A/AS levels with examination grades of A, B, and C are considered for advanced standing. A final GCE statement of results is required for evaluation. For more information, visit agnesscott.edu/admission/pre-college-credit.html.

Restrictions on Credit

A maximum of 32 credits may be earned from qualifying examinations (the sum of all above). Credit will not be granted for scores from two programs that appear to be equivalent. Dual or joint enrollment credit is subject to the same policies as transfer credit; up to 64 credits earned through dual or joint enrollment will be accepted for an incoming first-year student. All inquiries and materials for Advanced Placement, International Baccalaureate, Cambridge Examinations, and joint enrollment should be directed to the Office of Academic Advising and Accessible Education.

College Students

Transfer Students

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

- Official transcripts of all high school and college work
- An evaluation from a professor or instructor

The submission of SAT/ACT scores is optional. However, applications must include one of the following: SAT/ACT scores, an evaluative interview with an Agnes Scott admission representative, or an analytical or critical graded writing sample (including a description of the assignment, teacher comments, and the grade).

Students who are on academic probation or who have been dismissed will not be admitted. Transfer students are urged to visit Agnes Scott for an interview in the Office of Admission.

Transfer students must complete their junior and senior years at Agnes Scott and earn a minimum of 64 semester hours in academic subjects at the college.

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

- SPRING ADMISSION, November 1
- FALL ADMISSION, June 1

Transfer credit may be given for courses taken at regionally accredited institutions, provided the student has earned a C- or better and the courses fall within the scope of Agnes Scott's curriculum. The maximum number of transfer hours that a student may transfer toward a degree from Agnes Scott is 64, half the number required for a diploma. Transfer students may submit an unofficial transcript along with the course descriptions to the Office of the Registrar for an unofficial transcript evaluation. Students may be required to provide course descriptions or course syllabi from previous colleges. Students wishing to apply a substantial body of work earned elsewhere toward their major should check with the Office of the Registrar. Academic advising is available to admitted students to plan their coursework.

International Transfer Students

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

Transient Students

Undergraduate students in good standing at other colleges may apply as transient students at Agnes Scott for one or more semesters and take one or more courses. An admission request for a transient student should be filed with the Office of the Registrar and supported by these items sent at the student's initiative: a transcript of record, a statement of good standing, and a letter of approval from the student's college dean indicating approval of the plan and specific courses to be taken for transfer credit.

Summer School

Summer school consists of two five-week sessions running from late May through early August. Classes meet Monday through Thursday for 125-minute periods unless otherwise specified. Additional information, including application materials, is available at www.agnesscott.edu/summerschool.

Re-admission and Re-enrollment

Students who were previously enrolled at Agnes Scott College or who have been admitted within the last two years do not need to fill out the Common Application to be considered for admission. Those who were previously enrolled at Agnes Scott College should use the re-enrollment

application. Any student who has been admitted within the last two years but chose not to enroll should fill out the re-admission application. Both applications and instructions about required documentation can be found at www.agnesscott.edu/admission/re-admission.html. In addition to the completed application and a nonrefundable application fee, applicants must submit transcripts from any college/university attended since the original application was filed; one letter of recommendation from a college professor of an academic subject who taught the applicant at the most recent institution attended, or recommendation from the applicant's most recent employer if they did not attend a college or university; and a letter from the applicant stating what they have been doing while not attending Agnes Scott and why they wish to enroll at Agnes Scott. Please note that the applicant may be asked to provide additional information depending on individual circumstances. Students returning after an absence of more than two years will be subject to the requirements of the catalog in effect at the time of re-enrollment. A student who has withdrawn from the college must clear any outstanding balance on their student account before they will be considered for re-enrollment.

Deadlines for re-admission and re-enrollment applications are June 1 for enrollment in the fall semester and November 1 for enrollment in the spring semester.

Employees

The Office of Admission welcomes applications from college employees. In addition to the admission application, the applicant must submit transcripts from any college/university attended and a personal statement including the applicant's educational goals. A personal interview with an admission officer is required for degree-seeking applicants. There is no application fee for employees. Please note the applicant may be asked to provide additional information depending on individual circumstances. See the Agnes Scott College *Employee Handbook* for additional information on tuition-remission policies for employees, spouses, and dependents. All employees who wish to take advantage of tuition-remission benefits for themselves, their spouse, or dependents must file a tuition-remission request form with the Office of Human Resources by March 1 for the upcoming academic year.

Irene K. Woodruff Scholars

Agnes Scott College welcomes non-traditional students who wish to pursue educational objectives. A non-traditional student is defined as someone who is 24 years or older, and at Agnes Scott these students are referred to as Woodruff Scholars. To better promote academic success and program completion, interested students must have completed some college level coursework at a regionally accredited institution within the last five years. Woodruff Scholars vary greatly in age, marital circumstances, socioeconomic status, and degree of participation in campus life. Woodruff Scholar students are enrolled in regular courses and meet the same degree requirements as other undergraduates.

Most who enroll through the Woodruff Scholars program plan to earn a bachelor's degree. More information about the application process and requirements can be found at www.agnesscott.edu/admission/transfer-nontraditional-students.

Admission

The college accepts applications for fall or spring semester. Applicants should submit the Common Application For Transfer via commonapp.org. Applicants must complete and submit the following items:

- Agnes Scott Supplement

- Official transcripts of all high school and college work
- An evaluation from a professor or instructor

The submission of SAT/ACT scores is optional. However, applications must include one of the following: SAT/ACT scores, an interview with an Agnes Scott representative, or an analytical or critical graded writing sample (including a description of the assignment, teacher comments, and the grade).

Students who are on probation or have been dismissed from another college or university will not be considered. The application deadline is June 1 for fall admission, November 15 for the spring semester, and April 1 for summer.

Applicants seeking financial aid must apply at least two months in advance of the semester in which they plan to enroll. Details are available at www.agnesscott.edu/admission/financial-aid.

Financial Aid for Woodruff Scholars

Assistance is available for those who demonstrate financial need and have no bachelor's degree. For more details, see the Financial Aid section.

Health Record

The college and Georgia state law require a completed entrance health record to be on file with Student Health Services before a student attends classes. Health-record forms are available on the accepted student website.

Evaluation of Transfer Credit

Academic credit earned at other regionally accredited institutions and meeting the college's standards is applied toward the Agnes Scott bachelor's degree upon classification. The maximum number of credit hours that may be transferred toward a bachelor's degree at Agnes Scott is 64, half the number required for a degree. Official transcript evaluations are completed by the Office of the Registrar once a student has been admitted to the college. Students may submit an unofficial transcript along with the course descriptions to the Office of the Registrar for an unofficial transcript evaluation. Students may be required to provide course descriptions or course syllabi from previous colleges.

Course Loads

The minimum load for full-time standing is 12 credit hours in a semester. In order to graduate with 128 credits in four years, students must average 16 credit hours per semester. Students may take no more than 20 credits in one semester. If a Woodruff Scholar chooses to change their standing after enrollment, they must do so in writing to the Office of the Registrar prior to the start of classes for the semester in which they are requesting a change.

Time Limits for Completing a Degree

Woodruff Scholars must complete their degrees

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

The vice president for academic affairs and dean of the college may make exceptions to any of the above.

Interviews and Visits

Students considering the Woodruff Scholars program are encouraged to visit the campus. Arrangements to attend classes may be made through the Office of Admission. Admission officers welcome the opportunity to meet with prospective students to answer questions about the program or to discuss transcripts of previous college work.

Non-Degree-Seeking Students

Non-degree-seeking students are not classified. For application information, contact the Office of the Registrar.

Tuition and Fees

Student tuition and fees at Agnes Scott meet less than half of the college's annual operating costs. The difference between student payments and college operating expenses comes from general endowment income and gifts and grants. Fees for full-time students for the 2019-2020 academic year are:

Tuition	$ 42,360
Room and board	$ 12,670
Student activity fee	$ 330
Total	$ 55,360

A student's financial aid package will be considered when determining amounts due each semester. Due dates for tuition and fees are August 1 for the fall semester and December 15 (or the first business day thereafter) for the spring semester. Payments made after the stated due dates will be assessed a $250 late payment fee.

All new students pay a $500 nonrefundable enrollment deposit on or before May 1. A nonrefundable $150 continuation fee is also required of students who are on approved leaves of absence. A nonrefundable orientation fee of $200 for domestic students and $500 for international students is required of all new incoming students to assist with the cost of orientation materials and programming. This payment is due on June 1.

Students who take less than a full academic load (12 semester hours) pay tuition on a semester basis at a rate of $1765 for each credit hour. Physical education classes count as one credit for billing purposes. Any additional monies due to the college as a result of course changes during the 10-day drop/add period are due at the time of the change. No billing adjustment will be made for changes after the 10-day drop/add period. The $330 student activity fee is due at the beginning of the first semester of an academic session in which the student is enrolled for six or more semester hours. For science courses with a laboratory, the laboratory fee is $25.

Student Health Insurance

Agnes Scott College requires that all students have health insurance. You have the option of choosing to enroll in the Student Health Insurance Plan (SHIP) or the option to apply for waiver of the student health insurance each year. To waive you must have proof of comparable coverage outside of ASC. If you have health insurance, you may submit a waiver to see if your plan meets the requirements. If your waiver is approved, you will not be billed for the student health insurance plan. The online hard waiver process opens in May each year. The student health insurance is an annual policy that is effective from August 15 until August 14 the following year. The premium cost will be included on your tuition statement each semester if you choose the college insurance plan or if your waiver is not approved. The student health insurance plan provides coverage worldwide and is underwritten by Aetna. Claims are administered by Aetna Student Health Insurance. Details regarding this coverage are available online at www.aetnastudenthealth.com. International student insurance is provided through a separate program provided by T.W. Lord Insurance. For more information, please visit https://www.agnesscott.edu/wellnesscenter/student-health-insurance/ or call 404.471.7100.

Cost of Services

Student health visits are free of charge to the student. Additional services provided on campus such as laboratory test and immunizations will be billed either to the student's account or Aetna

Student Health Insurance (if applicable). The nurse practitioner may refer students to consulting medical staff at any time, and students' personal insurance will be responsible for any charges from visits to those consulting medical staff. It is important for students to have their insurance card and identification with them at the time of service for an outside provider.

Summer School Tuition and Fees

Summer school tuition is $1,860 per four-credit-hour course. For science courses with a laboratory, the laboratory fee is $25. The Wellness Center is not open during summer school. Summer housing is available for Agnes Scott students only and is provided in Avery Glen Apartments. Details about housing are available in the Office of Residence Life, 404.471.6408.

Payment Policy

A student may not register or attend classes until accounts have been paid satisfactorily in the accounting office. All financial obligations to the college must be met before a student can receive a diploma, a transcript of record, or official grades.

Agnes Scott College participates in the Tuition Management System (TMS) payment plan. For more information on TMS plan options, visit the TMS website at https://agnesscott.afford.com/ or call 800.208.5474 and speak with a representative.

Refund Policy

A refund refers to college charges that are refunded to the student and/or to the financial aid sources that covered those charges. Refunds are made within 30 days of the student's withdrawal. Students who withdraw from Agnes Scott on or before the first class day of a semester will receive a full refund of any payment made toward tuition and room and board. No refund will be made of the $500 enrollment deposit.

Agnes Scott's institutional refund policy for tuition is:

- 90 percent tuition refund when withdrawal is within the first week of the semester;
- 50 percent tuition refund when withdrawal is before the end of the third week of the semester; and
- 25 percent tuition refund when withdrawal is before the end of the sixth week of the semester.
- No refunds after the end of the sixth week of the semester.

Agnes Scott's institutional refund policy for room and board and mandatory fees is:

- No refund for room charges after the start of the semester;
- No refund on mandatory fees;
- Pro-rated refund on meal plans (board) on a weekly basis.

The date of withdrawal is the last date of class attendance. This is defined as the date when the student initiates the withdrawal process by requesting a withdrawal form from the Office of Academic Advising and Accessible Education. The student must then complete the form, including all required signatures, within three business days after receiving the form. Withdrawal is complete when the completed form is submitted to the Office of Academic Advising and Accessible Education.

The semester begins with the first day of class. The first week of the semester is the seven-day period beginning on the first day of class. The point of withdrawal is measured in weeks, and

the student is considered to have withdrawn within a given week, as defined above, if the withdrawal date is prior to the end of that week.

Return of Title IV Funds

If a student completely withdraws from Agnes Scott College during the first 60 percent of the semester and has received federal student financial assistance, the college must calculate the amount of federal funds that were "not earned." This process is required to determine if the college and/or the student must return funds to the federal programs. The percentage "not earned" is the complement of the percentage of federal funds "earned." If a student withdraws from all classes before completing 60 percent of the semester, the percentage "earned" is equal to the percentage of the semester that was completed. (Basically, this percentage is calculated by dividing the total number of days enrolled by the total number of days in the semester.) If the student has received more financial assistance than the calculated amount "earned," the college, the student or both must return the unearned funds to the appropriate federal programs. If the student withdraws after completing 60 percent of the semester, they are considered to have earned 100 percent of the federal funds received.

The college must return the lesser of the amount of federal funds that the student does not earn or the amount of institutional costs that the student incurred for the semester multiplied by the percentage of funds "not earned." The student must return or repay, as appropriate, the remaining unearned federal funds. An exception is that students are not required to return 50 percent of the grant assistance received that is their responsibility to repay.

It should be noted that the Institutional Refund Policy and the federal Return of Title IV Funds Policy (R2T4) are separate and distinct. Students who completely withdraw after the college's refund period has passed and before the 60 percent point of the semester **may** owe a balance to the college that was previously covered by federal aid. *Students receiving federal assistance are advised to consult the Office of Financial Aid before initiating the withdrawal process to see how these regulations will affect their eligibility.*

Student financial aid refunds must be distributed in the following order by federal regulation:

- Unsubsidized Federal Direct Stafford Loans
- Subsidized Federal Direct Stafford Loans
- Federal PLUS loans
- Federal Pell Grant Program
- Federal SEOG Program

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

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

Monthly Statements of Account

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

Students may also view statements online through their AscAgnes account.

- Go to the AscAgnes webpage
- Log on
- Click on AscAgnes for Students
- Look under the heading "Financial Information" and click on "My Account Statement"
- Click OK

NOTE: Adjustments to financial aid awards due to changes in enrollment status, such as dropping below full-time, will be delayed on the online statement.

Delinquent Accounts

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

Vehicle Registration

Vehicle registration is $100 for the academic year or $60 for one semester, payable at the Office of Public Safety (next to the West Parking facility on S. McDonough Street).

Music Fees

See Department of Music section of the catalog.

Graduation Fee

A nonrefundable graduation fee of $150 to cover purchase of cap, gown, hood, and diploma is required of all students who expect to graduate. This payment is due on December 15 with tuition, fees, and room and board charges for the spring semester.

Financial Aid

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

Need-Based Assistance

Financial need is evaluated by the financial aid office after a student has been admitted and has completed the Free Application for Federal Student Aid (FAFSA). Based on this evaluation, a student may be offered a financial aid package consisting of one or more grants, a Federal Direct Stafford Student Loan, and/or the offer of campus employment.

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

- Parent and student income
- Parent and student current assets
- Federal and state taxes paid
- Number of people dependent on the family income
- Number of family members in college
- Age of parent(s) or guardian(s)

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

Awards Based on Other Factors

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

- Academic achievement
- Community service
- Leadership
- Extracurricular involvement

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

Scholarships

Agnes Scott offers a variety of academic and special scholarships ranging from $500 to $25,000. A traditional student who completes their application for admission by the Priority Scholarship Deadline of January 15 is automatically considered for all merit-based scholarships. These scholarships are awarded based on factors including academic achievement, community service, leadership, and extracurricular involvement. Students who self-select into the descriptions and

requirements of the special scholarships are invited to complete their individual scholarship applications by February 1. Academic and special scholarships are awarded to incoming first-year students. More information about the various scholarships can be found at www.agnesscott.edu/admission/financial-aid/Agnes-Scott-scholarships.html.

Transfer and Woodruff Scholar Scholarship Programs

Transfer scholarships are available to students who apply by the June 1 transfer deadline. In addition, merit-based scholarships are available to non-traditional students who apply by the June 1 deadline. Contact the Office of Admission for additional information.

Government Sources of Financial Assistance

State of Georgia Grants and Scholarships

Qualified Georgia residents are eligible for the Georgia Tuition Equalization Grant (GTEG). For 2019-20 the amount of the grant is $950. To qualify, a student must have been a legal resident of Georgia for the 12 months immediately preceding enrollment at Agnes Scott and must be registered for at least 12 semester hours through the last day to drop a class without a "W" grade.

The Georgia Tuition Equalization Grant is not based on the financial situation of the student's family. It recognizes the important role independent colleges play in reducing the cost to taxpayers for the education of Georgia citizens. Students must submit the FAFSA or complete the GSFAPPS form online at www.GAfutures.org to be considered.

Full-time students who are HOPE Scholars are eligible to receive a HOPE Scholarship of $4,304 (2019-20) from the state of Georgia. Students who meet specific academic guidelines may be eligible for the Zell Miller Scholarship rather than HOPE. The 2019-2020 Zell Miller Scholarship is $5,616 per year. Zell Miller Scholars' initial eligibility is determined at the time of high school graduation.

Federal Funds

Two programs provide federal grant funds. The Federal Pell Grant program makes need-based awards based on information provided on the Free Application for Federal Student Aid (FAFSA). The grants are for a maximum of $6,195 for 2019-20. Federal Supplemental Educational Opportunity Grants range from $100 to $4,000. Completing the FAFSA is all that is necessary to apply for the federal grant programs.

Federal work-study program funds provide part of the wages paid to students who are awarded campus jobs in their financial aid package. Renewal in future years is based on availability of funds and requires a student to continue to have federal financial "need" determined by filing the FAFSA.

The Federal Direct Stafford Loan program enables students to borrow directly from the U.S. Department of Education. Students must complete the FAFSA to be eligible for a Federal Direct Stafford Loan. The low-interest loans are repayable beginning six months after ceasing at least half-time enrollment.

The Stafford Loan program limits the base amount students may borrow annually to $3,500 for first-year students, $4,500 for sophomores, and $5,500 for juniors and seniors. If the results of the aid application indicate a student is eligible for a **subsidized** loan, interest will not accrue while the student is attending an eligible institution at least half time. Students who are not eligible for the need-based subsidized loan may borrow under the federal **unsubsidized** Stafford Loan program. However, the student is responsible for accrued interest, which may be paid on a periodic

basis or added to the loan principal. In addition to the base amount, students are also eligible for $2,000 each year of additional **unsubsidized** loan.

Students who are "first-time borrowers" on or after July 1, 2013 will have limited eligibility for Direct Subsidized Loans. For these borrowers, eligibility for Direct Subsidized Loans is limited to a period not to exceed 150% of the length of a borrower's program. A "first-time borrower" is one who did not have an outstanding principal or interest balance on a Direct Loan or on a FFEL Program Loan on July 1, 2013.

Application Procedures

Agnes Scott requires all U.S. citizens and permanent residents applying for need-based aid to complete the Free Application for Federal Student Aid (FAFSA).

Students seeking aid for the next session should complete the FAFSA online at studentaid.ed.gov/sa/fafsa. First-year students should file their FAFSA between October 1 and February 15 prior to enrollment.

For returning students, the FAFSA must be processed and received in the financial aid office at Agnes Scott by May 1 to receive a priority package. Students should submit their application for processing several weeks prior to the Agnes Scott deadline. Returning students who are selected by the Department of Education for Verification MUST provide all requested documents needed to complete this process before their awards will be packaged for the upcoming year.

Determination of College Awards

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

Notification of Awards

Students are notified of their financial aid award for the coming session as soon as possible after the financial aid office receives processed financial aid applications. The first award notices for new students are generally rolled out beginning in December and notices for returning students start in May. Award notices are sent out on a rolling basis as additional financial aid applications are received.

Confidentiality of Awards

Since an award amount reflects a family's financial circumstances, the college considers the award a private matter between the student and the financial aid office. In accordance with The Family Educational Rights and Privacy Act of 1974, Agnes Scott will not release this information to others without the student's written consent.

Student Responsibilities

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

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

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

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

Duration and Eligibility

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

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

Students who drop or add courses during the drop/add period of the semester will have their financial aid awards revised to reflect any change in enrollment status (full-time, three-quarter time, or half-time). A student's enrollment status on the last date to drop a course without a "W" grade will be used in the computation of the student's financial aid eligibility.

Satisfactory Academic Progress Policy for Student Financial Aid

The following academic progress policy for undergraduates applies to all students who receive federal financial aid and/or Agnes Scott College need-based grants. State regulations require that GTEG, HOPE, and/or Zell Miller recipients be subject to this policy as well.

Maximum time frame: To quantify academic progress, a school must set a maximum time frame in which a student is expected to complete a program. For an undergraduate program, the maximum time frame cannot exceed 150 percent of the published length of the program measured in credit hours attempted. Undergraduate programs require 128 hours for graduation. The maximum time frame for students in these programs, based on attempted hours, is 192 attempted hours (128 x 150% = 192). As stated in terms of years, students are normally expected to complete an undergraduate degree by the end of four years of full-time study. Therefore, students will forfeit their eligibility to participate in federal financial aid programs after six years of full-time enrollment, or 150 percent of the normal expected time frame.

Academic rules governing the policy

- Transfer credits accepted for the student's academic program or degree are counted when measuring the maximum time frame to complete the degree or program.
- Pass/Fail Courses: These hours do count within the total of attempted and completed hours.
- Withdrawals/Incompletes: Grades of W and I are counted as courses attempted and count toward the maximum time frame.
- Audited Courses: Students do not earn any academic credits for audited courses. They do not count in the calculation of "attempted hours."

- Double Majors and/or Minors: Students who pursue a double major/minor will normally be expected to complete all degree requirements before reaching 192 attempted hours to continue receiving federal financial aid.
- Change in Majors: Students who change their majors will normally be expected to complete all degree requirements before reaching 192 attempted hours to continue receiving federal financial aid.
- 2nd Bachelor's Degree: A student who has already been awarded a bachelor's degree may apply for a second degree only if approved by the college to do so.
- Students working towards a second bachelor's degree are no longer eligible for Federal Pell Grants or Federal SEOG Grants.
- Undergraduate students are limited in how much they can borrow under the Federal Stafford Loan Program. These limits are not increased for students working on a second bachelor's degree.

Satisfactory Progress Definition

To earn an Agnes Scott College undergraduate degree, students must successfully complete 128 credit hours. For a student to be considered as progressing normally, their ratio of earned hours to attempted hours (or pace toward degree completion) must be no less than 75 percent of all hours attempted. Attempted hours are those hours for which students were still officially registered beyond each semester's published last date to drop without a W grade. Withdrawals are counted as attempted hours.

Qualitative Standards—Grade Point Averages

At each evaluation point, a student must have achieved a specific cumulative GPA based on their class standing to remain eligible for federal financial assistance. First-year students must have at least a 1.600 GPA; sophomores must have at least a 1.800 GPA; juniors must have at least a 1.950 GPA; and seniors must have a 2.000 or higher.

In addition, in accordance with federal regulations, by the end of the second calendar year of enrollment the student must have at least a GPA that is consistent with the college’s graduation requirements to be considered making satisfactory progress for continued participation in federal aid programs. Students who do not meet this test will be ineligible to participate in federal financial aid programs until this deficiency is corrected.

Grade Changes

Students must report any grade changes that impact their aid eligibility directly to the Office of Financial Aid. Grade changes must be submitted by October 1 for fall semester aid applicants and by February 1 for spring semester aid applicants. Students must notify the Office of Financial Aid once their final grades have been posted.

Procedures

Each aid recipient's record will be evaluated at the end of Spring semester each year to determine that the student is meeting the standards described above. If the student has reached the maximum number of scheduled hours without earning a degree, the student will no longer be eligible for further participation in federal financial aid programs.

Federal regulations require that these standards apply to all students, even to first-time aid applicants who have previously enrolled at Agnes Scott College, or to those who have not been formally placed on probation under a prior policy.

Financial Aid Probation

If a student loses eligibility after the end of the Spring semester review and seeks to have their aid reinstated, they must appeal to the Financial Aid Appeals Committee. If the student has not reached the maximum number of scheduled hours and the Financial Aid Appeals Committee, after confirming that the student has fallen below the completion ratio standards for satisfactory progress or the required minimum GPA, approves the appeal, the student will be placed on Financial Aid Probation and notified of the decision.

A student on financial aid probation will receive a separate letter that will outline the academic requirements they must meet in order to receive aid for the following semester. If they then meets the terms of the probation, they will be permitted to continue to participate in the federal financial aid programs for a subsequent semester. Students who have been placed on probation shall be considered to be making satisfactory academic progress for the purposes of receiving financial aid as long as they continue to meet the academic requirements outlined in their probationary letter. The Office of Financial Aid will review the records of students who are on financial aid probation at the end of each semester. If the student does not meet the terms of the probation, the student will forfeit eligibility for all federal and state financial aid programs.

Loss of Eligibility Due to Lack of Satisfactory Progress

A student who has lost eligibility to participate in federal student aid programs for reasons of academic progress can regain that eligibility only by enrolling at Agnes Scott College at their own expense and demonstrating that they are capable of completing a semester without any failures, incompletes, or withdrawals and showing the ability to complete their degree requirements.

Students who have withdrawn or have been academically dismissed from the college but who are subsequently given permission to re-enroll are not automatically eligible to continue to participate in federal, state, or institutional aid programs. Admission decisions are totally separate from financial aid decisions.

Right to Appeal

Students have the right to appeal their loss of federal financial aid. Appeals must be filed within 30 days of notification that aid eligibility has been lost or 30 days after a semester begins (whichever comes first). A letter of appeal must be sent in writing to the Office of Financial Aid. The appeal may not be based upon the student’s need for the assistance or lack of knowledge that the assistance was in jeopardy. An appeal would normally be based upon some unusual situation or condition that prevented the student from passing more of their courses, or which necessitated that they withdraw from classes. In addition, in their appeal the student should indicate ways they have sought assistance from various academic and other support services. Examples of possible situations include documented serious illness, severe injury, or death of a family member. Students must also complete a SAP Academic Plan with their SUMMIT Advisor which will form the basis for their probation plan.

Appeal Approval Conditions

Appeals can only be approved if the Financial Aid Appeals Committee determines that

- the student will be able to meet the college’s satisfactory academic progress standards after the next payment period; or
- the student has agreed to follow an academic plan that, if followed, will ensure that the student can meet the college's satisfactory academic progress standards by a specific point in time.

Students whose appeals are granted will receive aid on a conditional basis for one semester. The conditions will typically be as arranged with their SUMMIT Advisor on the SAP Academic Plan. The Financial Aid Appeals Committee will review the student's record at the end of the semester to determine their status for the following semester. Students who fail to meet the conditions outlined in their individualized academic plan during their conditional semester will not be able to submit a subsequent appeal.

If there are no grounds for an appeal, or if the appeal is denied, the student may still be able to regain eligibility for future semesters. This would require enrolling at Agnes Scott College at their own expense without financial assistance until they meet the satisfactory academic progress standards.

Change of Circumstances and Merit Appeals

A student may appeal their award if there are changes in income, extraordinary medical expenses, or other financial changes not reflected on the FAFSA. Appeal forms are available in the Office of Financial Aid. Students will receive written notification of the outcome of the appeal from the Office of Financial Aid. Appeal forms must be submitted no later than June 15.

Students who wish to appeal the termination of their merit-based scholarship must submit an appeal in writing to the Office of Financial Aid. A written appeal must include an explanation of the circumstances the student feels prevented them from maintaining scholarship eligibility, steps taken to resolve those circumstances, and a plan to return to good academic standing. This letter must be submitted to the director of financial aid by the date specified on the notification of termination of the merit scholarship. Students will also be required to complete a merit academic plan with their SUMMIT Advisor and submit that as part of their appeal. Appeals will be reviewed by the Financial Aid Appeals Committee, and students will receive a written response regarding the appeal decision.

Regardless of the timing or type of appeal, students are still required to pay amounts due as specified by the college. Filing an appeal does not relieve a student of being subject to late fees or being dropped from courses for non-payment.

Other Financing Options

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

- Federal Direct Parent Loan for Undergraduate Students. This federal loan program enables parents of enrolled students to obtain federally insured loans at a low interest rate through the U.S. Department of Education. Parents may borrow a maximum of the cost of education less other financial assistance. Students whose parent applies for and is denied a PLUS may be able to borrow additional Federal Direct unsubsidized loans. The maximum amount per year is $4,000 for first-year and sophomores and $5,000 for juniors and seniors.
- Private Alternative Student Loans. Alternative loans enable students to borrow additional educational funds through various lenders. The loans do require credit approval. Students may borrow a maximum of the cost of education less other financial assistance.
- Agnes Scott College 5-Month Payment Plan. The payment plan divides college costs into 5 interest-free monthly payments over the course of a semester. This service is available through and administered by Tuition Management Systems; more information is available at agnesscott.afford.com. An application with fee must be filed each semester.

International Students

A limited amount of financial assistance based on merit is available for international students. International students must be able to provide for their own transportation, vacation and summer expenses, and health insurance. To receive full consideration for admissions all supporting documents must arrive by the priority deadline of January 15 for students interested in financial aid.

International students planning to stay in the United States during the summer session must have approximately $3,000 for summer living expenses because on-campus or off-campus housing and employment during the summer cannot be guaranteed. Only those who meet special eligibility criteria and who can submit pertinent documentation may obtain authorization for off-campus employment during the academic year and summer.

International students are required to be continuously enrolled in the college's comprehensive health-insurance plan. Fees for the plan are included in the statement of charges each year.

Post-Baccalaureate Pre-Medical Students

Loan assistance is available to students in the Post-Baccalaureate Pre-Medical Program. Students must complete the Free Application for Federal Student Aid (FAFSA) to qualify for Federal Direct Stafford Loans. Loan borrowers in this program are limited to borrowing for only one consecutive 12-month period and are considered to be a fifth-year senior when determining the annual loan amount. Previous undergraduate borrowing may limit the amount available for students in this program.

Alternative loans may also be available; contact the Office of Financial Aid for info.

Academic Undergraduate Program

Intellectual independence, academic excellence, and informed choice are the basis of the academic program at Agnes Scott. Each student is responsible for their course of study within the parameters of academic excellence set by the College's general education requirements and depth standards.

Degree Requirements

Agnes Scott confers the Bachelor of Arts and the Bachelor of Science. The Bachelor of Arts is conferred on those students who major in:

- Africana Studies
- Art – Art History
- Art – Studio Art
- Business Management
- Classics – Classical Civilizations
- Classics – Classical Languages
- Dance
- Economics
- English Literature
- English Literature–Creative Writing
- French
- German Studies
- History
- International Relations
- Mathematics
- Mathematics–Economics
- Mathematics–Physics
- Music
- Philosophy
- Political Science
- Psychology
- Public Health
- Religious Studies
- Religion and Social Justice
- Sociology and Anthropology
- Spanish
- Student-Designed Major
- Theatre
- Women's, Gender, and Sexuality Studies

The Bachelor of Science is conferred on those students who major in:

- Astrophysics
- Biochemistry and Molecular Biology
- Biology
- Chemistry
- Neuroscience
- Physics

A student who chooses to double major when one major is in one of the Bachelor of Science disciplines and the other is in one of the Bachelor of Arts disciplines must declare which degree they wish to receive at the time they submit their application for graduation form.

To qualify for a degree, each student must

- successfully complete 128 hours of credit, including no more than 12 semester hours of internship credit, with a cumulative grade point average of 2.000 (C average);
- satisfy the Global Learning, Leadership Development, Intellectual Breadth, Digital Portfolio, and depth standards; and
- satisfy the residency requirement.

Students must have a cumulative GPA of 2.000 in the major to receive the degree. A student must complete and submit an application for graduation in the semester prior to the one in which they intend to graduate.

General Education

The foundational knowledge and experiences in Leadership Development and Global Learning integral to SUMMIT are woven seamlessly into the general education curriculum which is the core liberal arts requirements completed by every Agnes Scott student. Each element of the general education curriculum is designed to further one or more of 11 learning objectives that are organized into the three overlapping categories of Global Learning, Leadership Development, and Intellectual Breadth.

Student Learning Outcomes (SLOs)

SUMMIT is a unique college experience in which every student, regardless of major, is prepared to lead effectively in a global society through a curriculum and co-curriculum focused on global learning and leadership development. Participating in SUMMIT will prepare students for a multitude of paths after their time at Agnes Scott by helping them achieve the following knowledge and skills:

Curricular SLOs

1. Identify, explain, and analyze global themes, processes and systems
2. Demonstrate knowledge and skills essential for global engagement
3. Critically examine the relationship between dominant and marginalized cultures, subcultures, or groups
4. Communicate effectively through writing and speaking, especially across cultural or linguistic differences
5. Recognize, analyze, and evaluate arguments
6. Articulate and appraise problems and solutions from multiple perspectives, critically considering diverse sources of information
7. Recognize, analyze, and employ effective teamwork
8. Identify and assess one’s values, interests, and abilities
9. Practice or interpret creative expression or probe fundamental questions of value and meaning
10. Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world
11. Analyze human behavior or social relations

Co-Curricular SLOs

12. Cultivate and maintain interpersonal relationships and networks
13. Demonstrate confidence and motivation to effect change
14. Practice continual improvement of one's whole person and seek and utilize feedback
15. Identify, evaluate, and strategically utilize campus and community resources
16. Demonstrate honorable and ethical behavior and civic engagement

General Education Requirements

Attaining proficiency in these outcomes is especially supported by the different requirements of the SUMMIT experience, as follows.

Global Learning: objectives 1-4	**Leadership Development: objectives 4-8**
☐ GBL-102 Journeys ☐ Non-English Language	☐ Legacy: The Goizueta Foundation Leadership Immersion ☐ LDR-101 Leadership Prologue ☐ ENG-110 The Craft of Writing ☐ Physical Education course
Overall SUMMIT	**Intellectual Breadth: objectives 9-11**
☐ SUM-400 Portfolio Capstone	☐ SUMMIT in the Arts and Humanities ☐ SUMMIT in Social Sciences ☐ SUMMIT in STEM One of these courses must emphasize leadership skills; one must emphasize global social and cultural analysis; the 3rd may be either leadership skills or global elective

Required components of the SUMMIT General Education Curriculum

(42 credits)

Global Learning

GBL-102 Journeys

This is the core course in the Global Learning curriculum of SUMMIT. It introduces first-year students to global structures, systems, and processes, and connects these concepts to first-hand immersion experiences. Drawing on a variety of disciplines, interests, and expertise, the course explores complex and interdependent relationships across the globe. Students will examine a set of global themes through common readings, dialogue, and small-group discussions. These learning experiences will enable students to identify, describe, and evaluate critical assumptions surrounding global issues. This course also prepares students for their first-year immersion experience, providing them with the knowledge to recognize how global processes operate in a specific location, as well as the skills to engage in meaningful intercultural communication. (4 credits)

Non-English Language

Knowledge of other languages encourages an understanding both of other cultures and of one's own. All students attain intermediate knowledge of a non-English language by completion of a sequence of courses or through exemption based on academic preparation or examination (for example, Chinese 202, French 202, German 202, Japanese 202, Latin 202, Spanish 202, two semesters of Greek at the 200-level, or other approved languages taken elsewhere.) Students whose native language is not English should see the Office of Academic Advising. (up to 16 credits)

Leadership Development

Legacy: The Goizueta Foundation Leadership Immersion
Legacy, a signature program under the SUMMIT curriculum, is an immersive leadership development experience that spans over two days following new student orientation each fall for all incoming students. Using the Agnes Scott College campus and local community as a backdrop for leadership development, students are introduced to Agnes Scott College's unique leadership framework of Reflect, Analyze, Act, and begin to establish a deeper sense of self, including their leadership strengths and identities, develop meaningful relationships with peers, and build their sense of connection to and membership within the Agnes Scott community. This program initiates the leadership development curriculum at the college, and full and active participation in Legacy is required for all students who fall under the SUMMIT curriculum. (0 credits)

LDR-101 Leadership Prologue
LDR-101 seminars explore how the liberal arts inform good leadership. They engage every first-year student in the exploration of an interesting topic while providing the intellectual orientation and skills foundational to college learning and effective leadership. All LDR-101 seminars, regardless of topic, share specific learning goals based on the faculty's conviction that all good leaders work well with others, think analytically, and communicate effectively. For these reasons, all LDR-101 seminars place special emphasis on five fundamental intellectual and leadership skills: critical thinking, writing, public speaking, digital literacy, and teamwork. (4 credits)

ENG-110 The Craft of Writing
With literature as a context, this course engages students in critical inquiry through reading, discussion, oral presentations, and writing, emphasizing an in-depth exploration of the writing process from generating ideas to polishing the final draft. Students will learn to analyze texts; develop a significant and focused controlling idea; construct well-organized paragraphs to advance the argument or narrative; use sources effectively; and write and speak with clarity, creativity, and eloquence. They will write and revise frequently and will receive regular commentary on their writing. (4 credits)

Physical Education course
Physical education develops the mind-body relationship, exposes students to a variety of activities that are suitable for lifetime participation, and develops in them an awareness of their personal health and an appreciation of physical fitness and wellness. (0 credits)

Overall SUMMIT

SUM-400 Portfolio Capstone
Completed over four years, the portfolio project provides students with a powerful tool for meaningful reflection on their SUMMIT experiences at Agnes Scott College. It serves as an electronic file cabinet of academic artifacts, a site for making meaning of those artifacts, and a tool for showcasing salient aspects of students' intellectual journeys. Students take the SUM-400 course in the fall of their senior year when they will curate the contents of their portfolio to highlight specific information and thereby communicate the knowledge, experiences, and skills of their choosing to a post-Agnes Scott audience. (2 credits)

Intellectual Breadth Courses Emphasizing Leadership Skills, Global Social and Cultural Analysis, and Global Learning

SUMMIT in the Arts and Humanities
These courses practice or interpret creative expression or probe fundamental questions of value and meaning.

SUMMIT in Social Sciences
These courses analyze human behavior or social relations.

SUMMIT in STEM (Science, Technology, Engineering and Mathematics)
These courses interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world.

As noted in the SUMMIT general education chart above, the three required intellectual breadth courses overlap with the leadership skills, global social and cultural analysis, and global elective courses.

Leadership Skills Courses
These courses have as part their central focus teamwork, public speaking, and/or digital literacy.

Global Social and Cultural Analysis Courses
These courses are global electives that have as their central focus the critical examination of relationships, interactions, and outcomes among dominant and marginalized cultures, subcultures or groups.

Global Learning Elective Courses
These include Global Learning Across the Liberal Arts (GLALA) courses, foreign language courses above the intermediate level, and area studies courses. (See descriptions below.)

For a comprehensive listing of courses that satisfy SUMMIT intellectual breadth requirements, please go to www.agnesscott.edu/registrar/SUMMITCourses. For a searchable listing, go to AscAgnes at ascagnes.agnesscott.edu.

SUMMIT Specializations

All students declare a specialization in either Leadership Development or Global Learning at the time they declare a major. Completion of the specialization leads to a notation on the transcript.

Specialization in Leadership Development Requirements	Specialization in Global Learning Requirements
☐ LDR-200 (including 2 workshops) ☐ Leadership Studies Across the Liberal Arts (LSALA) Course ☐ Leadership Practicum ☐ Team Global Challenge	☐ Global Learning Across the Liberal Arts (GLALA) Course ☐ Global Learning Elective course ☐ Global Experience ☐ Team Global Challenge

The Specialization in Leadership Development

The specialization in Leadership Development augments the leadership skills honed in the general education curriculum with additional experiential learning and coursework in leadership.

Components of the Leadership Development Specialization

LDR-200 Project Leadership

Leadership is best learned when students not only study leadership, but exercise it as well, and when they not only read about theories, models, and skills, but also apply them to a meaningful, real-world project. In this course, students will draw upon their liberal arts education to design, develop, and present a team project that addresses a key challenge to the community, and present them to a review panel of judges. During the semester, students will conduct their own research on campus as well as gather and analyze data. They will explore team-work strategies, such as conflict resolution, decision-making, and communication. As a part of the course, students will attend two approved leadership workshops of their choice. Finally, students will develop a proposal for a project, one that effectively communicates what the project is, why it is valuable, and how it can be implemented.

Leadership Studies Across the Liberal Arts (LSALA) Courses

The focus of a LSALA course is leadership. The course is centrally concerned with helping students identify, explore, analyze, understand, criticize, and/or exercise a particular type or varied types of leadership. The course may examine specific theories and models of leadership; it may approach leadership from a disciplinary perspective; or it may highlight issues of leadership in the context of a specific topic or challenge. Examples include Adaptive Leadership, Collective Behavior and Social Movements, Literature and Leadership, and Leadership, Feminism, and Religion.

Leadership Practicum

The Leadership Practicum provides students the opportunity to apply Agnes Scott's liberal arts approach to leadership through significant activity outside of the classroom. Students choose one of the following Leadership Practicum options: implementing a LDR-200 project proposal, completing an approved off-campus internship, or completing an approved on-campus leadership activity.

Team Global Challenge

Each spring during Peak Week sophomore, juniors, and seniors are invited to participate in a unique co-curricular learning opportunity. Students are placed in interdisciplinary teams and work throughout the week to formulate action plans and hypothetical solutions to address a real world challenge/problem. Proposals are evaluated by members of our academic community and off-campus community partners at the end of the challenge.

The Specialization in Global Learning

The specialization in Global Learning augments the foundational understanding of global structures, systems, and processes undertaken in the SUMMIT general education curriculum with additional experiential learning and coursework in Global Learning Across the Liberal Arts.

Components of the Global Learning Specialization

Global Learning Across the Liberal Arts (GLALA) Courses

These courses have global learning as their central focus, specifically contact (addressing

movement, comparison, or connection of people, information, commodities, ideas, identities, or culture–e.g., arts, religion, language, technology, etc.– across or transcending national borders), power (addressing how structures or institutions exercise power, or are resisted, in ways that cross, span, or transcend national borders) and/or systems (addressing social, biological, physical, conceptual, or ecological systems that cross, span, or transcend national borders.)

Global Learning Electives

- All GLALA courses
- Foreign language courses above the intermediate level
  - The intermediate level of a foreign language is Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere.
- Area studies courses
  - Courses that include in-depth examination of some aspect of a particular country or region (for example: history, music, literature, art, culture, religion, geography, etc.)

Global Experience

Must be acquired in a country other than those in which a student has lived and studied or worked for more than one year. Journeys does not qualify. Options include:

- Semester abroad
- Summer study abroad program
- Global internships: either in a country other than those in which the student has lived and studied for more than one year or with an organization that addresses global issues (as defined by GLALA criteria). Internships must be credit-bearing. Students must complete at least 130 hours at the internship site and engage in reflection about their experience in their digital portfolio.
- Global Study Tour [2-4 credits]
- Global Study Tours usually include an on-campus course focused on a specific topic within the context of a particular country, which is followed by an in-country experience. Depending on the topic, the course may also be listed elsewhere in the catalog under a department-specific prefix, in which case they are indicated by a course number of 200 in their respective departments. Prerequisites beyond 12 credits of Agnes Scott credit and co-requisites vary depending on the selected Global Study Tour topic and country. Special fees are required for the international travel component. Consult with the Center for Global Learning.

Team Global Challenge

Each spring during Peak Week sophomore, juniors, and seniors are invited to participate in a unique co-curricular learning opportunity. Students are placed in interdisciplinary teams and work throughout the week to formulate action plans and hypothetical solutions to address a real world challenge/problem. Proposals are evaluated by members of our academic community and off-campus community partners at the end of the challenge.

Policies/Restrictions

Minimum GPA for specializations: Students must earn a minimum cumulative GPA of 2.000 in a completed SUMMIT specialization to receive a transcript notation.

Students will generally enroll in the two-credit SUM-400 Portfolio Capstone course during the fall semester of their senior year. Students must successfully complete the Portfolio Capstone as part of their general education requirements in order to graduate from Agnes Scott. Students

whose academic plan includes study abroad during the fall semester of the senior year will enroll in the two-credit Portfolio Capstone course in the spring semester of the senior year. Students participating in the dual-degree programs will enroll in the two-credit Portfolio Capstone course in the spring semester of the junior year. Students who do not successfully complete the Portfolio Capstone must re-take the course and receive a passing grade in order to complete their graduation requirements.

The SUMMIT first year foundation courses (GBL-102 and LDR-101) are not subject to the regular drop/withdrawal process or extended first-year withdrawal policy. If extraordinary extenuating circumstances exist, a student may petition for an exception to this policy to the associate vice president for global learning and leadership development.

The maximum number of majors and minors a student may complete is three; at least one but no more than two must be a major. In addition, each student will declare and may complete one SUMMIT specialization in either Global Learning or Leadership Development.

A course may qualify as **not more than one** of the following kinds of courses: leadership skills, leadership studies, and global electives.

A student **may** use a course both to meet a general education breadth requirement and toward a major or minor.

A student **may not** use a course both to meet a general education breadth requirement and toward a SUMMIT specialization.

A student **may** use a course toward both a SUMMIT specialization and a major or minor unless doing so is prohibited by the department or program housing the major or minor.

Credits Earned Prior to Matriculation

All students admitted as traditional students, regardless of the number of credits from examination (such as Advanced Placement, International Baccalaureate etc.) or from transferred joint/dual enrollment coursework, complete the general education requirements of SUMMIT. Some of the general education requirements such as ENG-110, intermediate proficiency in a non-English language, and one semester course in physical education may be satisfied by examination credit or joint/dual enrollment coursework. Due to the distinctive nature of the intellectual breadth requirements, only one of these may be satisfied by a non-Agnes Scott College course. The remaining two intellectual breadth requirements must meet the Leadership Skills and Global Social and Cultural Analysis requirements.

Students admitted as transfer students or Woodruff Scholars are exempted from the SUMMIT first year courses: LDR-101 and GBL-102. All transfer and Woodruff Scholar students must attend Legacy: the Goizueta Foundation New Student Leadership Immersion, complete one leadership skills course, one course meeting the global social and cultural analysis requirement, and the Portfolio Capstone (SUM-400) course at Agnes Scott College. Transfer students and Woodruff Scholars declare a major and a SUMMIT specialization upon completion of two semesters of coursework at Agnes Scott College.

Depth Standard (Major)

The depth standard requires a student's command of a particular subject matter by their completion of a major. In addition to existing disciplinary and interdisciplinary majors, Agnes Scott allows interdisciplinary student-designed majors. A major must satisfy the following requirements.

- A minimum of 32 semester hours within one discipline, exclusive of required courses outside the discipline and exclusive of internships. In interdisciplinary programs, the minimum hours are specified by the program. A course may be counted toward the minimum hours required for a major in only one major except as permitted by the affected department(s) or

program(s). Students may receive at most two exceptions allowing them to count a class toward two majors or toward a major and a minor.
- Students must have a cumulative GPA of 2.000 in the major to receive a degree. A student must select a major by the end of their sophomore year. Transfer students who enter as juniors must select a major upon enrollment. Information on majors is provided under the departmental and program listings. First-year and sophomore students should review the requirements of majors that they are considering to determine if any courses must be taken during the first and second year.
- A minimum of 16 hours toward a major must be completed in Agnes Scott upper-level academic courses.

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

Selecting a major requires a student to request a major advisor from the Office of Academic Advising and Accessible Education. The student then meets with the assigned advisor to complete the Academic Program Declaration form which is then submitted to the Office of the Registrar. Students also declare a specialization in either Global Learning or Leadership Development at that time on the same form.

Minors

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

- Courses taken to complete a major may not be used to complete a minor and conversely except as permitted by the affected department(s) or program(s). Students may receive at most two exceptions allowing them to count a class toward two majors or toward a major and a minor.
- Credit received in satisfying general education requirements may apply to a minor. A student should consult the chair of their minor program for assignment to an advisor for the minor.
- Students must have a minimum cumulative GPA of 2.000 in the minor to complete the minor.
- A minimum of 12 hours toward a minor must be completed in Agnes Scott academic courses.
- No internship credits may be used to satisfy the minimum hours/courses for the minor, unless a credit internship is specifically applicable within the minor.

Satisfying the General Education Requirements by Exemption

A student exempted from a general education requirement does not always receive credit toward their degree. For example, a student may demonstrate they have achieved the required intermediate level of proficiency in reading, writing, and speaking a foreign language. In that case, the student would be exempted from the non-English language requirement but would not receive any credit hours. In other cases, a student may receive credit hours and exemption of a requirement from their scores on a national examination such as the Advanced Placement Examination of the College Board or the International Baccalaureate examinations. See Advanced Placement Credit and International Baccalaureate Credit in the Admission section. Inquiries about exemption should be made to the Office of Academic Advising.

Residency Requirement

The junior and senior years, or three of the four years including the senior year, are to be completed at Agnes Scott. Credits from approved affiliated study abroad and cross-registration courses are treated as Agnes Scott resident credit.

Under special circumstances, a student who has completed three years at Agnes Scott or two years including a year at the upper-division level may take their senior year at another institution. A request for exception to the residency requirement must be filed with the director of academic advising and accessible education by the beginning of the spring semester of the preceding session.

A student must earn a minimum of 64 hours in Agnes Scott academic courses toward the 128 academic hours required for the Agnes Scott degree. A maximum of 32 credits may be earned through a combination of Advanced Placement exams and International Baccalaureate exams. A minimum of 16 hours toward a major must be completed in Agnes Scott upper-level academic courses (300- and 400-level courses). A minimum of 12 hours toward a minor must be completed in Agnes Scott academic courses.

Transfer and Transient Credits

Transfer Credit

Courses taken at other regionally accredited colleges and universities in the United States before enrollment at Agnes Scott will be accepted for transfer provided these courses are in subjects generally recognized as appropriate for liberal arts colleges and are either comparable to courses offered at Agnes Scott or are applicable to a degree program at Agnes Scott. Transfer credit is given for grades of C- or better. Transfer credit is evaluated by the Office of the Registrar.

Grades for transfer credit appear on the Agnes Scott transcript but are not included in the calculation of cumulative GPA or major GPA.

Transient Credit

After enrollment at Agnes Scott, credit for approved transient courses completed at regionally-accredited colleges and universities or non-affiliated study abroad programs may be applied to Agnes Scott degree requirements. Students cannot earn transient credit at other colleges during the fall and spring semesters for courses that are being offered at Agnes Scott that same semester. Grades for transient courses appear on the Agnes Scott transcript but are not factored into a student's cumulative or major grade point averages.

Once enrolled, a student may seek permission to satisfy only one of the following general education requirements at another institution: courses to satisfy the non-English language, or Physical Education, or ENG-110 requirements. Students may not satisfy at another institution the first-year SUMMIT foundation courses (GBL-102 or LDR-101) or the three intellectual breadth standards. This applies to students on leave of absence, students who have withdrawn and been re-enrolled, cross-registration students, and students attending summer school or doing transient work.

Students planning to take transient courses should consult first with their advisor to ensure the courses are compatible with the student's overall academic program. Approval of transient credit requires a Transient Credit Approval form available on the website of the Office of Academic Advising and Accessible Education. Approval must be done before enrolling in another institution. The director of the office of academic advising and accessible education, approves transient credit requests in consultation with the appropriate academic program chair or director. Courses to satisfy

depth standards must also be approved by the chair of the student's major program. Usually no more than two semester courses of transient work may apply to the requirements for a major. In addition, usually no more than one semester course of transient work may apply to minor requirements. Such courses must be approved by the chair of the minor program.

Any course taken at a regionally-accredited college or university that has been approved by the director of academic advising and accessible education will be accepted for transient credit if the student receives a D- or better. Courses taken outside of the United States in Agnes Scott affiliated study-abroad programs will be evaluated by the director of academic advising and accessible education for acceptance as resident credit. Those on non-affiliated study abroad programs are subject to transient credit restrictions.

An enrolled student may transfer a maximum of 24 semester hours of credit to Agnes Scott from another institution, including work taken in summer school, as a transient student, while on leave of absence, or after the student has withdrawn and before re-enrollment to the college. These hourly restrictions do not apply to students in affiliated study abroad, cross-registration, or exchange programs.

A maximum of 3 courses (normally the equivalent of 12 semester hours) may be taken each summer. No more than 2 courses (normally the equivalent of 8 semester hours) can be taken at one time. These totals include all courses being taken at any given time no matter what school(s).

A student must earn a minimum of 64 hours in Agnes Scott academic courses toward the 128 academic hours required for the Agnes Scott degree. A maximum of 24 semester hours of transient work will be credited toward the 128 semester hour requirement. These hourly restrictions do not apply to students in affiliated study abroad, cross-registration, or exchange programs.

Students who have completed the pre-approval process must submit an official transcript to Agnes Scott from the transient institution by the following deadlines: November 1 for transient credit taken during summer, April 1 for transient credit taken during fall/winter, and August 1 for transient credit taken during spring.

Evaluation of Transfer and Transient Credit

The Office of the Registrar may require course descriptions from catalogs and/or syllabi from all colleges previously attended for evaluation of transfer credit. Contact the registrar of previous colleges or universities to obtain catalog course descriptions and/or syllabi.

When evaluating transfer or transient credit for satisfying major or minor requirements, a course approved as an appropriate equivalent will satisfy the requirement regardless of the credit value it carries at another institution. When evaluating transfer or transient credit for purposes of progress toward degree completion, an approved course will carry the specific number of credits or hours assigned by its originating institution and will be applied toward the student's credit total. No Agnes Scott credit or placement is given for the College Level Examination Program (CLEP) or Armed Services experience.

Courses

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

With the exception of specific faculty-led global study courses, all courses are semester courses, i.e., courses beginning and ending within a semester. Credit is given upon successful completion of each semester course.

Course Credit Policy

Since its founding Agnes Scott College has asserted its objective to maintain "a liberal curriculum fully abreast of the best institutions of this country" (*—Agnes Scott Ideal, 1889)*. To further this ambition the faculty and administration adopted the 4-4/3-2 system during the 2000-2001 academic year and implemented it in 2001-2002. Instead of enrolling in five courses per semester, student enrollment in four courses per semester became standard. Instead of teaching three courses per semester, faculty began to teach three courses during one semester and two during the other. As described in the 2001-2003 catalog under the Academic Program: "This plan allows students more time to explore topics in greater depth and with more intensity. Faculty will have more time to engage in collaborative research/projects with students and for their own scholarship." In adopting this plan, most courses shifted academic credit from three credits to four credits.

The course credit policy of Agnes Scott College is consistent with the policies provided by the U.S. Department of Education. Specifically, federal guidelines define the credit hour as follows:

1. *One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit; or*
2. *At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.*

Agnes Scott College takes these guidelines as minimum expectations, which serve as a starting point rather than a goal. The college faculty strives to maintain rigorous course content through the assumption of detailed preparation associated with each class meeting and the expectation that students will take advantage of enrichment opportunities by engaging in a range of academic activities available to enhance each course. To the academic activities mentioned above, the college adds opportunities including, but not limited to, event attendance (lecture, performance, civic function), background preparation (reading, research, creating notes or questions), experiential work (internship, volunteering), or expansion of class functions (meetings, testing, tutorials).

The expectations for student academic work in each course is incorporated into course syllabi and new course approval forms.

Course Numbering

Courses are numbered as follows:

100 Level: A student completing courses at the 100 level will demonstrate one or more of the following:

- Ability to engage in, consider, or apply introductory-level skills, techniques, or concepts within a discipline, an aspect of a discipline, or an interdisciplinary field
- Explanation of concepts from a survey within a discipline or program of study
- Explanation of a survey of related concepts among disciplines
- Development of a foundation for further study

200 Level: A student completing courses at the 200 level will demonstrate one or more of the following:

- Ability to engage in, consider, apply, or reinforce Intermediate-level skills, techniques, or concepts within a discipline
- Attainment of focused consideration of an aspect or aspects of a discipline
- Development of targeted knowledge of interdisciplinary connections
- Development of skills or knowledge suitable for continuation to advanced study

300 Level: A student completing courses at the 300 level will demonstrate one or more of the following:

- Ability to engage in, consider, apply, or master advanced-level skills, techniques, or concepts within a discipline
- Attainment of advanced consideration of an aspect or aspects of a discipline
- Development of detailed knowledge of interdisciplinary connections
- Development of skills or knowledge suitable for continuation to independent or capstone study

400 Level: A student completing courses at the 400 level will demonstrate one or more of the following:

- Detailed synthesis of concepts within a discipline
- Completion of an independent or capstone study that illustrates mastery of an aspect of that discipline
- Creation of original research or artistry
- Advanced consideration of interdisciplinary connections
- Attainment of skills or knowledge suitable for continuation to professional or graduate study

See the Special Curricular Opportunities section for more information on special 400-level courses. Students should consult instructors or academic advisors to determine the appropriate course levels.

Course Loads

In order to graduate with 128 credits in four years, students must average 16 credits per semester. The minimum load for full-time standing is 12 credits in a semester. All traditional students are required to have full-time standing every semester. Requests for part-time standing by traditional students are reviewed only if students are in the last semester before completing their degree. Students may take no more than 20 credits in one semester.

A student requesting an exception to this 20-credit maximum must apply to the director of academic advising and accessible education. Exceptions will be considered only for students in good standing, who have completed two semesters or more at Agnes Scott, and who present compelling academic reasons for their request. Students requesting exceptions should have a cumulative GPA of 3.500 or above, and should not have received an approval for the preceding semester. No approvals will be granted beyond 23 credits in a single semester.

Registering for Courses

Students select courses in consultation with their advisors according to a schedule published by the Office of the Registrar (typically in April for fall semester and summer terms and in November for spring semester). All students must register at the start of each semester on dates announced in the college calendar. No student is allowed to register after the last day to add courses as posted in the college calendar.

Adding Courses

A student may add a class during the first four business days of the semester without the instructor's permission (unless adding that course requires prior instructor's permission). After four business days a student needs the permission of the instructor to add a course, even if the student has been on the waiting list. No student is allowed to add a course after the last day to add courses as posted in the college calendar.

If a student misses two or more consecutive class meetings during the first 10 calendar days

of the semester, they must justify those absences to the satisfaction of the faculty member prior to the second absence; otherwise, the faculty member may drop them from the course. It is not, however, faculty members' responsibility to drop non-attending students from their courses. The responsibility to add and drop courses belongs to the student.

The Pass/Fail Option

This option is included in the academic program to encourage students to elect courses they otherwise might not. Agnes Scott College students classified as juniors and seniors may choose a total of two Agnes Scott courses on a pass/fail basis (except PE and SUM-400).

Pass/fail request forms are available in the Office of the Registrar. They must be completed and submitted to the Office of the Registrar by the pass/fail deadline date posted in the college calendar.

Once a student has submitted a request form to elect to take a course on a pass/fail basis, they may not change it to regular credit.

The pass/fail option is not available for courses taken to satisfy general education requirements (except PE and SUM-400) or to satisfy major, minor, or specialization requirements. Use of the pass/fail option for a course in the department of a major or minor requires the approval of the advisor in that department.

Instructors submit regular letter grades for all students (except PE and SUM-400). If a student receives an A or an F in a pass/fail course, the grade will be recorded on their transcript and averaged into their GPA. However, the credits will be counted toward the total allowed for pass/fail hours. All other grades will be converted to P. In the unusual circumstance when a student has elected to take a course pass/fail, receives the P grade, and later declares a major or minor in which that course is required, the P grade will be changed by the registrar back to the original grade assigned by the instructor on the academic transcript.

All physical education courses and SUM-400 are graded on a pass/fail basis. For these courses, the P or F is not calculated in GPAs.

Auditing Courses

A student may audit courses with written approval of the instructor and the student's advisor. Request forms are available in the Office of the Registrar. Students are subject to any restrictions or requirements the instructor may wish to impose. Audited courses appear on a student's transcript with a grade of AU. Should a student not meet the requirements of the AU agreement form, they will receive a grade of W.

The student's academic record and course load are factors considered in granting permission to audit. No student will be given permission to audit after the last day to add courses as posted in the college calendar. A student may not take for credit a course they have audited.

Withdrawing from Courses

The last day to drop a course without a W is three weeks after the first day of classes. In this case, the course will not be on the student's transcript. The last day to withdraw from a class with a W grade is posted in the college calendar. No one may withdraw from individual courses after this date with one exception. Students classified as first-years and in their first two consecutive semesters of study at Agnes Scott may drop a course with a W grade from the regular deadline through the last day of classes provided that doing so does not result in an enrollment of fewer than 12 credits. First year foundational courses are excluded from this policy.

In cases of medical emergency, a student may withdraw from a course with the designation MED (medical withdrawal), which will appear on their transcript. Medical withdrawals are

authorized by the director of academic advising and accessible education only when a medical emergency is described and certified in writing by a licensed physician or psychologist at the time of the emergency. The student is responsible for ensuring written documentation is provided no later than the last day of classes. Students are allowed one opportunity for medical withdrawals. If the medical emergency requires withdrawal from courses that results in enrollment fewer than 12 credits, the student would need withdrawal from the college (See Withdrawal from the College policy above).

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

Hours dropped after the last day to drop without a W grade will be included in the calculation of satisfactory academic progress for financial aid eligibility. See the Financial Aid section for detailed information.

Repeating Courses

A student may not repeat Agnes Scott courses for which they received an A, B, C or P unless specifically allowed for that course.

A student may request permission to repeat Agnes Scott courses for which they received a D+, D, or D- grade. The last grade earned will be used in the calculation of the cumulative (and, if applicable, major/minor) GPA but the original grade and repeated grade will appear on the transcript. A course repeated with a D grade will only count in the cumulative academic credit once. The repeat policy for courses with a D grade is only permitted when the course is repeated at Agnes Scott.

Students may repeat Agnes Scott courses for which an F was received. The last grade for the repeated course will be used in the calculation of the cumulative (and if applicable, major/minor) GPA.

Repeated courses may not be taken pass/fail.

Class Attendance

Academic work is the heart of the college experience and academic success at Agnes Scott College is directly related to class attendance. Attendance is part of the student's overall responsibility and performance in a given course. Excessive absenteeism will interfere with the student's ability to learn and may result in a lower final grade.

Individual faculty set attendance policies. Faculty members provide students with a written statement of policies regarding absences at the beginning of the semester. Policies must not penalize students for absences from class prior to their registration for the course.

Policies should make reasonable accommodations for students who miss classes due to serious illness, death of an immediate family member, observance of religious holidays, or participation in events or activities sponsored by the college. Faculty should indicate in their syllabi if they require advance notification of anticipated absences.

Instructors must delineate on the syllabus, which is made available at the beginning of the semester, any required course activities or events that take place outside of scheduled class time. Any course activities or events added to the syllabus after classes begin may be optional or recommended, but may not be required.

Extracurricular or extra-classroom activities that conflict with regularly scheduled classes may be optional or recommended, but may not be required.

It is the student's responsibility to assess obligations for the semester as indicated on their course syllabi and determine their ability to meet course attendance requirements.

If a student becomes seriously ill, injured, hospitalized, or experiences an emergency that will require them to miss academic work, they should notify their instructors and the Office of

Academic Advising and Accessible Education (404.471.6200) as soon as possible to inform the college of their situation. Students who are hospitalized should also contact the Office of the Vice President for Student Affairs and Dean of Students to schedule an appointment to meet with the dean before returning to class. The student should provide a copy of their discharge summary at the meeting.

A student on academic probation is permitted only one absence in each academic course that is not due to serious illness, death of an immediate family member, religious observance, or any other reason deemed excusable by the instructor.

Tests

Tests are announced at least a week in advance. Attendance is mandatory. No student is required to take more than two tests on one day provided they notify the instructor when a third test is announced. If a student, because of unavoidable circumstances, cannot take a test at the appropriate time, permission to take the test at another time may be granted by the instructor. A student who is permitted to take a make-up test should arrange to take the test at the convenience of the instructor. Tests and exams must be pledged and may not be discussed with other students in the class until the professor notifies the class that discussion is permitted.

Completion of Semester Courses

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

Final Examinations

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

If a student is unable to complete final exams during the examination period because of illness or other excused cause, they may take those examinations at a time specified by the director of academic advising and accessible education. A notation of incomplete (I) will appear on the student's record until a permanent grade has been recorded.

Incomplete Policy

When an extenuating circumstance at the end of the semester impacts a student's ability to complete final assignments/exams, they may request an incomplete. A student seeking an incomplete (I) must see the director of academic advising and accessible education, who may authorize an I in consultation with the instructor. An I will be given only if the student has documented, extenuating circumstances supporting their request and has received a passing grade for completed course work. Incompletes are not appropriate in cases of excessive absences or missed deadlines throughout the semester. Deadlines for incomplete work are set by the director of academic advising and accessible education but must not exceed 10 calendar days after the beginning of the subsequent semester. If work is not completed by the deadline, the I automatically becomes an F. When a pending Honor Court case is not resolved before the semester grade deadline, the director of student conduct and community standards will inform the director of academic advising and accessible education to grant an incomplete until the Honor Court case is heard. Only the director of academic advising and accessible education may grant incompletes.

Grades

Grades are assigned the following quality points per semester hour:

A = 4	A- = 3.67	B+ = 3.33
B = 3	B- = 2.67	C+ = 2.33
C = 2	C- = 1.67	D+ = 1.33
D = 1	D- = 0.67	
F = 0	WF = 0	

A student's grade point average (GPA) is calculated as follows: it is the sum of the quality points per semester hour times the semester hours earned per grade, divided by the total number of semester hours attempted. Attempted hours exclude grades of I, P, W, and MED (medical withdrawal). Grades of I, P, W and MED are excluded from GPA calculation. Grades for courses taken on a pass/fail basis are recorded as A, P, or F (see explanation under the Pass/Fail Option section). A WF or F in a pass/fail academic course is included in GPA calculation. Grades in physical education courses are excluded from GPAs (P.E. courses carry no credit). Only grades for courses taken at Agnes Scott are factored into a student's GPA. All grade-point averages are reported to three decimal places.

Faculty determine grading policies for their courses. Grading policies must be made available to students at the beginning of each semester. In the absence of any other scale announced by an instructor or department, the grading scale given below will apply for converting numerical grades into final letter grades.

93 to 100	A	73 to less than 77	C
90 to less than 93	A-	70 to less than 73	C-
87 to less than 90	B+	67 to less than 70	D+
83 to less than 87	B	63 to less than 67	D
80 to less than 83	B-	60 to less than 63	D-
77 to less than 80	C+	Less than 60	F

Policy for Disputed Final Grades

When a student has substantial grounds to dispute a final grade and is prepared to present evidence, they must initiate the procedure by voicing their complaint to the instructor no later than 30 days after the beginning of the next semester. If the matter is not resolved, the student may take the dispute to the department chair for mediation.

If the matter is still not resolved, they may refer the dispute to the vice president for academic affairs and dean of the college for further mediation. If the dean is unable to resolve the dispute, the student must refer the matter in writing to the Committee on Academic Standards and Admission. The committee's decision is final.

Should a committee member be the faculty member involved in the dispute, the faculty member shall not be involved in the committee's deliberations and shall not vote. The chair of the Faculty Executive Committee shall serve in their place. The director of academic advising and accessible education will maintain a log of any grade disputes that are presented to the Committee on Academic Standards and Admission.

Confidentiality of Student Records

The Family Educational Rights and Privacy Act of 1974 affords students certain rights with respect to educational records. As defined by FERPA, a student is any individual who is or has been in attendance at an educational institution. As defined by Agnes Scott, FERPA rights will apply to Agnes Scott students once they are in attendance at the College. A student will be considered "in attendance" from the date they move into Agnes Scott residential housing or attend a class, whichever is sooner. FERPA rights include:

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

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

   A student does not have the right to inspect and review these education records:
   - Financial records, including any information those records contain, of her or his parents
   - Confidential letters and confidential statements of recommendation placed in the education records of the student before January 1, 1975, as long as the statements are used only for the purposes they were specifically intended
   - Confidential letters and confidential statements of recommendation placed in the student's education records after January 1, 1975, if
     - the student voluntarily signed a waiver of right to inspect and review those letters and statements; and
     - those letters and statements are related to the student's
       - admission to an educational institution;
       - application for employment; or
       - receipt of an honor or honorary recognition.

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

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

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

One exception permitted without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Agnes Scott in an administrative, supervisory, academic, research, or support-staff position (including law-enforcement personnel and health staff); a person or company with whom Agnes Scott has contracted (such as an attorney, auditor, or collection agent); a person serving on the Agnes Scott College Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or their tasks. A school official has a legitimate educational interest if the official needs to review an educational record to fulfill his or their professional responsibility. Upon request, Agnes Scott discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

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

   The office that administers FERPA is:
   Family Policy Compliance Office
   Department of Education
   600 Independence Ave. S.W.
   Washington, D.C. 20202-4605

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

- Name
- Home or Permanent address
- Campus email address
- Field of Study (Major)
- Anticipated Completion Date
- Dates of attendance
- Degrees and awards received (including honor rolls)
- Participation in officially recognized activities and sports

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

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

Student Right-to-Know Act

In compliance with the Student Right-to-Know Act, graduation rates and other student consumer information for Agnes Scott College are available at www.agnesscott.edu/about/consumer-information. Agnes Scott facts and historical degree and enrollment information can be accessed at www.agnesscott.edu/institutionalresearch. A copy of graduation rates may be obtained upon written request to: Office of Institutional Research, Agnes Scott College, 141 E. College Ave., Decatur, GA 30030.

Academic Policies

Agnes Scott maintains high standards of excellence with an established set of policies governing students' academic status, performance, and personal conduct.

Official College Communication

Students are required to regularly check their mail boxes in the post office in Alston Campus Center and their Agnes Scott email accounts. Any communication from the president, vice president for academic affairs and dean of the college, vice president for student affairs and dean of students, director of academic advising and accessible education, registrar, or student judicial bodies is considered "Official College Communication" and will be marked accordingly. Students are held accountable for reading and responding to these letters and emails within a reasonable time or by the specified date in the email or communication.

Graduation and Commencement

Degrees are conferred three times a year in August, December, and May. There is one commencement ceremony in May. A student must fulfill all graduation requirements to participate in commencement (see the Academic Program, Degree Requirements section of the catalog).

In unusual circumstances, a second-semester senior who is within eight credits of completing their degree requirements may petition to participate in the commencement ceremony in May by submitting a written appeal to the Committee on Academic Standards and Admission. Appeal forms are available from the director of academic advising and accessible education. Such appeals will be considered only if the student is in good standing, has met all other degree requirements and has registered for those Agnes Scott summer school or fall courses that will allow them to complete their degree requirements by August or December, respectively.

If the appeal is granted, the student will participate in commencement ceremonies, including walking in with their class and walking across the stage.

Standards of Progress

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

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

For entrance to the sophomore class or the third semester:

- Completion of 28 semester hours (32 semester hours are normal progress)
- Completion of the first year foundational courses and English 110

For entrance to the junior class or the fifth semester:

- Completion of 60 semester hours (64 semester hours are normal progress)
- A student must declare a major and a SUMMIT specialization

For entrance to the senior class or seventh semester:

- Completion of 92 semester hours (96 semester hours are normal progress)

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

Non-degree-seeking students, who may be transient students earning a degree at another institution or secondary school students in a joint-enrollment program, may earn a maximum of 24 semester hours of credit at Agnes Scott. Exception requests should be directed to the director of academic advising and accessible education.

Academic Probation

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

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

A student on academic probation needs to understand the importance of focusing on academics. They are therefore placed on activity restriction and may not hold any elective or appointive office, and may not participate with any noncredit performing group or in any organized college activities except those activities that are associated with their academic program. Students on probation also may not study abroad. A student on academic probation is permitted only one unexcused absence in each academic course even if they are in a course with no attendance requirement. Further absences may result in academic dismissal during the semester. Additional restrictions may also be imposed.

A full-time, degree-seeking student is placed on academic probation at the end of a semester if they have an F in two academic courses; or have achieved fewer than 12 semester-hours credit in academic courses; or have a semester GPA less than the minimum for their class standing, as follows: first-year student 1.600; sophomore 1.800; junior 1.950; and senior 2.000. Class standing is based upon the student's initial date of matriculation at the college.

In addition, at the end of an academic year, a full-time, degree-seeking student is placed on academic probation if their cumulative GPA is less than the minimum required for their class standing (that class standing is based upon their completed credits at the end of that academic year). These minimums are: first-year student 1.600; sophomore 1.800; junior 1.950. The minimum cumulative GPA required for the degree is a 2.000.

A part-time, degree-seeking student is placed on academic probation at the end of a semester if they have an F in two academic courses; or passes less than two-thirds of the academic work for which they registered; or has a semester GPA less than the minimum for their class standing, as follows: first-year student 1.600; sophomore 1.800; junior 1.950; and senior 2.000.

A degree-seeking student who withdraws while on academic probation and then re-enrolls will remain on probation until their academic performance at Agnes Scott returns them to good standing.

Non-degree-seeking students will not be permitted to continue taking courses at Agnes Scott if they receive an F in two academic courses. Appeals regarding academic probation will be heard by the vice president for academic affairs and dean of the college.

Academic Dismissal

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

- Failure to achieve appropriate class standing for two consecutive years
- Two consecutive semesters of academic probation
- Failure to pass at least one 4-credit course in one semester

The Judicial Review Committee imposes academic dismissal and may specify a length of time a student must wait before they may apply for re-enrollment. A student may be dismissed at any time if the Judicial Review Committee judges their academic performance to be unsatisfactory or if they have violated the specific conditions of their academic probation. A student approved for re-enrollment after academic dismissal will be placed on academic probation for their first semester. Any transcript issued following the academic dismissal will carry the notation of academic dismissal.

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

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

The committee may impose a sanction of probation if the student is not dismissed.

A non-degree-seeking student is not subject to the dismissal procedures described above, but if the student receives an F in two academic courses or their academic performance is considered unsatisfactory in other ways, the student may only continue work at the college at the discretion of the director of academic advising and accessible education.

Disciplinary Probation, Suspension, and Dismissal

For violation(s) of social regulations or policies, Honor Court may recommend to the Judicial Review Committee that a student be placed on disciplinary probation, suspended, or dismissed. Suspension is made with a stipulated time of return when the student is automatically reinstated if they so desire. A dismissed student must apply for re-enrollment. The Judicial Review Committee may specify a length of time a student must wait before they may apply for re-enrollment. During the time a student is on probation, they are not considered a student in good standing. Any transcript issued during the period of the student's probation will carry the notation of a disciplinary probation.

Leave of Absence

The purpose of a leave of absence is to allow a student a break in their studies without having to withdraw from the college and apply for re-enrollment. A leave of absence form should be submitted to the director of academic advising and accessible education for approval before the start of the semester or semesters requested. Requests for a leave of absence must be submitted prior to the beginning of classes for that semester. A leave of absence may be for one or two semesters, with a maximum of two semesters during a student's college career.

A student may request the director of academic advising and accessible education extend their leave of absence from one semester to two semesters.

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

A student granted a leave of absence does not need to apply for re-enrollment. By the deadline stated on the leave of absence request form, the student should notify the director of

academic advising and accessible education of their intent to return. A student who does not return within the time specified for their leave will be considered withdrawn and must apply for re-enrollment.

A leave of absence may not be used to attend classes full-time at another institution. If, for good reason, a student on leave wishes to take courses at another college or university, they should first consult with the director of academic advising and accessible education, who will serve as their academic advisor during the leave. Strict limitations apply to the amount of academic credit that may be earned during a leave of absence: 8 hours during a one-semester leave and 12 hours during a two-semester leave. If academic credit is attempted, a student must submit an official transcript to the college prior to returning. If a student is not in good standing at another institution, they must apply for re-enrollment to Agnes Scott.

Withdrawing from the College

A student who wishes to withdraw must obtain a withdrawal form from the Office of Academic Advising and Accessible Education. Withdrawal is not official until the form has been signed by the director of academic advising and accessible education.

Withdrawals from the college with an effective date after the deadline to drop a course with a W grade will result in grades of WF. Grades of WF factor into the GPA the same as grades of F. In cases in which a student withdraws from the college after the deadline to withdraw with W grades and the student has documentation of a serious hardship or medical problem, they may appeal this policy. Appeals would need to be submitted before the last day of classes for that semester. If approved for an exception, the student would receive grades of W instead of WF. If requested, and documentation supports a medical cause for withdrawal, the committee may approve grades of MED for all courses instead of W or WF.

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

Involuntary Withdrawal

The college strives to promote the health and safety of all community members by providing student health care, counseling services, and public safety and by enforcing student-conduct regulations and protection services. To ensure the institution and its members are allowed to carry out their activities without substantial threat of interference or danger of harm, the college has adopted a policy and the following procedures for the involuntary withdrawal of a student when deemed necessary to promote the health and safety of either the student or college community.

Criteria and Procedures for Involuntary Withdrawal

A student will be subject to immediate involuntary withdrawal from the college and/or college housing if the vice president for student affairs and dean of students determines the student

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

Once it is determined the student's conduct falls within these criteria, the college may take interim action to protect the well-being of a student and/or other members of the campus community. By interim involuntary withdrawal, the college may remove a student from any or all college premises when the vice president for student affairs and dean of student, after consulting with any of the

following—designee(s) of the vice president for student affairs and dean of students; the Wellness Center (which includes Student Health Services and Counseling and Psychological Services); the Office of Residence Life; the vice president for academic affairs and dean of the college; the Department of Public Safety—determines that a threat of significant risk to self or others exists. Interim involuntary withdrawal will be taken as a preliminary action to protect the health and safety of the student withdrawn, or of others. This is a protective measure and not a penalty.

The student will be notified in writing and temporarily withdrawn from the college and asked to leave campus immediately. The withdrawal will be continued until the Judicial Review Committee reaches a final decision regarding the student's future status. During this withdrawal period and until the committee makes a determination, the student may not return to campus nor participate in campus activities without the prior approval of the vice president for student affairs and dean of students. The student shall be provided with a copy of this Involuntary Withdrawal Policy. At any time, the student may terminate the process by voluntarily withdrawing from the college.

The vice president for student affairs and dean of students will make the initial determination whether the matter will be sent directly to the Judicial Review Committee or whether the student will be referred to a licensed psychiatrist or psychologist for evaluation. The student will be notified of this decision in writing, either via email or mail. If the matter is sent directly to the Judicial Review Committee, the committee shall convene and consider the case within seven days of the notice to the student.

Referral for Evaluation

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

The vice president for student affairs and dean of students shall also provide the psychiatrist or psychologist a written description of the student's behaviors that led to the referral, with a copy to the student, along with a copy of the Involuntary Withdrawal Policy.

The psychiatric or psychological evaluation must be completed within one week from the date of the referral letter, unless an extension is granted in writing by the vice president for student affairs and dean of students. Within 48 hours after the evaluation is completed, the dean, psychiatrist or psychologist, and student will meet to discuss their assessment of the situation. The student may also choose to provide the dean and the Judicial Review Committee with an evaluation by an independent licensed psychiatrist or psychologist of the student's own choosing and at the student's expense. This second evaluation must take place within one week of the first evaluation unless an extension is granted in writing by the vice president for student affairs and dean of students. During the involuntary withdrawal process, a representative of the college may contact the student's parents or legal guardians, if deemed appropriate.

Presentation to the Judicial Review Committee

The final step in this process, whether the matter is referred directly or following evaluation, is the presentation of the case to the Judicial Review Committee. The student and the vice president for student affairs and dean of students will present all pertinent and relevant information at the Judicial Review Committee meeting.

The usual procedures of the Judicial Review Committee will be followed except the vice president for student affairs and dean of students will not participate as a member and will not vote

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

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

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

Re-enrollment following Involuntary Withdrawal

A student may be considered for re-enrollment after the expiration of a minimum of one full semester. To be considered for re-enrollment, in addition to completing the re-enrollment application, the student must submit a personal statement that demonstrates an insight into the issues that contributed to the student leaving the college; a description of the actions taken to address these issues; and if re-enrolled, a plan to prevent the recurrence of the issues. Supporting documentation from a healthcare provider is also required. This documentation must address the following: (1) the specific diagnosis that precipitated the need for care, (2) the duration and frequency of the care, (3) gains that were made as a result of the treatment, (4) the student's readiness to return to Agnes Scott and the potential impact of the intellectual, physical, and personal demands of being a full-time residential student, (5) any special conditions under which the student should be readmitted, and (6) a recommended treatment plan to support the student's transition back to campus. The student must secure a "release of information" form from the healthcare provider(s) to allow consultation by an appropriate Agnes Scott representative with the provider(s). Reference letters from any employers as well as a transcript of any courses taken during the withdrawal period should also be included in the request for re-enrollment application. These steps must be completed by November 1 for consideration to be re-enrolled for the spring semester and by June 1 for consideration to be re-enrolled for the fall semester.

The information gathered is reviewed by a committee comprising the vice president for academic affairs and dean of the college, the vice president for student affairs and dean of students, and staff members from their two offices. Re-enrollment is contingent upon their judgment that the student has resolved the issues that led to the withdrawal and/or that a viable plan is in place to manage them should the student return. If re-enrolled, special prescribed conditions or requirements may be outlined as a requisite to the student's continued enrollment.

Deviations from Established Procedures

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

Judicial Review Committee

The college's Judicial Review Committee is given these responsibilities:

1. Reviewing and acting on recommendations of the Student Government Association (SGA) that affect the powers and philosophy of student government or pertain to major regulations concerning student welfare.
2. Recommending to the vice president for academic affairs and dean of the college (VPAA) that a student who has not met academic standards of the college be dismissed at the end of the semester. In these cases, student members are not present at the meetings and the quorum is reduced to five out of eight members.
3. Acting upon the recommendation of the Honor Court that a student be placed on disciplinary probation for violation of academic regulations.
4. Acting upon the recommendation of the Honor Court that a student receive disciplinary suspension or dismissal for violation of social or academic regulations.
5. Acting as the court of final appeal for Honor Court decisions and/or sanctions; or, when a student appeals an Honor Court decision and/or sanctions to the student body, acting as the court of final review of the case, its appeal, and the student body's judgment.
6. Requiring the withdrawal of any student whose presence is thought to be injurious to the interest of the college community, or imposing the sanction of administrative probation, suspension, or dismissal in situations involving a student's failure to meet the standards or expectations of the college community.
7. Assuming original jurisdiction in a disciplinary action upon the recommendation of the vice president of student affairs and dean of students (VPSA) or the director of student conduct and community standards.
8. Assuming original jurisdiction in a disciplinary action at a time when neither a quorum of Honor Court nor the president of SGA nor the president of Honor Court is readily available. (Note: When the college is not in session and/or no quorum of Honor Court or the Judicial Review Committee is present, the president of the college will consult with the VPAA and VPSA to form a subcommittee of Judicial Review to assume original jurisdiction for an alleged violation of the Honor Code. The president of the college or VPAA or VPSA will appoint to the subcommittee in equal numbers students, faculty and administrators who presently serve on Judicial Review or who have previously served on Judicial Review.
9. Acting upon a formal written student complaint appealed to the committee by an individual directly involved in the original complaint or referred to the committee by a vice president as provided in the Student Complaint Policy.
10. Acting upon a formal written report from the VPAA to hear cases involving disruptive classroom behavior.
11. To act upon the recommendation of a faculty member that a student not receive Latin honors despite having met the minimum GPA requirement.

The Judicial Review Committee will convene annually, following student leader and faculty elections, to orient new members and review its policies and processes, updating them as appropriate.

Judicial Review Committee members are:

- President of the College, Chair
- Vice President for Academic Affairs and Dean of the College
- Vice President for Student Affairs and Dean of Students
- Registrar
- President of Student Government Association
- Vice President of Student Government Association
- President of Honor Court
- President of the Judicial Board
- Director of Student Conduct and Community Standards (non-voting member)
- Four Faculty Members
- The chair of the FEC (Faculty Executive Committee) and associate vice president for human resources, when a faculty or staff member is the subject of a formal written student complaint referred to the Judicial Review Committee in accordance with the Student Complaint Procedures

Academic Support Services

Academic Accommodations for Students with Disabilities

Agnes Scott College views disabilities as an integral part of the rich diversity of our community. The College is committed to providing equal educational opportunities to all students and complies with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act Amendments Act of 2008. The Office of Academic Advising and Accessible Education collaborates with students, faculty, and staff to help create an inclusive educational environment for students with disabilities. We also engage in outreach across campus to promote a welcoming and accessible environment. Accessible Education provides accommodations, services, and resources to students with varying disabilities including psychological, medical, physical, or learning specific. Academic accommodations may include but are not limited to the use of accessible textbooks or readings, a note taker, extended time for examinations and quizzes, a reduced-distraction environment for examinations and quizzes, use of word processing for examinations, or housing accommodations. To connect for accommodations or for more information visit academicadvising/accessible-education.

Office of Academic Advising and Accessible Education

The Office of Academic Advising and Accessible Education empowers students to develop meaningful educational plans consistent with their academic, personal, and professional goals through accessible services and collaboration with faculty and other resources. The office is responsible for coordination of the Board of Advisors model and is a resource for students and advisors regarding academic standards, policies, and special curricular opportunities. Programs to develop learning strategies, promote structured exploration of major opportunities, and connect students to high-impact educational experiences are offered through the academic year. The office also facilitates access for students with disabilities through academic accommodations and offers individualized assistance for students on academic probation. Specialty advising for students interested in health professions or the dual-degree programs are offered through group sessions and by individual appointments. The Office of Academic Advising and Accessible Education is also responsible for the administration of all self-scheduled final examinations.

Agnes Scott's Advising Model: The Board of Advisors

The Board of Advisors in an innovative team-based holistic advising model through which every student works with a four-year SUMMIT Advisor, peer advising, career advising, and a major advisor, collaborating to help each student integrate the many opportunities of SUMMIT into their learning journey. Each student is assigned a SUMMIT advisor, a professional academic advisor who works with the student throughout their time at the college, guiding them to experiences that align with both short-term and long-term academic and career goals. All students also have a team of SUMMIT peer advisors who model academic success, promote connections to campus resources, and help the transition to college in the first semester. When a student is ready to declare a major, usually during their sophomore year, they will select a member of the faculty to join their board as a major advisor. Major advisors provide discipline-specific expertise and guidance on opportunities both within and outside the classroom. Finally, all students also have access to internship and career coaching, in addition to the SUMMIT Career Connect network of professionals. Career advisors provide one-on-one and workshop coaching, Alumnae@Agnes events and recruiter visits to expose students to career literacy and professional opportunities.

Office of Internship and Career Development

Agnes Scott has an integrated approach to academic, internship, and career advising. We expose students to career exploration and internship opportunities early in their academic career so that those experiences inform and reinforce the academic experience in the classroom. Students who are undecided about their exact plan complete interest, values, and preference surveys. This helps advisors guide them toward potential majors and illuminate career pathways.

At Agnes Scott every student is expected to have at least one, if not more, meaningful internship experiences. Internships provide a venue for students to learn about their strengths, interests, and career opportunities. When coupled with the academic component of readings and for-credit coursework, students deepen their knowledge of their area of study. A recent *Chronicle of Higher Education* survey found that employers rate internships as the number one attribute in evaluating graduates for hire. Students are encouraged to visit the Office of Internship and Career Development to research organizations that might be a match for a student's particular area of study. First-year students are encouraged to pursue not-for-credit internships during summers and other academic breaks. By intentionally planning part-time job and volunteer opportunities, students can create a series of real-world experiences that strengthen their academic learning and develop their professional skills. Employers post open internship opportunities for students at agnesscott.joinhandshake.com.

Juniors and seniors are encouraged and eligible to apply for a course that includes an internship such as BUS-370, PH-370, PSY-480, REL-370, WS-390, and BUS-222 (online during summer), or complete an individual independent internship with a faculty member (450 course). Sophomores with strong GPAs and good time management skills are also able to access internship courses if relevant internships are secured. Students requesting academic credit for an internship must submit a completed application to the internship coordinator. To be considered for academic credit, a student must have secured both an internship host (with written offer letter) and a faculty sponsor prior to the published registration deadlines. Internship paperwork includes student intent and department approval for using an internship either toward the global or leadership specializations.

The Office of Internship and Career Development provides a variety of programs to help students develop and strengthen their professional skills whether they plan to pursue a career or graduate school post Agnes Scott. Agnes Scott faculty and staff maintain relationships with employers, graduate and professional schools, friends of the college, alumnae, and others so that students have access to a rich and vibrant network of professionals. Students who receive acceptances to graduate school or job offers take part in the spring tradition of ringing the bell in Agnes Scott Hall. Students are encouraged to visit career development early in their Agnes Scott experience to begin taking advantage of programs including:

- LinkedIn, resume and cover letter review with a career coach
- Mock interview practice with a career coach or alumna
- Professional development seminars and networking events
- Career Treks to visit employers
- Dress for Success appointments to be suited for free interview attire
- Internship information including funding such as Hubert Scholars and Advantage Awards
- Access to SUMMIT Career Connect, our network of alumnae who have agreed to help with informational interviews and other career advice
- Pre-Internship prep sessions at beginning of each semester
- Information sessions held by Internship and Job Employers
- Job Fairs: on-campus Internship and Job Fair and the Georgia Statewide College-to-Career Fair in the spring

McCain Library

McCain Library is open 101 hours each week during the academic year, with extra hours near exam time. Library staff and student assistants at the Circulation Desk can help locate items, check out media equipment, renew items, handle fines, or answer questions about hours and routine library services. At the Scottie Research & Rescue Desk on the first floor, friendly and knowledgeable librarians or research assistants provide drop-in research guidance, can save you time locating articles, and offer individual consultation appointments. LibGuides serve as 24/7 online self-help and research starters. Support is also available via telephone (404.471.6096), email (library@agnesscott.edu), or online chat. Follow the library's blog and Facebook page for updates about new resources, shifts in hours, upcoming events or workshops, faculty reading habits, film reviews, and more.

The SOPHIA library catalog indexes McCain's physical collection of books, bound journals, documentaries, popular DVDs, and equipment. SOPHIA also allows library users to review their own patron accounts, to renew borrowed items (if not overdue). The library collection, selected to support the liberal arts curriculum, includes more than 240,000 print volumes; 57,182 electronic books; access to 194,565 journal and newspaper titles; approximately 27,000 sound and video recordings; and the college archives.

Many more library resources are electronic and are available both in McCain or remotely 24/7 from other campus buildings, residence halls, and off-campus. Students may use the Google-like Discover Search option on the library's home page to cross-search the SOPHIA catalog and most of the electronic databases that McCain Library licenses for the campus community. More than 474 research databases offer access to full-text articles, periodical indexes in major academic areas, primary sources, and reference e-books serving all disciplines. These sources are provided in cooperation with GALILEO, Georgia's statewide virtual library, and are available anywhere, even to Agnes Scott students studying abroad, as long as one has the password available via Moodle. The library also lends equipment such as cameras, audio recorders, flip video recorders, calculators, cell phone chargers, projectors, headphones, iPads, and "Scottie Bikes."

Through borrowing agreements and interlibrary loan, the library expedites access to resources not available through McCain's holdings. Refer to the left side of the McCain Library website for information on how to ask to borrow a journal article or a book from another library, or speak with a reference librarian at the Scottie Research & Rescue Desk about how to borrow from nearby Atlanta libraries using an ARCHE (Atlanta Regional Council for Higher Education) interlibrary use card. Leave borrowed items at the library to be returned on the ARCHE van.

Course reserves are materials required or recommended by instructors to supplement a class. They are loaned from the Circulation Desk for use within the library. Generally, the library does not purchase most required course textbooks, but the "Textbook Saving Tips" area in AscAgnes may help students locate a swap, rental or cheaper copy of needed books. Recently the library has started buying the most expensive required introductory textbooks in STEM fields, economics, and a few other areas for reserves. Search by course in the reserve section; these books are loaned for two hours for in-library use.

Forty-one individual study carrels are scattered around the library and may be reserved for an entire semester by students enrolled in research-intensive independent studies or senior seminars. Twelve other carrels bordering the terrace, just past the spiral staircase on Floor 1, are first come, first served. Six group study rooms and three media viewing rooms are available by reservation for groups of two or more students. Group Viewing Room 1 offers a large monitor, wireless keyboard, and computer for small group work on shared presentations or projects. Floor 3 and Stack 3 are designated Quiet Study areas. Two large reading rooms, a sun porch, and an outdoor terrace with rocking chairs are also available in the building.

Fifty-eight computers provide library research and network applications. The Woof Woof WiFi wireless network serves students with personal laptops or tablets. A guest wireless network serves students' parents, friends, and other campus visitors. Wireless laptops for six-hour, in-library use may be checked out at the Circulation Desk. McCain 211 has 18 computers and is unlocked at times of high demand. For campus printing, students may send a job to networked Canon multi-function printers (Scottie printing on Firestar) and then use their ASC ID card to retrieve the print job wherever most convenient. Double-sided black and white pages are the default, charged against students' printing card balances; students may also use Canons to print in color, scan, or photocopy. However, students are encouraged not to print unnecessarily; saving to Dropbox, Google Drive, or using a flash drive is suggested. Two flatbed scanners are also available in the main computer cluster on the first floor.

Many unusual primary sources and archival items related to the history of the College are housed on Floor 2 in The Betty Pope Scott Noble '44 College Heritage Center. This museum-like room is open at set times during the academic year and by appointment for individual researchers or classes. Digitized yearbooks, historical reports, student newspapers, and alumnae magazines are accessible online from the LibGuide for McCain Library Special Collections and Archives.

Center for Writing and Speaking

The Center for Writing and Speaking (CWS) is a peer-tutoring organization providing assistance to students for writing, oral presentations, multimodal projects, and related assignments and activities. The CWS is located on the ground floor of Campbell Hall in G-14. Tutoring is free to Agnes Scott students and is available Sunday through Friday during posted hours.

Tutoring in writing and speaking is not a remedial service but a satisfying and fruitful way of encouraging students of all ability levels to write and speak better. The tutor is a resource, someone who can help students improve their writing or speaking even if it is already excellent.

In CWS tutorial sessions, students are encouraged to develop their own ideas and to respond effectively and creatively to course assignments. They may visit the CWS at any stage of their assignment or project. Tutors can help with brainstorming, outlining, drafting, writing, revising, proofreading, visual aids, speech practice, interview skills, and more.

In addition to regular tutoring appointments, the CWS offers the Partners Program for weekly tutoring with the same tutor for a full semester for students who want consistent work on their writing and speaking. First-year students in ENG-110 and LDR-101 will also benefit from having an assigned CWS course tutor. The course tutor will attend all class sessions, consult with the instructor, and assist students with course-specific help for writing and speaking assignments.

The CWS serves the entire Agnes Scott community by sponsoring events such as speakers, panels, readings, and contests to support writing and speaking and related activities. The center prides itself on being an "intellectual hub." Computers, audio and video equipment, sample papers, model speeches and presentations, and other resources are available in the Center for Writing and Speaking for students to use in tutoring sessions or on their own. Our Presentation Center (Campbell, G-17) is the perfect place for students who wish to practice or record their speeches and presentations. Visit us at agnesscott.edu/writingandspeaking.

Information Technology

Information technology provides campus-wide service and support for administrative computing, desktop computing, media services, network services, technology purchasing, telecommunications, and web services.

- A combination of wireless and wired-network technologies are employed throughout campus.

- 544 networked computers and 32 multi-function print/copy/scan devices are located across campus for faculty, staff, and student use.
- Access to online services and resources available through the campus network include: the course management system, Moodle; web-based self-service access through AscAgnes to course schedules, class rosters, advising information, submitting and reviewing grades, and payroll information; electronic library resources; online phone directory; and network file and "follow me" print services.
- Agnes Scott uses a print management solution to monitor and report on campus printing. All registered Agnes Scott students receive an initial $30 for printing. This value is reset every July 1. Students are able to add additional funds to their account as needed. For more detail about printing services, go to the Information Technology section of the college's website.

Center for Digital and Visual Literacy

The Center for Digital and Visual Literacy (CDVL) is a resource center for the entire ASC community providing training, tools, and programming aimed at increasing digital and visual literacy. Student tutors are available for both undergraduate and graduate students to assist with the creation and curation of a digital portfolio, web design skills, learning labs on topics such as video editing, podcasting, digital media creation, and visual media programs.

Located on the ground floor of McCain Library in rooms G-11, G-37, G-43 and G-45, there are three iMac computer labs equipped with the following software applications: *Adobe Creative Suite, Microsoft Office (Word, PowerPoint, and Excel), iLife Suite (Keynote, Pages, Numbers, GarageBand, iMovie), Final Cut Pro,* and *Audacity*. There are several graduate program specific applications that can be requested as well.

- McCain G-11 is a 27 seat classroom with twenty-two iMac computers.
- McCain G-37 is equipped with 10 iMacs for student project work and small workshops.
- McCain G-43 is equipped with 4 Mac mini dual screen systems for individual and group tutoring.

In addition to the computer labs, McCain Room G-45 houses an audio/visual and podcasting studio accessible by scheduling an appointment via the McCain Library website at www.agnesscott.edu/library. Once you access the library's website, click the "RESERVE A ROOM" link on the middle right hand side of the screen and scroll to locate the FlexStudio schedule.

For more information and a detailed description of services, visit the CDVL website at cdvl.agnesscott.org or stop by Monday-Friday 9 a.m.-6 p.m. to visit in person. Weekend hours are also available and posted on the McCain Library website as well as the CDVL website.

Resource Center for Math and Science

The Resource Center for Math and Science (RCMS) is an academic support and peer tutoring center devoted to promoting and supporting student success in math and science courses, and to help students navigate paths to careers in fields related to math, science, or technology. Students are encouraged to visit the peer learning assistants for math and science courses in the Jones Center for Academic Excellence, Campbell Hall G-23 and G-25, and to meet with the director of the Resource Center for Math and Science. The center's website (www.agnesscott.edu/rcms/) provides additional detail about the center as well.

Science Resource Center

The Science Resource Center (SRC) is a supportive environment where students are encouraged to study collaboratively and to seek assistance with their courses in biology, chemistry, physics, and astronomy. Located in the Jones Center for Academic Excellence, Campbell Hall G-25, the SRC has open hours Sunday through Friday. Learning assistants (LAs), who are advanced students in the sciences, are available to work with students during posted times and also by appointment. In addition, some courses may offer separate weekly workshops led by an LA that are designed to help students practice and master the course material. Individual professors will provide more detail about these for courses in which they are offered.

The LAs in the SRC work with students to develop problem-solving skills and an understanding of the key concepts in their science courses. The approach is collaborative and no question is too small. All students are encouraged to visit the SRC on their own or with a study group to work on assignments, discuss challenging concepts, ask questions, or work with an LA. The services of the SRC are free for all Agnes Scott students. See www.agnesscott.edu/rcms/ for the current schedule and other details.

Math Resource Center

The Math Resource Center (MRC) offers a supportive environment for students seeking assistance with their math courses and other quantitative work. Located in the Jones Center for Academic Excellence, Campbell Hall G-23, the MRC has open hours Sunday through Friday. Learning assistants (LAs), who are advanced students in mathematics, are available to work with students during posted times and also by appointment. In addition, some courses may offer separate weekly workshops led by an LA that are designed to help students practice and master the course material. Individual professors will provide more detail about these for courses in which they are offered.

The LAs in the MRC work with students to develop problem-solving skills and an understanding of the mathematics in their courses. The approach is collaborative and no question is too small. All students are encouraged to visit the MRC on their own or with a study group to work on assignments, discuss challenging concepts, ask questions, or work with an LA. The services of the MRC are free for all Agnes Scott students. See www.agnesscott.edu/rcms for the current schedule and other details.

Economics Learning Center

The Economics Learning Center (ELC) is located in Campbell Hall G-21. It offers a welcoming learning environment for students who need assistance with economics classes. The computers in the ELC have Excel, Stata, and StatTransfer for use by students working on an economics problem set or research project.

Learning assistants (LAs), who are advanced students in economics, and faculty members are available Monday through Friday and Sunday evenings. Students are encouraged to drop in and to work by themselves, with other students, or with an LA. Individual appointments may be made. Learning assistant schedules are posted on class Moodle sites and on the door to the ELC.

Sociology and Anthropology Research Center

The Sociology and Anthropology Research Center (SARC) is located in Campbell Hall G-27. It serves as a space where students working on research assignments for sociology or anthropology classes or on independent projects can conduct data analysis. The center is equipped with SPSS

(for statistical analysis), NVIVO (for qualitative data), ExpressScribe (a digital transcription audio player), and transcription foot-pedal controls.

Students are encouraged to drop in to work independently or collaboratively Monday to Friday, 8 a.m.-5 p.m. Hours of availability are posted on the door of SARC or students can contact the chair of the sociology and anthropology department to inquire about using the space.

Center for Teaching and Learning

The Center for Teaching and Learning (CTL) offers programming, services, and resources that promote dialogue and disseminate information about teaching and learning. The center views teaching and learning as joint enterprises of faculty, students, and staff. It respects differences among faculty, staff, and students, and among disciplines. The center values a wide range of teaching styles and supports diverse pedagogical practices. We encourage faculty, staff, and students to be especially reflective about the teaching and learning of women and of diverse populations. For more information, please see the materials at the center's website at www.agnesscott.edu/teachingandlearning.

Tutoring Services in Languages

In addition to the tutoring available in the learning centers described above, several other academic departments, including all non-English languages, have standing programs offering student-to-student tutoring. Students may contact the professor for an individual course or the relevant department chair for locations and hours.

Academic Honors

In all cases, grade point averages are carried to 3 decimal places and not rounded further.

Graduation Honors

Requirements for graduation honors are as follows.

Cum Laude

Attains a cumulative grade point average of at least 3.500 for all work completed at Agnes Scott. Under extraordinary circumstances, the Judicial Review Committee may bar a student who has met the minimum GPA requirement from receiving Latin honors.

Magna Cum Laude

Attains a cumulative grade point average of at least 3.700 for all work completed at Agnes Scott. Under extraordinary circumstances, the Judicial Review Committee may bar a student who has met the minimum GPA requirement from receiving Latin honors.

Summa Cum Laude

Attains a cumulative grade point average of at least 3.900 for all work completed at Agnes Scott. Under extraordinary circumstances, the Judicial Review Committee may bar a student who has met the minimum GPA requirement from receiving Latin honors.

Honor List and Dean's Honor List

Students are eligible for the Honor List at the end of a semester if they have completed 16 semester hours in academic courses (excluding pass/fail courses when a P or F grade is earned) with a semester GPA of at least 3.300 and no grade below a C in an academic course, including courses taken through cross-registration. Cross-registration courses are not calculated in the GPA.

Students are eligible for the Dean's Honor List at the end of a semester if they have completed 16 semester hours in academic courses (excluding pass/fail courses when a P or F grade is earned) with a semester GPA of at least 3.700 and no grade below a C in an academic course, including courses taken through cross registration. Cross-registration courses are not calculated in the GPA.

Other Academic Honors

The college recognizes superior academic work in several ways.

- *Stukes Scholars* are the three students who rank first academically in the sophomore, junior, and senior classes. Announced at Opening Convocation and Senior Investiture, Stukes Scholars are selected on the basis of their work the previous session and their overall academic achievement.
- The *Dana Scholarship* program began in 1970 with a grant from the Charles A. Dana Foundation. Academic promise and leadership are criteria for this honor.
- Founded in 1776, *Phi Beta Kappa* is among the nation's oldest and most prestigious academic honor societies. Its mission is to foster and recognize excellence in the liberal arts. Each spring the Agnes Scott Chapter elects new members, from the senior class, based on outstanding academic achievement. Among the national requirements for election is the stipulation that a candidate complete at least one course in college-level mathematics, logic, or statistics. The *Beta* of Georgia Chapter of Phi Beta Kappa was established at Agnes Scott in 1926.

- *Mortar Board* is a National Senior Honor Society. Its purposes are "to facilitate cooperation among those societies, to contribute to the self-awareness of its members, to promote equal opportunities among all peoples, to emphasize the advancement of the status of women, to support the ideals of the college, to advance a spirit of scholarship, to recognize and encourage leadership, to provide service, and to establish the opportunity for a meaningful exchange of ideas as individuals and as a group." Members are elected from the junior class on the basis of three ideals: service, scholarship, and leadership.
- *Beta Beta Beta (TriBeta)*, the National Biological Honor Society, seeks to promote scholarly activity in biology among students, particularly undergraduates. Its three-fold purpose is to stimulate scholarship, disseminate scientific knowledge, and promote biological research. The organization has two levels of undergraduate membership. Associate membership is open to all. Regular membership is open to students majoring in biology who have completed at least one term of their second year; have taken at least three biology courses, of which one is above the introductory level; have an average grade of B in their biology courses; and are in good academic standing. The Sigma Upsilon chapter was established at Agnes Scott in 1997.
- The National German Honorary Society, *Delta Phi Alpha, Kappa Kappa* chapter, seeks to recognize excellence in the study of German and to provide an incentive for higher scholarship. The society promotes study of the German language, literature, and civilization, and endeavors to emphasize those aspects of German life and culture that are of universal value and contribute to man's eternal search for peace and truth. Qualifications: minimum of two years and minimum average standing of B+ in all German courses taken; minimum of B- in all other courses; and indication of continued interest in the study of German language and literature.
- *Omicron Delta Epsilon* is the International Economics Honor Society. The *Mu* chapter was established at Agnes Scott in 1994. *Omicron Delta Epsilon* encourages excellence in economics and devotion on the part of its members as economists. All economics and mathematics-economics majors in their junior or senior years who have taken at least 16 hours in economics courses and have an overall GPA of at least 3.000 with a major GPA of at least 3.250 are eligible.
- The *Kappa Kappa* chapter of *Pi Delta Phi*, the National French Honor Society, was established at Agnes Scott in 1990. The purpose is to recognize outstanding scholarship in the French language and literature. Membership is open to students who have taken at least five courses in French and have been nominated for academic achievement.
- *Phi Alpha Theta*, the National Honor Society in History, was founded in 1921 to foster the research, publication, and teaching of history. The Agnes Scott chapter was formed in 1998. Students who have completed at least 12 semester hours in history with a 3.1 grade-point average or better, who have at least a 3.0 grade-point average overall, and who rank in the top 35 percent of their class are eligible.
- The Agnes Scott chapter of *Phi Sigma Tau* was organized in 1979. The society links philosophy departments in accredited institutions and students interested in philosophy. Membership is open to qualified students who have taken at least three courses in philosophy.
- *Psi Chi* is the National Honor Society in Psychology and was founded for the purpose of "encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology." An Agnes Scott chapter was established in 1990. Membership is open to psychology majors and minors who have a 3.5 psychology GPA and a 3.5 overall GPA. Students need to be have completed 3 semesters at Agnes Scott (or 2 semesters at Agnes Scott if they are transfer students) in order to be eligible to apply.

- *Sigma Alpha Iota International* music service fraternity is an organization that promotes interaction between students who share a commitment to music. The Agnes Scott chapter, Gamma Eta, sponsors informal and formal recitals featuring chapter members and other Agnes Scott students in the music department, and members also serve where they are needed as stage managers, ushers, and door monitors. In addition to personal encouragement and support, members may receive scholarships and awards in many areas and at all levels of music-related study. Sigma Alpha Iota has long been recognized as a leader in the field of music and provides a lifetime of fraternity contact. To be a member, students must be enrolled in or have taken at least one music class and have a cumulative grade point average of 2.500.
- *Sigma Delta Pi*, the National Spanish Honorary Society, recognizes scholarship in and commitment to the language, literatures, and cultures of the Hispanic world. Students must have completed three years of college-level Spanish, including at least three semester hours of a course in Hispanic literature or culture. A candidate must have a minimum GPA of 3.000 in all Spanish courses taken, rank in the upper 35 percent of their class, and have completed three semesters of college work. The Sigma Chi chapter was established at Agnes Scott in 1992.
- *Eta Sigma Phi* is the national honorary collegiate society for students of Latin and/or Greek. Members are elected by local chapters that have been chartered by the society. The purposes of the society, in the words of its constitution are, "to develop and promote interest in classical study among the students of colleges and universities; to promote closer fraternal relationships among students who are interested in classical study, including inter-campus relationships; and to engage generally in an effort to stimulate interest in classical study and in the history, art, and literature of ancient Greece and Rome."
- *Nu Rho Psi*, the National Honor Society for Neuroscience, seeks to serve students on several levels: (1) encourage professional interest and excellence in scholarship, particularly in neuroscience; (2) award recognition to students who have achieved such excellence in scholarship; (3) advance the discipline of neuroscience; (4) encourage intellectual and social interaction between students, faculty, and professionals in neuroscience and related fields; (5) promote career development in neuroscience and related fields; (6) increase public awareness of neuroscience and its benefits for the individual and society; and (7) encourage service to the community. Membership is by invitation and is open to students who are making the study of neuroscience one of their major interests and who meet the other academic qualifications. Requirements for membership include: major in neuroscience, completion of at least 3 semesters of college courses, completion of at least 9 semester hours of neuroscience-related courses, and an undergraduate cumulative GPA of 3.2 and a minimum GPA of 3.5 in neuroscience courses. The Agnes Scott Chapter of Nu Rho Psi was established in 2014.

Center for Global Learning

From day one at Agnes Scott, students receive a global education: it happens in the classroom; during a variety of on- and off-campus events and experiences; during conversations with colleagues and professors who come from all over the world; and, of course, during study abroad experiences. Cultural enrichment permeates the campus, and the breadth of knowledge and perspectives students gain at Agnes Scott influences the way they interact with the world for the rest of their lives.

As a central theme of SUMMIT, global learning at Agnes Scott equips students to understand and navigate the increasingly "global" world. Today all encounter an exhilarating and overwhelming range of people, ideas, cultures and commodities. A student's experiences during their years at Agnes Scott will prepare them to translate those encounters as a student and as a leader. Whether they go on to open a business in Savannah or work for an NGO in Santiago, Agnes Scott graduates are globally competent citizens with strong intercultural communications skills and a deep appreciation of the wider world.

SUMMIT Curriculum and Global Learning Specialization

As part of SUMMIT, every first-year Agnes Scott student completes introductory course work including a faculty-led immersion experience focused on understanding complex global dynamics. Students who elect to complete the Global Learning Specialization further hone their understanding of global structures, systems, and processes through advanced course work and immersion experiences, leading to a notation on their transcript. The college offers majors and minors in French, Spanish, and German studies and a minor in Asian studies. In addition, the college offers a major in classical languages and literatures (Latin and ancient Greek). Courses are also offered in Japanese and Chinese.

Study Abroad

Agnes Scott College is committed to providing a wide variety of opportunities for study abroad, for every major and in almost every part of the world. The Global Journeys cultural immersion is a hallmark of every student's first year. See the section on SUMMIT General Education-Global Learning for a description of the Global Journeys course. Building on this foundation, students can continue their global learning experiences by choosing from a range of independent semester or summer programs or faculty-led short-term programs. Study abroad programs vary in length, content, format, and cost. Some require a degree of fluency in the language of the host country while others use English as the language of instruction.

Study Abroad Through Independent Programs

Through affiliated programs and exchange agreements, Agnes Scott students have opportunities to study abroad independently for a semester, summer, or year in more than 150 universities and in more than 50 countries. Programs may include traditional university study abroad, independent or field-based research, service learning, language learning, internships, and combinations of these. Students must research ahead of time the courses they intend to take abroad and must apply for and be approved to study abroad through the Center for Global Learning, in addition to applying to and being accepted to the program. All students are also required to attend a mandatory pre-departure orientation on campus before going abroad. Consult the Center for Global Learning website for more information: https://www.agnesscott.edu/global-learning/index.html.

Global Study Tours

Global Study Tours are short-term faculty-led study abroad programs planned and led by Agnes Scott faculty. The full program includes pre-travel in-depth study and a two- to four-week travel experience during the summer. Students will discover another culture in both an academic and first-hand context, building an appreciation for the world's diversity and a better understanding of their own cultural values. Destinations have included Benin, Costa Rica, Cuba, Czech Republic, England, France, Gambia, Germany, Greece, Honduras, India, Ireland, Israel, Italy, Japan, Jordan, New Zealand, Poland, Spain, and Switzerland.

Eligibility

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

- Be in good standing at Agnes Scott College
- Have completed one year or 24 credit hours at Agnes Scott prior to the experience abroad
- Meet any program-specific requirements and have the minimum cumulative grade point average required by the program
- Graduating seniors are eligible to apply, but are not eligible for awards. If accepted, graduating seniors will take this course as pass/fail and cannot be dependent on the credits of this course for graduation.

For more information about study abroad, independently or through faculty-led programs, see www.agnesscott.edu/global-learning or visit the Center for Global Learning in Buttrick Hall 104.

International Student Services

For international students, we provide immigration advising services, issue documents needed for student visas, and serve as a bridge to outside organizations and agencies such as the Social Security Administration; provide fall and spring orientation programs for new international degree-seeking and exchange students; organize events and programs to help students transition to life at Agnes Scott and in the United States; and assist with cross-cultural adjustment, nonresident tax compliance, health insurance, internships, emergency response and other services needed specifically by international students.

For more information concerning international student services, contact the international student advisor in the Center for Global Learning and see www.agnesscott.edu/global-learning.

Special Curricular Opportunities

Agnes Scott offers a rich assortment of learning opportunities on and off campus to expand students' choices and extend their learning experiences beyond the classroom.

Directed Reading (410)

Directed reading courses are offered by all academic programs and are open to qualified juniors and seniors to pursue reading outside a program's listed courses. Non-majors who demonstrate sufficient preparation in the discipline may also take 410 courses. Applications to take directed reading are available in the Office of Academic Advising and Accessible Education and must be returned to the director of academic advising and accessible education for approval. A 410 course carries one to four semester hours of credit. Ordinarily, a student will take no more than two semester courses of directed reading.

The application should include the name of the instructor who will offer the 410, the course title, a description of the topic to be studied, a statement of the student's preparation for such study, and the basis for the grade. The instructor must endorse the application, as well as the chair of the department or director of the program offering the 410. If a student wishes to take a 410 outside their major program, their application also must describe their preparation in the program offering the 410. The application deadline for fall semester Directed Reading courses is May 15; the deadline for spring semester Directed Reading courses is December 15.

Directed Research (440)

Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. Non-majors who demonstrate sufficient preparation in the discipline may also take 440 courses. Applications to take supervised research are available in the Office of Academic Advising and Accessible Education and must be returned to the director of academic advising and accessible education for approval. A 440 course carries one to four semester hours of credit. Ordinarily, a student will take no more than two semester courses of directed research.

The application should include the name of the instructor who will offer the 440, the course title, a description of the project, a statement of the student's preparation for such a project, and the basis for the grade. The instructor must endorse the application, as well as the chair of the department or director of the program offering the 440. If a student wishes to take a 440 outside their major program, their application also must describe their preparation in the program offering the 440. The application deadline for fall semester Directed Research courses is May 15; the deadline for spring semester Directed Research courses is December 15.

Internship (450) and Internship Courses

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

Internships can be linked to academic credit, but can also be meaningful as not-for-credit experiences. For-credit internships are typically designed for juniors and seniors and include a substantive (and graded) academic component. Sophomores with strong GPAs and good time management skills can also seek approval for linking internships with academic credit. Not-for-credit internships are more flexible in design, and there is no structured academic component.

Internships worthy of academic credit are closely linked to a student's academic and professional goals. All juniors and seniors are encouraged to complete at least one internship for academic credit. There are two principle ways students can pursue academic credit for internships: seminar-style internship courses and independently-designed, one-on-one 450 courses. Both types of courses require paperwork and signatures from the Office of Internship and Career Development. Independent 450 paperwork also requires faculty sponsor signature. International Students are required to seek approval from the Center for Global Learning for all internships, as well.

Internships are graded on a traditional A-F grading scale. No more than 12 semester hours of internship credit may be applied toward the 128 hours of credit required for the degree. An approved internship is entered on a student's course schedule, and tuition is charged based on the student's course load for that semester.

All internships must be approved before work is begun, and the academic component (and affiliated credit) must occur in the same time period as the internship experience. Exceptions are made for two immersive, funded Scholar experiences–the Bevier Scholars Program and the Hubert Scholars Program. Both of these programs require intensive hours and reflective journaling in the summer followed by academic coursework in the fall.

Students interested in an internship for credit should speak with the internship coordinator or their academic advisor to determine if internship courses such as BUS-370, PH-370, WS-390, or BUS-222 (only offered online during summer) are a fit for academic credit. With an internship course, students participate in common reading, reflective learning activities, and assignments under teaching faculty. All internship courses are for 4 hours of academic credit except for BUS-222 which is for 2 hours of credit. Internship courses require approval and completion of the Internship Course form available from the Office of Internship and Career Development. The internship coordinator will submit the paperwork of approved students to the Office of the Registrar for enrollment in the internship course.

If a course does not fit into a student's schedule or the student wants an academic component more closely aligned with their academic plan, the independently designed 450 course may be an option. Due to the independent nature of the work, 450s are typically reserved for juniors and seniors with strong academic records. Students must identify a faculty sponsor who agrees to design, facilitate, and grade the academic component of the internship. Credit can range from 1-4 hours of academic credit. Students and faculty should use the following guide to determine the depth and rigor of the academic components for a 450. As specified in the catalog, four hours of academic credit requires 180 hours of in-class and out-of-class time during the semester.

Hours at the Internship Site	Hours of Academic Work	Hours of Credit
130 (~10 hours/week)	50	4
100 (~8 hours/week)	35	3
65 (~5 hours/week)	25	2
35 (~3 hours/week)	13	1

The academic component is customized to meet student learning objectives; however, recommended elements include:

- Regular meetings with faculty sponsor (weekly for 4 hours of credit)
- Reflections on growth, leadership in action, how the internship informs student's goals for future, etc.
- Reading list
- Series of assignments and/or culminating assignment (needs to be unique from the internship work)
- Rubric for grading–A, B, C, D

A 450 course requires approval and completion of the Internship 450 form available from the Office of Internship and Career Development. The internship coordinator will submit it to the registrar for registration. The deadline to submit paperwork for internship credit is the first Friday of the semester during which the internship is to be undertaken.

Senior Thesis (490)

A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. Every student with senior standing and a cumulative GPA of 3.000 (B) or better is eligible to apply. The senior thesis is to be taken in the student's major. If there is substantial preparation in another department or program, exceptions to this policy may be approved by the director of academic advising and accessible education. Applications must be approved by the appropriate department chair or program director.

Interested students should obtain the guidelines (available in the Office of Academic Advising and Accessible Education) and apply in writing to the appropriate program chair. The completed application for an independent study must be submitted to the director of academic advising and accessible education for approval. Departments and programs may have additional requirements.

A 490 course carries four semester hours of credit. A student will take no more than two semester courses of senior thesis. The application deadline for fall semester Senior Thesis is May 15; the deadline for spring semester Senior Thesis is December 15.

Student Designed Majors

A student may design an interdisciplinary liberal arts major if such a major is not offered. This major must be comparable in academic rigor and integrity to a conventional major and must offer sufficient depth in a subject area. It must also be cohesive and integrated. Students may not propose a student-designed major as a second major, although they may complete one or two minors or specializations in addition to a student-designed major. Interested students will identify two faculty members in important areas of the planned major who recommend the proposal and are willing to serve as the student's major advisors. In consultation with both of these faculty advisors, the student will prepare a cohesive proposal that includes a culminating project. The proposal must be submitted to the chair of the Curriculum Committee (curriculum@agnesscott.edu) no later than February 15 of the second semester of a student's sophomore year (for transfer students, no later than November 1 of the junior year). The Curriculum Committee will review all proposals and determine their outcomes.

Cross-Registration

Cross-registration at ARCHE (Atlanta Regional Council for Higher Education) member institutions allows students to take courses not available at Agnes Scott. In addition, students from other member institutions may enroll in courses at Agnes Scott. Students may cross-register for a maximum of two courses per term and a total of 18 semester hours. New students in their first semester are not eligible to participate in ARCHE, and seniors may not participate in the final semester before graduation. Students must be in good standing in the semester they participate in cross-registration.

Grades for courses taken through cross-registration are not factored into a student's GPA, but grades of A, B, C, or D are accepted for credit hours. Only one general education requirement may be fulfilled by courses taken through cross-registration. (See the Transfer Credit section)

Courses taken to satisfy the depth standard must be approved by the student's advisor.

Cross-registration courses may satisfy requirements for a minor if approved by the chair of the minor program.

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

ARCHE member institutions are:

- Agnes Scott College
- Brenau University
- Clark Atlanta University
- Clayton State University
- Columbia Theological Seminary
- Emory University
- Georgia Gwinnett College
- Georgia Institute of Technology
- Georgia State University
- Interdenominational Theological Center
- Kennesaw State University
- Mercer University, Atlanta
- Morehouse College
- Morehouse School of Medicine
- Oglethorpe University
- Savannah College of Art and Design – Atlanta
- Spelman College
- University of Georgia
- University of West Georgia

Please contact the Office of the Registrar for more information.

Bridge to Business

Agnes Scott College, in partnership with the Georgia Institute of Technology's Scheller College of Business, offers students the opportunity to develop their interests in business through the Bridge to Business program. B2B is designed for students from every major and every class year. The program takes place during the first three weeks of August and introduces students to key business concepts. Topics such as finance, marketing, accounting, organizational behavior, and strategic management are taught on the Georgia Tech campus by faculty members from Tech and Agnes Scott. Company site visits and online business simulations complement case study discussions and lectures. The program carries six Agnes Scott academic credits, is designated BUS-225, and is categorized as a Summer Session II course. Students may register for the course as they would register for any Summer Session course. For more information, see the website www.agnesscott.edu/bridge-to-business.

Hubert Scholars Program

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

Agnes Scott students compete for awards from the Hubert Scholars Program. Applicants must have a 3.000 overall grade point average and be a rising sophomore, junior, or senior. An application essay, resume, budget, and faculty recommendation are required. Hubert Scholars receive a $3,000-$3,500 stipend to pursue academic internships during the summer. The advisor for the Hubert Scholars Program is the director of internship and career development.

Goldwater Scholars

The prestigious Barry M. Goldwater Scholarships for sophomores and juniors are based on academic merit in science, mathematics, and engineering and cover the cost of tuition, fees, books, and room and board up to a maximum of $7,500 per year for the junior and senior years. The Goldwater Foundation is a federally endowed agency. The scholarship program honoring U.S. Senator Barry M. Goldwater was designed to foster and encourage students to pursue careers in the fields of mathematics, the natural sciences, and engineering. A faculty member in the Department of Biology serves as the faculty advisor for the Goldwater Program and solicits applications from qualified students each year.

Truman Scholars

The Truman Scholarship, from the Harry S. Truman Foundation, is a prestigious, merit-based grant to undergraduate students who wish financial support to attend graduate or professional school in preparation for careers in government, the nonprofit or advocacy sectors, education, or elsewhere in public service. In 2009, an Agnes Scott student was named a Truman Scholar. The faculty advisor for the Truman Scholarship is the vice president for academic affairs and dean of the college. Interested students are encouraged to visit the Truman website at www.truman.gov for additional information.

Off-Campus Opportunities

Dual-Degree Program in Engineering with Georgia Institute of Technology

Students interested in pursuing a career in engineering may combine approximately three years of liberal arts studies at Agnes Scott with approximately two years of engineering coursework at Georgia Institute of Technology. Upon completing the program, the student will receive a Bachelor of Arts (B.A.) degree from Agnes Scott and a Bachelor of Science (B.S.) degree in engineering from Georgia Tech. The total duration of this program depends upon the time taken to complete the requirements at each institution, and five to five-and-a-half years is typical. For information about this program and its requirements, students should contact the dual degree coordinator as early as possible in their academic career, preferably during their first year.

While at Agnes Scott, the student must complete a minimum of 92 semester hours of coursework (including AP and IB credits), including courses that satisfy all general education requirements for the Agnes Scott degree, as well as all relevant courses required for the engineering program of interest at Georgia Tech. In addition, students declare a major by the end of their sophomore year at Agnes Scott and enroll in courses appropriate for that major throughout their time at the college, remaining on track to complete the major in four years should they decide not to follow the dual-degree program. Dual-degree engineering students typically apply to Georgia Tech during their junior year, and must have completed all of these requirements by the end of their junior year. Those who are admitted to Georgia Tech and choose to transfer generally do not complete their Agnes Scott major.

Dual-degree candidates may not study abroad the semester just prior to starting the program at Georgia Tech unless 92 credits have been completed at Agnes Scott prior to the study abroad departure. Dual-degree candidates may not continue coursework at Agnes Scott to complete an Agnes Scott major or minor not already completed before transfer to Georgia Tech.

Admission to the Georgia Tech program is based on completion of the requirements listed above, with no grade less than a C in the required courses, a minimum GPA of 3.000 overall, as well as a minimum GPA of 3.000 in math and science courses, and the recommendation of the dual-degree coordinator. The minimum GPA requirements for this program are set by Georgia Tech and are subject to change.

Any dual-degree candidate who does not successfully complete the requirements for the Georgia Tech degree will be considered for re-enrollment to Agnes Scott in order to complete the requirements for the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree at Agnes Scott.

Dual-Degree Program in Nursing with Emory University

Students enrolled at Agnes Scott who wish to prepare for a career in nursing may pursue a three-year liberal arts curriculum at Agnes Scott and, upon application and admission to Emory University's Nell Hodgson Woodruff School of Nursing, may complete requirements for a Bachelor of Science (B.S.) in Nursing in the following two years. Upon successful completion of the dual-degree requirements at both Agnes Scott and at Emory, the student will be awarded a Bachelor of Arts (B.A.) degree from Agnes Scott and a Bachelor of Science (B.S.) in Nursing from Emory. For more information about this program and its requirements, students should contact the health professions advisor as early as possible in their academic career, preferably during their first year.

While at Agnes Scott, the student must complete a minimum of 92 semester hours of

coursework (including AP and IB credits), including courses that satisfy all general education requirements for the Agnes Scott degree, as well as science and math courses required in preparation for the nursing program at Emory. In addition, students declare a major by the end of their sophomore year at Agnes Scott and enroll in courses appropriate for that major throughout their time at the college, remaining on track to complete the major in four years should they decide not to follow the dual-degree program. Dual-degree nursing students typically apply to Emory during their junior year, and must have completed all of these requirements by the end of the spring semester of their junior year. Those who are admitted to Emory and choose to transfer generally do not complete their Agnes Scott major.

Dual-degree candidates may not study abroad the semester just prior to starting the program at Emory unless 92 credits have been completed at Agnes Scott prior to the study abroad departure. Dual-degree candidates may not continue coursework at Agnes Scott to complete an Agnes Scott major or minor not already completed before transfer to Emory.

Admission to the Emory program is based on completion of the requirements listed above, with no grade less than a C in the required courses, a minimum GPA of 3.000 overall, as well as a minimum GPA of 3.000 in math and science courses, and the recommendation of the dual-degree coordinator. The minimum GPA requirements for this program are set in agreement with Emory University and are subject to change.

Any dual-degree candidate who does not successfully complete the requirements for the Emory degree will be considered for re-enrollment to Agnes Scott in order to complete the requirements for the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree at Agnes Scott.

Dual-Degree Program in Computer Science with Emory University

Students interested in pursuing a career in computer science may pursue a liberal arts curriculum at Agnes Scott for approximately three years and, upon application and admission to Emory University, may complete requirements there for a degree in Computer Science in approximately two years. Upon successful completion of the dual-degree requirements at both Agnes Scott and at Emory, the student will be awarded a Bachelor of Arts (B.A.) degree from Agnes Scott and a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) in Computer Science from Emory. For more information about this program and its requirements, students should contact the dual-degree coordinator, as early as possible, preferably during their first year.

While at Agnes Scott, the student must complete a minimum of 92 semester hours of coursework (including AP and IB credits), including courses that satisfy all general education requirements for the Agnes Scott degree, as well as relevant courses required in preparation for the Computer Science program at Emory. In addition, students declare a major by the end of their sophomore year at Agnes Scott and enroll in courses appropriate for that major throughout their time at the college, remaining on track to complete the major in four years should they decide not to follow the dual-degree program. Dual-degree computer science students typically apply to Emory during their junior year, and must have completed all of these requirements by the end of their junior year. Those who are admitted to Emory and choose to transfer generally do not complete their Agnes Scott major.

Dual-degree candidates may not study abroad the semester just prior to starting the program at Emory unless 92 credits have been completed at Agnes Scott prior to the study abroad departure. Dual-degree candidates may not continue coursework at Agnes Scott to complete an Agnes Scott major or minor not already completed before transfer to Emory.

Admission to the Emory program is based on completion of the requirements listed above,

with no grade less than a C in the required courses, a minimum GPA of 3.000 overall, as well as a minimum GPA of 3.000 in math and science courses, and the recommendation of the dual-degree coordinator. The minimum GPA requirements for this program are set in agreement with Emory University and are subject to change.

Any dual-degree candidate who does not successfully complete the requirements for the Emory degree will be considered for re-enrollment to Agnes Scott in order to complete the requirements for the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree at Agnes Scott.

ROTC

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

Students interested in any of the above programs should contact the Office of the Registrar for more information.

Preparation for Graduate and Professional Schools

The Office of Internships and Career Development assists students pursuing graduate and professional education in a number of ways. In conjunction with the Center for Writing and Speaking, the career center staff provides resources and individual guidance to assist with CV development, personal statements, and graduate school interview preparation. Students can also request introductions to alumnae mentors in the SUMMIT Career Connect network. Alumnae mentors are very helpful as students evaluate different career paths or specific graduate or professional schools.

Preparation for Humanities, Arts, and Sciences

Students interested in graduate study in the humanities, arts, or sciences should consult with their major advisor to figure out what the appropriate preparation and application process is for the graduate program in that discipline. Agnes Scott coordinates GRE prep courses each fall. Please consult with the Office of Internship and Career Development for more information.

Preparation for Health Professions

Agnes Scott encourages students interested in a career in medicine, dentistry, veterinary medicine, or allied-health professions to pursue the major of their choice. Health profession programs are interested in liberal arts graduates, from any major, with proven performance in required STEM courses. The college also offers a major in public health and a nursing dual-degree program with Emory University, both of which prepare students for health profession careers.

Pre-health advising is done by the health professions advisor and students should complete a health professions intent form each year they are at Agnes Scott. This individual works, in collaboration with the Office of Academic Advising and Accessible Education and the Office of Internship and Career Development, to counsel students on academic programs, preparation for professional school, and ways to improve their applications to health profession programs. The health professions advisor writes committee letters of evaluation for professional programs of study for students who meet qualifications.

Most health profession programs require a full-year course with laboratory in biology, physics, inorganic (general) chemistry, and organic chemistry. Students taking the MCAT should also complete one-semester courses in biochemistry, statistics, and introductory psychology and/or sociology. Some programs require calculus as well. These courses should be in progress or completed by the time the student plans to take the respective admission tests to increase their chances of doing well on the test.

Preparation for Law

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

Courses that might be of particular interest to students include Philosophy 103, Introduction to Logic, which is useful preparation for the analytic reasoning tested on the Law School Admissions Test, and which is also used in law school and the practice of law. Political Science 203 (Constitutional Law), Political Science 360 (Rights at Work), and Women's, Gender, and Sexuality

Studies 235 (Gender and the Law) are also excellent choices.

The pre-law club, Publius, is active in sponsoring campus events and programs helpful for students applying to law school.

Preparation for Business

Business graduate schools require no specific courses or major. However, Agnes Scott's liberal arts curriculum (including courses in the economics department) and the many opportunities for experiential learning prepare Agnes Scott graduates for M.B.A. programs. The economics department offers majors in economics and business management that expose potential candidates to many courses offered in M.B.A. programs, and a summer Bridge to Business Program for qualified students (see Bridge to Business in the Special Curricular Opportunities section of the catalog). Interested students should consult with Career Development about when to take and how to prepare for the Graduate Management Admissions Test. Additional resources are available in Career Development.

Preparation for Teaching

The educational studies minor at Agnes Scott has been designed to meet the needs of students who are interested in exploring systems of education and individual educational experiences in the United States and other countries. It provides an excellent foundation for teaching, whether this involves an alternative preparation program (allowing students with a bachelor's degree to begin teaching with provisional certification through a Teacher Alternative Preparation Program) or seeking renewable certification at the graduate level.

Students may select courses from the educational studies minor to complement their major or minor in other disciplines. Pairing the educational studies minor with a major in a secondary teaching discipline–for instance, English, history, mathematics, or the sciences–can be an excellent preparation for a teaching career. By completing the educational studies minor, students will be able to enter any number of Master of Arts in Teaching degree programs and may be able to transfer some of their undergraduate courses. Interested students should consult with the chair of the education department.

Post-Baccalaureate Pre-Medical Program

Agnes Scott College offers a coeducational Post-Baccalaureate Pre-Medical Program. Students apply to the Post-Baccalaureate Pre-Medical Program by a separate application process, not through the undergraduate admission process. Applicants are encouraged to apply through the Post-BacCAS, a post-baccalaureate common application system.

Program Overview

The Post-Baccalaureate Pre-Medical Program is a 13-month, full-time, summer-start coeducational program designed for students who have completed their baccalaureate degree in a non-science field and who now wish to pursue a medical career. The curriculum includes 35 credit hours of undergraduate laboratory science courses needed for admission to medical school. Applicants should demonstrate a high degree of motivation and commitment to the study of medicine. It is desirable for applicants to have some experience in a medical setting, either as a volunteer or professional. For additional information about the Post-Baccalaureate Pre-Medical Program, please see the website: www.agnesscott.edu/admission/post-bacc.

Admission Requirements and Procedures

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

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

All applicants must submit Graduate Record Examination (GRE) scores that are no more than 5 years old. An official GRE score report must be requested from the testing company and sent directly to Agnes Scott. Successful applicants generally have a total GRE score of 300 or higher. The admissions committee reviews each application holistically, and a weakness in one component of the application may be offset by strengths in others.

Application Procedures

The online application for admission to the Post-Baccalaureate Pre-Medical Program is available on the college's website from September to February each year: www.agnesscott.edu/admission/post-bacc. Applicants are encouraged to apply through the Post-BacCAS, a post-baccalaureate common application system.

The following items must be received before an application file will be reviewed. These materials may be sent directly to the Office of Graduate and Extended Programs at Agnes Scott College, or be uploaded to the Post-BacCAS:

- Completed application
- Official transcript from each college/university attended. Official transcripts must be sent from the college to the Post-Baccalaureate Pre-Medical Program office, or be sent to the Post-BacCAS. Transcripts issued to the student and/or submitted by the student will not be accepted unless received in a sealed envelope with an official college signature or insignia across the seal. One transcript must show the awarding of the bachelor's degree. Applicants who are admitted prior to completing the bachelor's degree will be required to submit a final transcript that shows the degree before they will be permitted to enroll.
- GRE test scores, taken within the last 5 years
- Two confidential letters of recommendation from former and/or current professors, advisors and/or employers attesting to the applicant's qualifications for and interest in pursuing a medical career
- A one-page statement of goals for entering the program, including a description of the applicant's educational background and interest in pursuing a medical, dental or veterinary career

Application Deadlines and Notification Dates

The application deadline is March 15. Admission decisions are made on a rolling basis, so early application is encouraged. Review of an application will occur only after the file contains all of the required components. Incomplete files will not be reviewed.

After acceptance, students typically have a minimum of 15 days in which to accept the offer of admission and submit a $350 nonrefundable enrollment deposit. A one year deferment of accepted PBPM students may be granted on a case by case basis. Deferment to the following year after a student has begun the program is also considered on an individual basis.

Tuition and Fees

Tuition for 2019-2020 is $700 per credit hour. A laboratory fee of $25 per class with a lab is assessed of all students. The student activity fee for 2019-2020 is $240, and is billed in the fall semester. The college requires all students be covered by health insurance and provides a health insurance program. Participation in this program may be waived upon evidence that the student is covered by adequate alternative health insurance arrangements.

Refund Policy

A refund refers to college charges that are refunded to the student and/or to the financial aid sources that covered those charges. Refunds are made within 30 days of the student's withdrawal from the college. Students who withdraw from Agnes Scott on or before the first class day of a semester will receive a full refund of any payment made toward tuition, room and board. No refund will be made of the $350 enrollment deposit. There are no refunds for student fees. There are no refunds for dropping an individual class.

Agnes Scott's institutional refund policy for tuition during the academic year is

- 90 percent tuition refund when the withdrawal process is completed within the first week of the semester;
- 50 percent tuition refund when the withdrawal process is completed within the second or

third week of the semester; and
- 25 percent tuition refund when the withdrawal process is completed within the fourth through the sixth week of the semester.

A similar schedule is issued for summer school tuition refunds, with dates proportional to the compressed summer schedule.

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

Program of Study

A unique feature of the full-time Post-Baccalaureate Pre-Medical Program is that students complete the required coursework for medical school admission in 13 months. Medical schools view a full-time post-bacc schedule favorably because high achievement during the full-time program demonstrates that a student is capable of performing well in a rigorous medical school program. If the student has completed General Chemistry I and II, they may begin in the fall semester. Students who enroll will follow the course sequence outlined below; course descriptions appear in the departmental sections of this catalog. A student's continued enrollment in the program is conditional upon maintaining a cumulative GPA of at least 3.000 throughout the program.

All courses in the Post-Baccalaureate Pre-Medical Program must be taken for a letter grade; Pass/Fail and audit options are not possible for any course in the program. Students enrolled in the program may request to enroll in additional coursework at Agnes Scott, and will be approved with permission of the director of the PBPM program and the assistant dean for graduate and extended programs. A minimum of five courses from the program must be taken for a student to be considered for a medical school committee letter from Agnes Scott. This committee letter service is only available up to two years after the student's completion of the program; if it has been more than two years since completion, the student must utilize individual letters of recommendation, rather than a committee letter. Committee letters are not provided for students who have violated academic or community standards, as determined by the Agnes Scott College Graduate Council and/or Judicial Review Committee.

Post-Baccalaureate Pre-Medical Course Sequence

Summer	
CHE-150/150L Fundamental Concepts of Matter and Reactions/Lab	4
CHE-220/220L Periodicity and Chemical Reactions/Lab	4
Fall	
BIO-110/110L Integrative Biology I/Lab	4
CHE-240/240L Organic Chemistry I/Lab	4
PHY-102/102L Elements of Physics/Lab	4
Spring	
BIO-111/111L Integrative Biology II/Lab	4
CHE-340/340L Organic Chemistry II/Lab	4
PHY-103/103L Elements of Physics II/Lab	4
Optional: CHE-280 Biochemistry (without Lab)	3

Africana Studies

Faculty

Mary C. Cain, Charles Loridans Associate Professor of history
Douglas J. Falen, professor of anthropology
Gundolf Graml, assistant dean for global learning and associate professor of German
Regine Jackson, Kathy Ashe ’68 and Lawrence Ashe Associate Professor of sociology
Yvonne Newsome, professor of sociology
Philip Ojo, professor of French
Willie Tolliver, professor of English

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

Students may choose the established major or minor or select courses to complement their majors and minors in other disciplines and areas. Students majoring in Africana Studies are strongly encouraged to participate in a relevant faculty-led Global Study Tour courses or any other study-abroad program approved by Agnes Scott.

Student Learning Outcomes

A student graduating with an Africana Studies major will be able to:

- apply appropriate theoretical and methodological perspectives for understanding the African and African-American experiences as well as the African diasporic experience in Europe, North and South America, and the Caribbean;
- demonstrate an understanding of the historical dimensions of the African and African diasporic experiences as well as the political, social, economic, and cultural forces that have shaped these experiences;
- demonstrate specific understanding of the experiences of black women as an integral component of Africana Studies;
- apply the research skills necessary for scholarly inquiry in Africana studies;
- apply the writing, organizational, and argumentative skills required for the effective presentation of scholarship; and
- demonstrate command of a body of knowledge within a particular area of Africana Studies

Requirements for the Africana Studies Major

A minimum of 32 hours is required for the major, at least sixteen of which must be courses above the 200-level. Students must take Africana Studies 170, 257, 350, and five electives: three from Group I and two from Group II.

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Requirements for the Africana Studies Minor

A minimum of 20 hours is required for the minor, at least eight of which must be courses above the 200-level. Students must take Africana Studies 170, 257, and 350, and one elective from Group I and one from Group II.

Required Courses

AS-170 African-American Culture and Social Institutions
AS-257 Kingdoms, Colonies, and Nations: An Introduction to African History (HIS-257)
AS-350 The African Diaspora (HIS-350)

Group I (Historical and Cultural Perspectives)

AS-140 Topics in World Religions: African Religions (REL-140)
AS-216 Topics in Black Writing (ENG/WS-216 when topic applies)
AS-219 Transatlantic Voodoo (ANT/REL-219)
AS-251 African Societies from the Colonial Era to the Present (HIS-251)
AS-252 African American Women's History (HIS/WS-252)
AS-255 African American History (HIS-255)
AS-261 Race and Racism Through a Buddhist Lens: A Multimedia Exploration (REL-261)
AS-310 The "Other" African Americans (SOC-310)
AS-313 Shakespeare and Race (ENG-234)
AS-320 History of Slavery in the U.S. (HIS-320)
AS-324 Topics in African American History (HIS-324)
AS-325 Studies in African-American Literature (ENG/WS-325 when topic applies)
AS-359 Topics in African and African Diaspora History (HIS-359)
AS-352 Literature of South Asia, Middle East, and Africa (ENG-352)
AS-355 Topics in Francophone Literature (FRE-355)
AS-380 Culture and Ethnography of Africa (ANT/REL-380)
ENG-317 The Colonial Imagination
FRE-243 Introduction to Francophone Cultures and Literatures (when topic applies)
GER-340 The History, Literature, and Culture of Afro-Germans
SPA-365 Black Literature in Cuba and Puerto Rico
SPA-480 Topics in Hispanic Themes (when topic applies)

Group II (Critical and Theoretical Perspectives)

AS-145 Philosophy of Race (PHI-145)
AS-225 Urban Lives (SOC-225)
AS-230 Race, Class, and Gender (SOC-230, WS-231 when topic applies)
AS-333 Race and Place in the New South (SOC-333)
AS-356 Comparative Black Feminisms (SOC/WS-356)
AS-370 African-American Images in Popular Culture (SOC-370, WS-377)
SOC-301 Collective Behavior and Social Movements

Courses

Described below are the courses designated as Africans Studies. For other course descriptions, see English, French, German, Spanish, and Sociology, or the courses page on the Africana Studies website.

AS-140 RELIGIONS OF AFRICA 4

Basic elements of African religious beliefs and practices. It aims to treat in a coherent, though summary way, the principal themes and topics of African religious teaching and to examine how the various themes and topics cohere with one another and influence African life. The course will survey African traditional religions, along with the impact of Islam and Christianity in Africa. (Cross-listed with REL-140.)

AS-144 AFRICAN CHRISTIANITY 4
This course explores the historical, social and political contexts of the origins and development of Christianity on the African continent from the first century C.E. to postcolonial time. (Cross-listed with REL-144.)

AS-145 PHILOSOPHY OF RACE 4
What is race? An examination of the evolution of the concept of race in the United States (focusing particularly on science and law) and contemporary philosophical treatments of race as a social construction with moral and political implications. Topics include: ethnicity vs. race; the intersection of race with gender, class, sexuality, disability and nationality; white privilege; and a current policy issue, such as affirmative action. (Cross-listed with PHI-145.)

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

AS-204 AFRICAN ART 4
This course serves as an introduction to the art and architecture of Africa. (Cross-listed with ART-204.)

AS-216 TOPICS IN BLACK WRITING 4
Exploration of the varieties of American and international black writing across literary periods (for example, Black Women Writers or The Literature of the African Diaspora.) (Cross-listed with ENG-216 and/or WS-216 when topic applies.)

AS-219 TRANSATLANTIC VOODOO 4
Traces Voodoo/Vodun religious traditions from West Africa to the Caribbean and North America, including the history of European contact and the slave trade, European views of African religions, and the cultural and symbolic meanings of Voodoo spirits and dancing. (Cross-listed with ANT-219 and REL-219.)

AS-225 URBAN LIVES 4
An exploration of social changes in urban settings in the U.S., the Caribbean, and Western Europe, particularly the ways societal processes and social structures influence community and cultural life. Issues such as urban poverty, environmental pollution, "global city" formation and residential segregation will be discussed. (Cross-listed with SOC-225.)
Prerequisite: SOC-101, AS-170 or ANT-101

AS-230 RACE, CLASS AND GENDER 4
Survey of the history, basic theories, and recent research integrating these key concepts for modern society. Systematic examination of the effects of these variables on different groups in society. (Cross-listed with WS-231 when topic applies and SOC-230.)
Prerequisite: SOC-101 or ANT-101

AS-251 AFRICAN SOCIETIES FROM THE COLONIAL ERA TO THE PRESENT 4
Changes which followed Western domination, African responses to the new structures and the road to independence. (Cross-listed with HIS-251).

AS-252 AFRICAN-AMERICAN WOMEN’S HISTORY 4
An examination of African American women's experiences from slavery to the present, considering the changing historical conditions under which black women challenged racism and sexism and fought for self-determination and autonomy. (Cross-listed with HIS-252 and WS-252.)

AS-255 AFRICAN-AMERICAN HISTORY 4
Developments in the history of black Americans from slavery times to the present. Main themes include enslavement and emancipation, cultural formations, gender experiences, migration, resistance, and activism. (Cross-listed with HIS-255.)

AS-257 KINGDOMS, COLONIES, NATIONS: AN INTRO TO AFRICAN HISTORY 4
Survey of the main contours of African history from the Sudanic empires to postcolonial nations. (Cross-listed with HIS-257.)

AS-261 RACE AND RACISM THROUGH A BUDDHIST LENS: A MULTIMEDIA EXPLORATION 4
This multimedia course will offer an intensive exploration of how a social construct ("race"), when used as a tool of discrimination that advantages one social group over another ("racism"), inflicts tremendous harm and suffering. What insights can ancient Buddhist teachings provide to help us to recognize, and to transform, the challenges of racism, inequality, and other social justice issues we face today? Participants will read important pieces, watch films and documentaries, and listen to diverse contemporary music, as well as do exercises and meditations aimed at helping them to gain insight into the origins and manifestations of the challenging and thorny issues of race and racism in our lives and in our world. (Cross-listed with REL-261.)

AS-299 CROSS-LISTED TOPICS IN AFRICANA STUDIES
Courses offered in another discipline on a non-routine or one-time basis that have a common theme or connection to Africana Studies. Topic example is “Modern and Contemporary African Art” (ART-296/AS-299).

AS-303 BLACK, QUEER AND TRANS LIVES IN THE AMERICAS 4
This upper-level undergraduate seminar explores how members of the interatlantic African diaspora address issues of gender, sexuality, and racialized embodiment while navigating everyday lived experience. Our intersectional analyses will focus on Black, queer, and trans communities in the Americas and their commitment to dismantling racist, sexist, heteropatriarchal, transphobic, elitist hegemonic structures. (Cross-listed with WS-303.)
Prerequisite: WS-110 or permission of instructor

AS-310 THE “OTHER” AFRICAN AMERICANS 4
Seminar on diversity within black America, focusing on the experiences of Caribbean, African, and Latin American immigrants. We consider the implications of reconceptualizing “the” black community as several overlapping communities made up of African-Americans, West Indians, diasporic Africans, and Afro-Latinos. (Cross-listed with SOC-310.)

AS-313 Shakespeare and Race 4
Thematic, generic, or period studies (for example, The Elizabethan Plays, The Tragedies, or Shakespeare and Race). (Cross-listed with ENG-234.)

AS-320 HISTORY OF SLAVERY IN U.S. 4
An examination of the institution of slavery in American history and memory. Themes include: definitions of freedom; the Atlantic slave trade; slaveholding ideologies; slave communities and culture; abolition; and the impact of slavery on free people throughout the nation. (Cross-listed with HIS-320.)

AS-324 TOPICS IN AFRICAN-AMERICAN HISTORY 4
Critical examination of a specific topic in the history of the African-American experience. Topics vary from year to year, and the course may be repeated for credit when the content changes. (Cross-listed with HIS-324.)

AS-325 STUDIES IN AFRICAN-AMERICAN LITERATURE 4
Thematic, generic, or period studies (for example, African American Fiction and Film or Toni Morrison.) (Cross-listed with ENG-325; and with WS-325 when topic applies.)

AS-333 RACE AND PLACE IN THE NEW SOUTH
This course is designed for majors. By focusing on questions of race and place, we will examine the "New South" using an approach that is sensitive to issues of representation, local histories, and racial mythologies. As a class, our goal will be to develop a critical understanding of the region and its redevelopment in the post-Civil Rights Movement era. Our work will include, but is not limited to, issues of segregation, gentrification, "Latinization," and community organizing. Atlanta, the so-called capital of "New South," will be a particular focus. The central assignment for this class is an independent "place study" of a metro Atlanta neighborhood. Some field trips and film screenings will take place outside of class time. (Cross-listed with SOC-333.)
Prerequisite: SOC-101 or ANT-101 or AS-170

AS-340 AFRO-GERMAN HISTORY, LITERATURE, AND CULTURE 4
This English-language course focuses on the history, literature, and culture of people of African descent who either have lived or live in German-speaking countries and/or have contributed to the culture of these countries. By drawing on literary texts, historiographical works, films, music, and theater, the course offers students a new understanding of German history and culture based on recent interdisciplinary research in German studies. Moreover, when offered in an online format, the course will enable students to become familiar with the unique research and presentation methods offered by the internet. (Cross-listed with GER-340.)
Prerequisite: GER-202 or permission of the program director

AS-350 THE AFRICAN DIASPORA 4
History of the dispersal of Africans from the continent to various regions of the world; the catalysts of dispersal; the distribution of Africans, especially in the Americas; and the communities which evolved out of the Diaspora. (Cross-listed with HIS-350.)

AS-352 STUDIES IN POSTCOLONIAL LITERATURE 4
Study of literature written in nations that were formerly European colonies (for example, the literature of South Asia, South-East Asia, the Middle East, Africa, the Caribbean, Australia, New Zealand, and Canada.) (Cross-listed with ENG-352.)

AS-355 TOPICS IN FRANCOPHONE LITERATURE AND CULTURE 4
Francophone literary and other texts will be analyzed with particular emphasis on colonization, decolonization, neocolonialism and nationalism, slavery, marginalization, identity and otherness, and language and orality. Specific regions of Francophone production may include Canada, Africa, Europe, the Caribbean, and Asia. This course may be repeated when specific content varies. (Cross-listed with FRE-355.)
Prerequisite: AS-230, one 200-level literature course

AS-356 COMPARATIVE BLACK FEMINISMS 4
Interdisciplinary analysis and critique of the history of ideas that make up African and African Diasporic feminist thought and practice. (Cross-listed with SOC-356 and WS-356.)
Prerequisite: SOC-101 or ANT-101 or WS-100

AS-359 TOPICS IN AFRICAN AND AFRICAN DIASPORA HISTORY 4
Critical examination of a specific topic in African history or the history of the African Diaspora. Topics vary from year to year, and the course may be repeated for credit when the content changes. (Cross-listed with HIS-359.)

AS-363 A HISTORY OF HEALTH AND HEALING IN AFRICA 4
Seminar on the history of disease, health, and healing in Africa. In this course, we consider the intersections between knowledge production, power, race, and class in African history. (Cross-listed with HIS/PH-363.)

AS-370 AFRICAN AMERICAN IMAGES IN POPULAR CULTURE 4
Emphasis given to the influence of race on U.S. culture and the interplay of race and culture with politics. Pervasive attention paid in this course to representations of women and to the intersections of race, class, sexuality, and gender. Cross-listed with SOC-370 and WS-377.
Prerequisite: SOC-101 or ANT-101

AS-380 CULTURE AND ETHNOGRAPHY OF AFRICA 4
This course offers an examination and appreciation of African cultures in the present and in historical perspective. Course topics include kinship, gender, politics, religion, economics, and colonialism. Students read several ethnographies for an in-depth understanding of specific cultures.
Prerequisite: ANT-101, AS/REL/ANT-219, SOC-101, AS-170, AS/HIS-257, or AS/REL-140

AS-410 DIRECTED READING 1-4
Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

AS-440 DIRECTED RESEARCH 1-4
Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

AS-450 INTERNSHIP 1-4
For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

AS-490 SENIOR THESIS 4
A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

Art and Art History

Faculty

Anne E. Beidler, professor of art
Nell Ruby, professor of art
Katherine A. Smith, professor of art history

The Department of Art and Art History offers an integrated program of studio and history courses, while allowing the student to tailor the major or minor to fit their particular interests in either area. Art history students cover different chronological periods and/or thematic issues. Studio art students create a strong foundation in drawing and design by taking a range of courses in painting, printmaking, digital imaging, book arts, sculpture (or three-dimensional thinking), and mixed media. Both areas of study prepare majors and minors for productive professional or academic careers.

Dana Fine Arts Building, designed by the architect John Portman, incorporates studio spaces, lecture halls, seminar rooms, and an auditorium. It also contains the Dalton Gallery, a large multi-room exhibition space. The gallery hosts a variety of exhibitions of historical and contemporary art, including the student exhibition in April and May. The gallery program encourages student participation through class projects and internships. Throughout their coursework students have access to Atlanta's rich cultural offerings. We have integrated numerous experiential learning opportunities such as visits to the many museums, galleries, and artist studios in the metropolitan area into our curriculum. Often students choose to complement their study of art or art history with an off-campus internship. We also encourage our majors to participate in a faculty-led Global Study Tour course or any other college-approved study-abroad program.

Mission

The program in art and art history recognizes the inherent expressive value of art, its enrichment of the human experience, and the dependence of global culture on visual literacy.

Our curriculum challenges students to create, read, and analyze images through written and oral communication, critical thinking, and experiential learning. Our mission speaks strongly to the process of creativity, rather than the product. Through a collaborative approach to teaching and learning, we offer an integrated program that compels students to consider the practices required of professional artists and art historians.

We create an environment that empowers students to hone their individual expression, engage in a productive dialogue with their peers, and contribute significantly to the world at large.

Student Learning Outcomes

Students graduating with a major in Art History or Studio Art will be able to:

- demonstrate written communication skills (use appropriate sentence structure and vocabulary, organize ideas to support a position, identify a subject and formulate a thesis, document sources according to accepted professional style);
- demonstrate critical thinking skills (compose thorough visual analyses, analyze works for medium and subject, analyze scholarly arguments, translate concepts across fields or mediums);
- demonstrate oral communication skills (organize an oral argument in logical sequence, use works of art effectively, give and receive constructive feedback during peer reviews and critiques, demonstrate professional demeanor, speak clearly in a well-modulated tone, target communication for a specific audience, exhibit good listening skills);
- demonstrate process and practice skills (demonstrate knowledge of materials; integrate

knowledge, practice, and application; take responsibility for direction of education; articulate areas of future development or inquiry);
- embrace experiential learning and take responsibility for education (attend events at the Dalton Gallery or other campus events; participate in activities off-campus with artists, galleries, museums, and other venues; connect with the larger art world regionally, nationally, and internationally; articulate paths for future development of individual research).

Requirements for Studio Art Majors and Minors
With a studio art major or minor, you will be introduced to a variety of media including printmaking, drawing, digital art, painting, and sculpture. Advanced studio workshops will encourage you to combine different media, expanding your range of expression.

Major (10 courses minimum):
Required courses: ART-150, ART-144 or ART-160, ART-240, ART-421
One additional art history course at the 200 level or above
Five additional studio art courses at the 200 level or above
NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Minor (5 courses minimum):
Required courses: ART-150; ART-144 or ART-160
Three additional studio classes at the 200 level or above

Requirements for Art History Majors and Minors
With an art history major or minor, you will trace the role that art plays across different eras and cultures. The foundation of the major is a semester-long introduction to art history that serves as a springboard to upper-level courses on various themes and chronological periods.

Major (10 courses minimum):
Required courses: ART-150, ART-144 or ART-160, and ART-420
Seven additional art history courses at the 200 level or above
NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Minor (5 courses minimum):
Required course 150
Four additional art history courses at the 200 level or above

Courses

Studio Art
Students are expected to provide most of their supplies.

ART-120 CONNECTED LEARNING 2
This course combines traditional students learning alongside faculty toward knowledge creation through digital culture, creativity, and network theory. Teams of mixed learners apply connected learning methodologies to design-oriented publishing projects and explore teaching, learning, and digital literacies.

ART-144 VISUAL THINKING/DIGITAL 4
This course will use digital technology to study and explore design and drawing form and technique through examining line, color, and texture in relation to problems in composition, color theory, subject matter and space. Emphasis is on the design process and conceptual development. Media will span a range of materials and technology, but will be primarily based on the use of digital tools to see and express through mediating traditional art materials.

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

ART-210 VISUAL CULTURE: THINKING ABOUT SEEING 4
This course serves as an introduction to visual culture. Visual culture enmeshes that which can be perceived through vision. In a world increasingly dominated by images, learning to decipher visual works and perform visual analysis has become imperative and dynamic. There is a great deal of fluidity in conceptualizing and critically examining the visual field. Through a multidisciplinary perspective involving film studies, disability studies, media studies, and visual anthropology, we will address how to read images, what we can know from an image, and how to use images as evidence. Our sources will be largely contemporary; however, we will imagine the ways different technologies in time have influenced visuality. Students will be asked to make connections across academic fields as well as through diverse mediums such as oil painting, photography, digital media, the news, advertisements, film, and social media. We will be reading and working with critical texts alongside visually based materials, and students may be asked to go to film screenings and museum exhibitions. Participation requires blogging as well as creating and maintaining a class Instagram.

ART-240 DRAWING AND COMPOSITION I 4
Problems in representation with a focus on life drawing and the human body. We will experiment with drawing media and various styles of drawing With an emphasis on personal expression and thematic discovery.
Prerequisite: ART-144 or ART-160

ART-241 PAINTING PROCESSES I 4
Introductory course in painting. We will combine basic painting techniques and experiments in color theory with exploration of conceptual approaches to painterly media with an emphasis on personal expression and thematic discovery.
Prerequisite: ART-144 or ART-160

ART-242 PRINTMAKING PROCESSES I 4
Introduction to printmaking processes. We will focus on image content and creative development Through various printing processes including monoprint, relief, intaglio, silkscreen, book arts, and photographic processes in printmaking.
Prerequisite: ART-144 or ART-160

ART-243 THREE-DIMENSIONAL THINKING I 4
Introduction to three-dimensional art making with a focus on mass, space, and light. We will explore materials and conceptual development Through multiple projects that may include sculptural, environmental, time-based, sound-based, performative, and kinetic work.
Prerequisite: ART-144 or ART-160

ART-244 DIGITAL PROCESSES 4
Introduction to digitally based design using the Macintosh platform. We will use software

standard to the creative industry as a tool to explore typography, photography, illustration, and time-based imagery. Projects are conceptually based and focus on experimenting with direct hand work, digital effects, and various modes of presentation. We will emphasis understanding reading and designing meaning and message in visual expression. Software includes Adobe PhotoShop, Adobe Illustrator, and Final Cut Xpress.
Prerequisite: ART-144 or ART-160

ART-245 CREATING ARTIST BOOKS 4
Creating artist books through a variety of media and image-making techniques. We will explore this special form of narrative-based visual expression and discover unique interactions between word and image, and a variety of book structures.
Prerequisite: ART-144 or ART-160

ART-280 DIGITAL PHOTOGRAPHY 4
This course is an introduction to the creation, manipulation, and critical interpretation of digital photography and graphic images. Students will learn technical and creative aspects of making and refining images using industry-standard software and photography applications.
Prerequisite: ART-144 or ART-160

ART-295 TOPICS IN STUDIO ART 4
Introduces students to a special topic in studio art at the 200 level. Such topics may focus on specific medium or concept; topics are variable according to professor’s interest and expertise.
Prerequisite: ART-144 or ART-160 or permission of instructor

ART-340 DRAWING AND COMPOSITION II 4
Advanced studies in drawing
Prerequisite: ART-240

ART-341 PAINTING PROCESSES II 4
Advanced studies in painting
Prerequisite: ART-241

ART-342 PRINTMAKING PROCESSES II 4
Advanced studies in printmaking
Prerequisite: ART-242

ART-343 THREE-DIMENSIONAL THINKING II 4
Advanced studies in three-dimensional thinking.
Prerequisite: ART-243

ART-344 DIGITAL PROCESSES 4
Advanced studies in digital processes.
Prerequisite: ART-244

ART-345 CREATING ARTIST BOOKS 4
Advanced studies in creating artist books.
Prerequisite: Instructor permission

ART-395 TOPICS IN STUDIO ART 4
Introduces students to a special topic in studio art at the 300 level. Such topics may focus on specific medium or concept; topics are variable according to professor’s interest and expertise.
Prerequisite: ART-144 or ART-160 or permission of instructor

ART-410 DIRECTED READING 4
Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

ART-421 ADVANCED STUDIO I 4

Capstone course in studio art. We will focus on developing a body of work reflecting contemporary approaches to art making. We will broaden the range and knowledge of expression through focused creative practice, in-depth research, and oral and digital presentations. We will explore political, social, and aesthetic perspectives related to the visual arts through readings, lectures, and visits to galleries, museums, and artists' studios.
Prerequisite: junior or senior standing; ART-144 or ART-160; ART-240, one other course at the 200 level or above

ART-440 DIRECTED RESEARCH 4

Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

ART-450 INTERNSHIP 4

For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

ART-460 SPECIAL PROJECTS 4

Independent projects designed in collaboration with and permission by a studio instructor. This course must be scheduled at the same time as a 300-level course taught by the mentoring instructor. May be repeated if subject matter varies.

ART-481 ADVANCED STUDIO II 4

Further development of contemporary approaches to art making.
Corequisite: ART-421, permission of the instructor.

ART-490 SENIOR THESIS 4

A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

Art History/Studio Art Combined Courses

ART-260 IMAGE AND WORD: METHODS IN ART AND ART HISTORY 4

Focus on development and application of skills relevant to studio art and art history. We practice analyzing works of art for their visual, iconographic and socio-historical components, summarizing scholarly texts, and giving public presentations. Students will interact with all members of the Department of Art and Art History and the director of the Dalton Gallery and also visit several individuals and institutions in greater Atlanta, thus gaining a breadth and depth in their understanding of intersecting and complementary practices in areas of art and art history and the professional practices in these fields.
Prerequisite: ART-144, 150 or 160

ART-297 TOPICS IN ART AND ART HISTORY 4

This course introduces students to a special topic at the 200 level that combines art and art history. While topics will vary according to professor's interest and expertise, they will ask students to consider the intersections and complementarity of art and art history and to translate concepts across these fields.
Prerequisite: ART-144, 150 or 160, or permission of instructor

ART-360 THINKING THROUGH ART AND ART HISTORY 4
Focus on methods and methodology and individual research or creative projects to prepare students to engage the rigor of the capstone courses in studio art and art history.
Prerequisite: ART-144, 150 or 160; a 200-level studio art or art history course

ART-397 TOPICS IN ART AND ART HISTORY 4
This course introduces students to a special topic at the 300 level that combines art and art history. While topics will vary according to professor's interest and expertise, they will ask students to consider the intersections and complementarity of art and art history and to translate concepts across these fields.
Prerequisite: ART-144, 150 or 160, or permission of instructor

Art History

ART-105 CONTEMPORARY ART 4
This course examines contemporary art from 1970 to the present, with a focus on the expansion of artistic practices into new media and global contexts.

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

ART-175 ART OF CHINA, KOREA AND JAPAN 4
This course will provide an introduction to the arts of China, Korea, and Japan. We will focus on monuments in the history of art for each culture, as well as the historical moments when these cultures interacted through objects: commodities, religious images, and works of art. Emphasis will be placed on artist techniques, materials, and formats as well as viewing art in the complex context of each culture. We will also explore how the history of East Asian art has been written and approached in the West, questioning Western assumptions through approaching the objects in context.

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

ART-203 THE ART OF THE RENAISSANCE 4
Concentration on the apogee of painting, sculpture, and architecture in Europe between circa 1300-1550. We trace a visual arc between the rediscovery of nature by Giotto and the creation of works synonymous with “high culture” such as the Mona Lisa and the Sistine Ceiling, and address issues of style and iconography and the effect of patronage and gender on the visual arts.
Prerequisite: ART-150 or permission of the instructor

ART-204 AFRICAN ART 4
This course serves as an introduction to the art and architecture of Africa. (Cross-listed with AS-204.)

ART-208 MODERN ART 4
Exploration of the major artistic movements in painting and sculpture from the mid-19th century through mid-20th century.
Prerequisite: ART-150 or permission of the instructor

ART-215 MODERN ARCHITECTURE 4
Consideration of the key developments in architecture and urban design from the mid-19th century through post-modernism. (Cross-listed with WS-215.)
Prerequisite: ART-150 or permission of instructor

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

ART-225 HISTORY OF PHOTOGRAPHY 4
Focus on photography from the mid-nineteenth century (c. 1839) to the present. We examine the invention of photography and photography's evolution in both aesthetic and documentary terms.

ART-230 CONTEMPORARY ART, ARCHITECTURAL FORM, URBAN SPACE 4
Examination of the art of the past decades that has engaged spatial practices. We look at the ways recent art has changed existing definitions of art objects to enact institutional, cultural, and political critiques, and examine artistic practices in a variety of media that create dialogues with architectural form and urban space.

ART-275 HISTORY OF CHINESE PAINTING 4
This course introduces Chinese painting from the earliest traces of ink on silk to the present. Looking at figure, Buddhist, and landscape painting, we will trace the different purposes paintings have served; from spiritual tools to escapes for the mind to political protests. We will pay special attention to the materials, techniques, and formats used by Chinese painters. While studying the canonical works of Chinese painting, we will also include works by often-ignored groups such as women painters and craftsmen who reproduced painting in media such as woodblock print, textiles, and even porcelain.

ART-296 TOPICS IN ART HISTORY 4
This course introduces students to a special topic in art history at the 200 level. Such topics may focus on a specific historical period or theoretical issue; topics are variable according to professor's interest and expertise.
Prerequisite: ART-150 or permission of instructor

ART-304 WOMAN AS MUSE AND MAKER FROM ANTIQUITY TO THE PRESENT 4
Introduction to the role of women as both creators and sponsors of works of art. Not only were women the ambivalent object of portrayal from Eve to the Virgin, but they were also a force behind pen and parchment. From Hildegard of Bingen to Maria Robusti to Judy Chicago to Shirin Neshat, we trace the role of women as objects, as artists, and as patrons in the history of art. We emphasize issues of agency, the gaze, and Feminist theory. (Cross-listed with WS-304.)
Prerequisite: ART-150 and a 200-level course or permission of instructor

ART-330 THE ART OF PORTRAITURE 4
Survey of the variety of approaches to portraiture from Antiquity to the present. We examine and interrogate the motivations behind particular approaches (for example, group portraiture)

and styles while also contextualizing artists within the art of their eras.
Prerequisite: ART-150 and a 200-level course or permission of instructor

ART-380 CONTEMPORARY ART AND THEORY 4
Examination of key artists and theories from the mid-20th century to the present. Issues include: postmodernism, feminism and multiculturalism. (Cross-listed with WS-380.)
Prerequisite: ART-150 and a 200-level course or permission of the instructor

ART-396 TOPICS IN ART HISTORY 4
This course introduces students to a special topic in art history at the 300 level. Such topics may focus on a specific historical period or theoretical issue; topics are variable according to professor's interest and expertise.
Prerequisite: ART-150 and a 200-level ART course, or permission of instructor

ART-410 DIRECTED READING IN ART HISTORY 1-4
Individual research project supervised by instructor. Open to majors, or by permission of instructor.

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

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

Artificial Intelligence

Faculty

Christopher G. De Pree, Charles A. Dana Professor of Astronomy
Jennifer L. Larimore, associate professor of biology
Jared Millson, visiting assistant professor of philosophy
Harald Thorsrud, professor of philosophy
James S. Wiseman, professor of mathematics

The rapid growth and implementation of artificial intelligence (AI) is having profound, and often unforeseen, effects on the way we live and interact with one another. From driverless cars and robotic caregivers to programs that predict health outcomes, sentencing guidelines, and credit risks, these technologies raise a host of social, political, and ethical issues. To help assure that new forms of AI are serving society well, industry leaders are realizing that these issues need to be addressed by a variety of perspectives and disciplines. The Foundations of AI minor is designed to help liberal arts students work effectively on teams with computer scientists and neuroscientists so that they may identify and solve the challenges posed by AI. The minor provides students with the knowledge of programming needed to engage in contemporary debates about AI and introduces them to the philosophical, psychological, mathematical and logical frameworks that inform these debates. Drawing its courses from the Philosophy, Mathematics, Physics, Psychology, and Neuroscience programs, the minor reflects the interdisciplinary nature of AI research and the importance of incorporating formal, scientific, and humanistic approaches to its study.

Requirements for the Foundations of Artificial Intelligence Minor

The minor requires a minimum of 5 courses (20 credit hours): 2 core courses and at least 3 elective courses. The 3 elective courses must come from at least 2 of the 3 categorical groups. At least 3 courses (12 credit hours) for the minor must be taken at Agnes Scott.

Required Core Courses:

PHI-110	Introduction to Artificial Intelligence
MAT/PHY-131	Introduction to Computer Programming

Elective Courses (must come from at least 2 groups):

Group I: Programming

- MAT/PHY-231 How to Think Like a Data Scientist
- MAT-325 Mathematical Models and Applications

Group II: Logic

- PHI-103 Logic
- PHI-303 Intermediate Logic
- MAT-204 The Art of Mathematical Thinking

Group III: Neuroscience

- BIO/PSY-350/350L Foundations of Neuroscience I —**OR—**
  BIO/PSY-351/351L Foundations of Neuroscience II
- PHI-217 Philosophy of Mind
- PSY-311 Animal and Human Learning
- PSY-315 Cognitive Neuroscience

For course descriptions, see Biology, Mathematics, Physics, Philosophy, and Psychology.

Asian Studies

Faculty

Anne Beidler, professor of art
Waqas Khwaja, professor of English
Rafael Ocasio, Charles A. Dana Professor of Spanish
Jing Paul, assistant professor of Chinese
Shu-chin Wu, associate professor of history
Abraham Zablocki, associate professor of religious studies

The Asian Studies program introduces students to the rich and diverse languages, cultures, and societies of Asia through interdisciplinary study. Courses in this program are designed to give students the opportunity to comprehend the essence of different cultures in Asia. The program provides a solid foundation for students to understand Asia as a whole as well as to appreciate the unique traditions and patterns of developments of individual Asian countries. Students pursuing a minor in Asian Studies are allowed and encouraged to choose from a wide range of courses.

Students minoring in Asian Studies are strongly encouraged to participate in a faculty-led Global Study Tour course or any other college-approved program abroad or in the United States.

Requirements for the Asian Studies Minor

Required Introductory Courses (one course from the following list):

History 113, 114, 115
Religious Studies 133
Required language courses (two sequential courses from the following list):
Chinese 101, 102, 201, 202
Japanese 101, 102, 201, 202

Three additional courses, from at least two departments, from the courses listed below. At least two of these additional courses must be at or above the 300 level.

History 230, 352, 354, 360, 362
Religious Studies 131, 132, 143, 233, 334

Courses

Described below are the courses for Chinese and Japanese. For other course descriptions, see History and Religious Studies, or the courses page on the Asian Studies website.

Chinese

CHI-101 ELEMENTARY CHINESE I 4

Designed to make spoken and written Mandarin Chinese a functional language for students. Emphasis on pronunciation, basic vocabulary, foundational grammar for simple sentences and short paragraphs, and the Chinese writing system for rudimentary reading and writing.

CHI-102 ELEMENTARY CHINESE II 4

Continuation of 101.
Prerequisite: CHI-101 or the equivalent

CHI-201 INTERMEDIATE CHINESE I 4

Designed to advance skills in spoken and written Mandarin Chinese. Grammatical structures, vocabulary and pronunciation will build on elementary foundation. Cultural material will be included in course content.
Prerequisite: CHI-102

CHI-202 INTERMEDIATE CHINESE II 4

Designed to advance skills in spoken and written Mandarin Chinese. Grammatical structures, vocabulary and pronunciation will build on Chinese 201. Cultural material will be included in course content.

Prerequisite: CHI-201

Japanese

JAP-101 ELEMENTARY JAPANESE I 4

Fundamentals of spoken and written Japanese. Development of reading, writing, speaking and listening skills with emphasis on the development of conversational fluency in sociocultural contexts.

JAP-102 ELEMENTARY JAPANESE II 4

Continuation of Japanese 101

Prerequisite: JAP-101 or equivalent

JAP-201 INTERMEDIATE JAPANESE I 4

A continuation of elementary Japanese, focusing on the further development of oral proficiency, reading and writing skills.

Prerequisite: JAP-102 or equivalent

JAP-202 INTERMEDIATE JAPANESE II 4

A continuation of Japanese 201

Prerequisite: JAP-201 or equivalent

JAP-205 KOTOBA TO BUNKA: LANGUAGE IN JAPANESE CULTURE AND SOCIETY 4

By analyzing sociocultural factors evident in the language, the course aims to gain insight into social hierarchy, interpersonal relationships and Japanese way of thinking in this country that possesses one of the greatest influential forces on American youth culture today.

Biochemistry and Molecular Biology

Faculty

Douglas A. Fantz, associate vice president for academic affairs and associate dean of the college, and associate professor of chemistry

Timothy S. Finco, professor of biology

Through the academic program in biochemistry and molecular biology, students gain a thorough grounding in biological and chemical principles, especially as applied to this interdisciplinary field.

The major provides background for a variety of career goals, including advanced study in biochemistry, molecular biochemistry, pharmacology, medicine, dentistry, and veterinary medicine; technical and nontechnical areas of biochemical, medical, and pharmaceutical industries; and scientific writing or editing.

The required courses provide fundamental knowledge of:

- Structure and function relationships of biological molecules and systems
- Chemical and biological reactions and their significance in biological systems
- Modern methods for acquiring, analyzing and retrieving data

Collaborative research is an integral part of this rapidly changing area and all biochemistry and molecular biology majors are required to have a research experience as part of their undergraduate requirements. This research experience may be a credit or noncredit program either on or off campus.

Students considering a major in biochemistry and molecular biology should consult a biochemistry advisor as soon as possible, as sequencing of courses and prerequisites requires careful planning.

Student Learning Outcomes

Students graduating with a Biochemistry and Molecular Biology major will be able to

- demonstrate knowledge of scientific principles that apply to biochemistry and molecular biology;
- demonstrate the laboratory and computational skills necessary to conduct research in biochemistry and molecular biology;
- critically analyze the primary literature in the field and communicate scientific information clearly and persuasively;
- apply critical thinking and problem solving skills to the disciplines of and issues relating to biochemistry and molecular biology.

Requirements for the Biochemistry and Molecular Biology Major:

Courses required in the discipline:
Biology 110, 111, 216/216L, 220, 300 (or CHE-300), and 385 (or CHE-385)
Chemistry 150/150L, 220/220L, 240/240L, 260, 270, 300 (or BIO-300), 340 or 350, and 385 (or Biology 385)
One additional upper-level course in Biology or Chemistry (student may choose)
Courses required outside the discipline: Mathematics 118 and 119; Physics 202

Biology and Chemistry courses that are cross-listed (300, 301, 385) may not both be taken to satisfy the major (either one, but not both).

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Completion of the Biochemistry and Molecular Biology Major results in a Bachelor of Science (B.S.) degree.

For course descriptions, see Biology, Chemistry, Mathematics, and Physics, or the courses page on the Biochemistry and Molecular Biology website.

Biology

Faculty

Jacob Berger, introductory biology laboratory instructor and coordinator
Stacey Dutton, assistant professor of biology and neuroscience
Timothy S. Finco, professor of biology
Jennifer Larimore, associate professor of biology
John F. Pilger, William R. Kenan Jr. Professor of Biology
Srebrenka Robic, professor of biology
Lock Rogers, associate professor of biology

The biology program offers an integrated approach to the study of living systems from molecules to ecosystems. Unifying themes are evolution, relationships between form and function, unity and diversity of life, the cycling of matter, and the flow of energy. Supporting pedagogy promotes critical thinking, encourages scientific inquiry, fosters quantitative reasoning, and cultivates clear and persuasive oral and written communication. Students are encouraged to achieve an integrated and comparative understanding of common themes and connections among the natural and physical sciences.

Major requirements establish a foundation of core principles in the biology of molecules, cells and tissues, organisms, and environments. Flexibility in requirements allows a student to design a program of study that fits their goals and provides a broad range of experiences. Credit and noncredit research opportunities are available with biology faculty members and off campus.

Students who plan to major or minor in biology should consult a department member early in their college careers to ensure normal progression and discover opportunities for interdisciplinary majors, internships, summer study, and research. Entrance requirements for postgraduate study in advanced-degree programs may require mathematics, physics, and chemistry beyond the undergraduate major requirements. Courses in the biology curriculum are also components of the biochemistry and molecular biology major, the neuroscience major, the public health major, the environmental and sustainability studies minor, and dual-degree program requirements.

Student Learning Outcomes

Students completing a major in Biology will

- demonstrate a broad, sound understanding of major biological principles;
- demonstrate the skills required for biological inquiry as well as for their specific area of biological study, including the ability to use the technical instruments appropriate for specific areas of biological study: a microscope, pH meter, pipettes, centrifuges, analytical balances, spectrophotometers, electrophoresis systems, and field equipment;
- demonstrate the ability to undertake systematic scientific inquiry for learning and problem-solving;
- demonstrate critical thinking skills when investigating scientific questions, reports, and claims;
- demonstrate the ability to communicate scientific information clearly and persuasively in both written and oral formats;
- employ quantitative skills related to studying and solving biological problems;
- use computational skills to solve problems relevant to biological investigation, including those associated with biochemical practices, genetics, physiology, and ecological study.

Requirements for the Biology Major:
40 credits minimum in biology excluding 100, 108, 150, and 380 as defined below:
Required Core courses:
Biology 110/110L, 111/111L; BIO-491 (4 credits) or approved research experience.
Chemistry 150/150L, and two of the following Chemistry courses 220 with lab, 230, 240 with lab, 300 with lab
Mathematics 115; and 117, 118 or 119
Required Biology breadth courses:
Group I: Organismal (choose at least 1 course)
Biology 201, 222, 223, 240, 270, 351
Group II: Ecology and Evolution (choose at least 1 course)
Biology 215, 230, 308, 310, 311
Group III: Cellular and Molecular Biology (choose at least 1 course)
Biology 216, 220, 300, 309, 317, 318, 350, 385
Four additional biology courses

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Requirements for the Biology Minor:
Biology 110/110L, 111/111L, and three additional courses at the 200-level or above.

Courses

BIO-100 TOPICS IN INTRODUCTORY BIOLOGY 4
An introduction to the science of biology intended for those who do not plan to elect upper-division courses or postgraduate work in biology. Topics may include genetics, evolution, environmental biology, disease, diversity, behavior, health, biotechnology, microbiology, reproduction, and development. Human applications will be included where appropriate. (3 LEC, 1 LAB)
Not open to students who have taken BIO-110 or 111
May not be used to fulfill minimum requirements for the biology major

BIO-101 MAKING SENSE OF LIFE: BIOLOGY YOU CAN LIVE WITH 4
The seemingly unlikely fact that life exists and flourishes is approached through understanding the organizing principles of biological systems and the process of scientific discovery. This course aims for life-long scientific (biological) literacy, an appreciation of life in all of its forms, and an understanding of our role in shaping the world for the health and well-being of ourselves and future generations. May not be used to fulfill minimum requirements for the biology major.

BIO-108 ENVIRONMENTAL BIOLOGY 4
An introduction to human effects on interactions among organisms and the environment. May not be used to fulfill minimum requirements for the biology major. (3 LEC, 1 LAB)

BIO-110/L INTEGRATIVE BIOLOGY I 4
An integrated study of biological form and function as they relate to ecology, evolution and genetics. Inquiry-based approaches to problem solving in science. Students will register for 3-credit BIO-110 lecture and 1-credit BIO-110L lab as required corequisites.

BIO-111/L INTEGRATIVE BIOLOGY II 4
An integrated study of biological form and function using one or more current problems such as addiction and cancer as a central theme. Molecular, cellular, and organismal biology and the

relationship of biological issues to science and society. Students will register for 3-credit BIO-111 lecture and 1-credit BIO-111L lab as required corequisites.
Prerequisite: BIO-110 and BIO-110L

BIO-150 CONCEPTS IN BIOLOGY 4
Introduction to concepts and principles of biology and biological thought. Topics alternate depending on instructor's area of specialization. May not be used to fulfill minimum requirements for the major.

BIO-195 TUTORIAL IN BIOLOGY 2
Partial course to accommodate transfer, advanced-placement, or joint-enrollment students. Appropriate placement based on a student's background and needs. May be repeated for credit to fulfill prerequisites for advanced courses in the department.
Prerequisite: Permission of the chair

BIO-201 MICROBIOLOGY 4
Cell biology, metabolism, genetics, and phylogeny of bacteria and archaea. Introduction to eukaryotic microbes and viruses. Principles of pathogenesis, immunology and environmental microbiology. Applications in biotechnology, medicine and industry. Individual laboratory project and use of representative literature in the discipline. (3 LEC, 1 LAB)
Prerequisite: BIO-110/110L and BIO-111/111L

BIO-215 MARINE BIOLOGY 4
The course takes an ecological approach to the study of marine organisms as exemplified in temperate, semitropical, and tropical environments. During the spring semester, students will attain an essential understanding of the principles of marine biology as it applies to a broad range of marine ecosystems,and learn field study techniques appropriate for comparative investigation of marine environments. This knowledge and these skills will be used during the field study part of the course in the summer where students will study temperate barrier island beach and salt march ecosystems on the Georgia coast, and tropical coral reefs, rocky intertidal, and mangrove ecosystems on Roatan Island, Bay Islands, Honduras. Special fees are required for the international travel component and for scuba diving at Roatan. Consult with the Center for Global Learning for the application process and timeline. Limited to 14 students.
Prerequisite: One biology course and the instructor's permission

BIO-216/L MOLECULAR BIOLOGY/LAB 4
Genes and their activities at the molecular level in viruses, prokaryotes and eukaryotes. Mechanisms of gene expression and regulation in health and disease. Advanced topics in genetic engineering and biotechnology. Emphasis on experimental strategies and data analysis. Students will register for 3-credit BIO-216 lecture and 1-credit BIO-216L lab, Inquiry-Based Research in Molecular Biology, as required corequisites. (3 LEC, 1 LAB)
Prerequisite: BIO-110/110L and BIO-111/111L

BIO-220 GENETICS 4
Structure, function, regulation and transmission of hereditary materials in viruses, prokaryotes and eukaryotes. (3 LEC, 1 LAB)
Prerequisite: BIO-110/110L and BIO-111/111L

BIO-222 HUMAN ANATOMY AND PHYSIOLOGY I/LAB 4
Covers the basics of human anatomy and physiology including anatomical terminology, cells and tissues, and the integumentary, skeletal, muscular, nervous, endocrine, and cardiovascular. (3 LEC, 1 LAB)
Prerequisite: BIO-110/110L and BIO-111/111L

BIO-223 HUMAN ANATOMY AND PHYSIOLOGY II/LAB 4
Covers the basics of human anatomy and physiology including the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. Introduces common human disease processes. (3 LEC, 1 LAB)
Prerequisite: BIO-222

BIO-230 EVOLUTIONARY BIOLOGY 4
Processes and patterns of adaptation and speciation. Population genetics and population biology as they relate to evolutionary biology.
Prerequisite: BIO-110/110L and BIO-111/111L

BIO-240 VERTEBRATE BIOLOGY 4
Morphology of the vertebrate body and evolution of vertebrate groups. Comparative anatomy and histology. Includes dissection of selected animals. (3 LEC, 1 LAB)

BIO-260 BIOINFORMATICS 4
An introduction to the theory and practice of bioinformatics and computational biology. Topics include: the analysis of genome sequences, comparative genomics, gene expression arrays, and proteomics. As part of this course, students carry out original, independent, computer-based bioinformatics research by annotating portions of newly sequenced genomes.
Prerequisite: BIO-110/110L and BIO-111/111L; a math course MAT-115 or higher

BIO-270 INVERTEBRATE BIOLOGY 4
Comparative anatomy, functional morphology, systematics and evolution of major and minor invertebrate phyla to achieve an understanding of unity, diversity and evolution in these animals. Laboratory includes some fieldwork. (3 LEC, 1 LAB)
Prerequisite: BIO-110/110L and BIO-111/111L

BIO-285 ANIMAL BEHAVIOR 4
Development, ecology and causation of animal behavior. Emphasis on comparative analysis of mechanisms underlying the production of species-specific behavior. (Cross-listed with PSY-285.) (3 LEC, 1 LAB)
Prerequisite: BIO-110/110L and BIO-111/111L (or PSY-101 if taking as PSY-285)

BIO-296 TOPICS IN NEUROSCIENCE 4
New technologies emerging from neuroscience such as designer drugs, MRI use as lie-detector, and gene therapy for neural disorders. Examination of the basic science behind these and other technologies as well as important social, political, and ethical implications. May not be used to fulfill minimum requirements for the biology major. May be used as elective credit in the psychology major. (Cross-listed with PSY-296.)
Prerequisite: BIO-110/110L or PSY-101 or PSY-102

BIO-300 BIOCHEMISTRY I 4
Fundamentals of biochemistry, including structure and function of biomolecules, enzyme kinetics, bioenergetics, catabolic and anabolic pathways, signal transduction, and regulation of biochemical processes. Fundamental biochemical laboratory techniques including spectroscopy, enzymology, chromatographic separations, and electrophoresis. (Cross-listed with CHE-300.) (3 LEC, 1 LAB)
Prerequisite: CHE-240 and CHE-240L; For biology majors only: BIO-110 and 111

BIO-301 MEDICAL BIOCHEMISTRY 4
Fundamentals of biochemistry topics with clinical significance for pre-medical students, including structure and function of biomolecules, enzyme kinetics, bioenergetics, catabolic and anabolic pathways, and regulation of biochemical processes. (Does not include a lab

component; students may not receive credit for both BIO/CHE-301 and BIO/CHE-300.) (Cross-listed with CHE-301.)
Prerequisite: BIO-111/111L and CHE-240/240L

BIO-308 ECOLOGY 4
Interactions of organisms with their abiotic and biotic environments. Study of species, populations, communities, and ecosystems from ecological and evolutionary perspectives. Laboratory and field studies, environmental analysis. (3 LEC, 1 LAB)
Prerequisite: BIO-110/110L, BIO-111/111L, and one 200-level BIO course (for biology majors) or BIO-108 (for environmental and sustainability studies)

BIO-309 CELLS AND TISSUES 4
Structure and function of eukaryotic cells as entities and as components of tissues. Laboratory to include the study of cell and tissue types using standard and advanced microscopic methods and microtechnique. (3 LEC, 1 LAB)
Prerequisite: BIO-110/110L, BIO-111/111L, and one 200-level BIO course

BIO-310 BEHAVIORAL ECOLOGY/LAB 4
The study of the origins, causes, and functions of animal behavior from an evolutionary perspective. Inquiry-driven lab research emphasizes experimental design, analysis, and communication of quantitative tests of hypotheses carried out in the lab and the field.
Prerequisite: BIO-110/110L and BIO-111/111L

BIO-311 DISEASE ECOLOGY 4
Hosts, pathogens, and vectors are parts of complex ecosystems. In order to understand the impacts of disease, this course will examine the effects of disease on ecosystems (including humans) and explore the ecological and evolutionary processes that drive disease dynamics.
Prerequisite: BIO-110/110L and BIO-111/111L, or PH-101 and PH-211

BIO-317 IMMUNOLOGY 4
Study of mammalian immune system at cellular and molecular level. Topics include: recognition of antigen, development of lymphocyte repertoire, innate and adaptive immune responses, and immune disorders such as autoimmunity and immunodeficiency.(3 LEC, 1 LAB)
Prerequisite: BIO-110/110L, BIO-111/111L, and one 200-level BIO course; BIO-216/216L or 220 recommended

BIO-318 DEVELOPMENTAL BIOLOGY 4
Morphological patterns and developmental mechanisms in the ontogeny of animals. The role of development in the evolution of animal forms. Emphasis on classical vertebrate and invertebrate models. (3 LEC, 1 LAB)
Prerequisite: BIO-110/110L, BIO-111/111L, and one 200-level BIO course

BIO-324 NEUROENDOCRINOLOGY 4
The course provides comprehensive and up-to-date coverage of the inter-relationship between the nervous and endocrine systems in mammals. Specific topics covered include endocrine regulation of reproductive behavior, aggressive behavior, biological rhythms, energy balance, stress, and learning and memory. (Cross-listed with PSY-324.)
Prerequisite: BIO-350/350L

BIO-325 ADDICTION 4
This is a course about addiction to drugs and other behaviors. General topics will include cellular and molecular foundations of neuropharmacology, receptors, and modulation of neural signaling. In addition, we will discuss other topics such as government policy and susceptibility to addiction. (Cross-listed with PSY-325.)

Prerequisite: BIO-110/110L, BIO-111/111L, and one 200-level BIO course; CHE-150 recommended

BIO-330 DISEASES OF THE NERVOUS SYSTEM 4

This class examines the cell types that make up the human brain and how the cells function properly to make us who we are. We will examine the sub-cellular nature of different diseases to understand how brain cells function. (3 LEC, 1 LAB)

Prerequisite: BIO-110/110L, BIO-111/111L, and one 200-level BIO course; BIO-216/216L or 220 recommended

BIO-350/L FOUNDATIONS OF NEUROSCIENCE I (WITH INQUIRY BASED RESEARCH LAB) 4

This course requires students to understand the basics of the nervous system at the cellular and sub-cellular level and equips students with scientific tools such as critical analysis of primary literature, development of an inquiry based project, and presentation of scientific research. In the 1-credit inquiry-based laboratory co-requisite course BIO-350L, students are given background material and generate their own line of scientific inquiry with tools and specific techniques explained and taught. Based on their questions and the techniques available, they will design experiments and analyze the results. BIO-350L must be taken concurrently with BIO-350. Students may take BIO-350/350L before BIO-351/351L; each course is independent of the other. (Cross-listed with PSY-350/PSY-350L.) (3 LEC, 1 LAB)

Corequisite: BIO-350L lab

Prerequisite: BIO-110/110L and BIO-111/111L;

BIO-351/L FOUNDATIONS OF NEUROSCIENCE II (WITH INQUIRY BASED RESEARCH LAB) 4

This course requires students to understand the basics of the nervous system at the systems level and equips students with scientific tools such as critical analysis of primary literature, development of an inquiry based project, and presentation of scientific research. In the 1-credit inquiry-based laboratory co-requisite course BIO-351L, students are given background material and generate their own line of scientific inquiry with tools and specific techniques explained and taught. Based on their questions and the techniques available, they will design experiments and analyze the results. BIO-351L must be taken concurrently with BIO-351. Students may take BIO-351/351L before BIO-350/350L; each course is independent of the other. (Cross-listed with PSY-351/PSY-351L.) (3 LEC, 1 LAB)

Corequisite: BIO-351L lab.

Prerequisite: PSY-101 or BIO-110/110L

BIO-380 RESEARCH IN BIOLOGY 2

Lab or field research conducted with a biology faculty member. Permission of instructor is required. Projects may be in conjunction with the professor's ongoing research or with a biology course. Advanced planning is essential and application must be approved before the beginning of course selection week. Open to biology, biochemistry and molecular biology, and neuroscience majors only. May be repeated as appropriate; continuation research to the next semester is contingent on a minimum grade of C in BIO-380. May not be used to fulfill minimum requirements for the major.

Prerequisite: appropriate advanced courses as required by the instructor. One credit is equivalent to a minimum of three hours of work per week

BIO-385 ADVANCED BIOCHEMISTRY AND MOLECULAR BIOLOGY 4

Advanced, project-based interdisciplinary course involving laboratory research and analysis of primary literature in the fields of biochemistry and molecular biology. (Cross-listed with CHE-385.) (3 LEC, 1 LAB)

Prerequisite: BIO-216/216L or CHE-300 (both are recommended)

BIO-410 DIRECTED READING 1-4

Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

BIO-440 DIRECTED RESEARCH 1-4

Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

BIO-450 INTERNSHIP 1-4

For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

BIO-490 SENIOR THESIS 4

A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

BIO-491 SENIOR SEMINAR IN INTEGRATIVE BIOLOGY 4

Integrative experience for senior biology majors. Connects knowledge and skills with current interdisciplinary topics in biology. Involves primary literature study and analysis that result in written and oral products. Taught by two members of the biology faculty. Topic depends on the interface of the instructors' expertise and includes: Ecoimmunology, Microbial Ecology, Evolution and Development, Environmental Developmental Biology, Evolutionary Genetics/Genomics, Neurobiology and Behavior, Developmental Neuroscience, Developmental Genetics, Ecology/Evolution of Infectious Diseases, Conservation Genetics.
Prerequisite: Senior Biology major or permission of instructors

Chemistry

Faculty

Yakini Brandy, visiting assistant professor of chemistry
Douglas A. Fantz, associate vice president for academic affairs and associate dean of the college, and associate professor of chemistry
Lilia C. Harvey, associate dean for STEM teaching and learning, and Charles A. Dana Professor of Chemistry
Ruth E. Riter, professor of chemistry
Sarah A. Winget, professor of chemistry
T. Leon Venable, associate professor of chemistry

Agnes Scott's academic program in chemistry, approved by the American Chemical Society (ACS), introduces students to the principles, applications, and communication of chemical knowledge, and provides extensive practical experience with modern instrumentation in laboratory courses and through research opportunities. The science of chemistry concerns the structure and properties of matter with an interest in the changes that occur as matter reacts. The study of chemistry is particularly appropriate to students interested in medicine, academic or industrial scientific research, forensics, or teaching. Two major options (ACS approved or non-ACS approved track) and a minor option are available. The ACS approved major curriculum is most appropriate for students interested in entering industry or continuing their studies in graduate school. The non-ACS approved major curriculum, while rigorous, affords a student flexibility to pursue other academic interests during their time at Agnes Scott. The curriculum for majors requires a strong foundation in all five subdisciplines of chemistry (analytical, inorganic, organic, physical, and biochemistry), while allowing students to tailor upper-level requirements to their individual interests. Students considering a major in chemistry should consult a department member as soon as possible since the sequence of courses and prerequisites for the major require careful planning.

Student Learning Outcomes

Students graduating with a Chemistry major will be able to

- demonstrate a thorough and broad understanding of the principles, techniques and applications of modern chemistry;
- demonstrate the laboratory and computational skills necessary to conduct research in chemistry;
- critically analyze the primary literature in the field and communicate scientific information clearly and persuasively;
- apply critical thinking and problem solving skills to the disciplines of and issues relating to chemistry;
- be prepared for post-baccalaureate pursuits such as graduate school in chemistry or employment in chemistry or chemistry-related professions;
- demonstrate the ability to participate and perform in situations, either professional or non-professional, requiring knowledge or skills relevant to the chemical sciences.

Requirements for the Chemistry Major:

Courses required in the discipline:
Introductory Course: 150, 150L
Foundation Courses: 220/220L, 230, 240/240L, 260, 270, 300/lab

In-depth Courses: 8 additional hours from the following courses (330, 340/340L or 350, 360, 370, 385)
In-depth Laboratory: One of the following courses (335, 365 and 375)
Courses required outside of the discipline:
Mathematics 119 (or equivalent)
Physics 102 (non-calculus-based) or 202 (calculus-based)

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Requirements for the ACS approved Chemistry Major:
Courses required in the discipline:
Introductory Course: 150, 150L
Foundation Courses: 220/220L, 230, 240/240L, 260, 270, 300/lab
In-depth Courses: 16 additional credits from the following courses (330, 340/340L or 350, 360, 370, 385)
In-depth Laboratory: 335, 365 and 375
Research requirement: Students must obtain a total of 4 credits from work done in CHE-440 and/or CHE-450 experiences. In order for these credits to satisfy the research requirement, the CHE-440/450 courses must consist of chemistry laboratory research plus a detailed written report at the conclusion of each experience.
Courses required outside of the discipline:
Mathematics 119 (or equivalent)
Physics 202 and 203

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Requirements for the Chemistry Minor:
Minimum of 16 credits beyond 150 and 150L. Students majoring in biochemistry and molecular biology cannot minor in chemistry.

Courses

CHE-111 ENVIRONMENTAL CHEMISTRY 4
Central aspects of the chemistry underlying environmental problems in air, water, and soil. Major topics include air pollution, the greenhouse effect, global warming, water pollution, wastewater treatment, and organic and heavy metal contamination of soils.

CHE-150 INTRODUCTION TO CHEMISTRY 3
This course delves into the world of atoms and molecules in order to study the structure of matter and the changes it undergoes. The course will provide an introduction to the field of chemistry. Topics include atomic and molecular structure, stoichiometry, acids and bases, enthalpy, and equilibrium. In addition, contemporary problems and applications of these topics may be explored. Examples may include atomic and molecular structure relevant to the design of new material such as memory metals; stoichiometry as a means of achieving green chemistry; acids and bases in the context of biochemical and environmental reactions; enthalpy in the context of energy generating fuels; and equilibrium and its role in energy storing batteries.
Corequisite: CHE-150L

CHE-150L INTRODUCTION TO BASIC CHEMICAL LABORATORY TECHNIQUES 1
This lab course focuses on the experimental methods in basic scientific measurements, elementary reactions and analysis arranged around a theme such as forensics or the environment.
Corequisite: CHE-150

CHE-220 FOUNDATIONS OF INORGANIC AND PHYSICAL CHEMISTRY 3
This foundation course focuses on introductory aspects of inorganic and physical chemistry. Topics may include fundamental chemical reactions, nuclear structure and radioactivity, molecular shapes, trends as seen in the periodic table, equilibrium, gas laws, molecular collision theory, the laws of thermodynamics, phases, reaction rates, and reaction mechanisms. To illustrate the role of chemistry in fundamental physical and chemical behaviors, examples are chosen from a variety of areas including environmental, medical, and forensic applications.
Prerequisite: CHE-150; CHE-150L (minimum grade of C- in each)
Corequisite: CHE-220L

CHE-220L FOUNDATIONS OF INORGANIC AND PHYSICAL CHEMISTRY LAB 1
Labs introduce students to the analysis and interpretation of observations. This course will also illustrate fundamental principles of chemistry including: reactivity of main group and transition metals; bonding and its relation to behavior; solution behavior; gas laws; heat capacity and enthalpy changes; and kinetics of reactions.
Prerequisite: CHE-150; CHE-150L (minimum grade of C- in each)
Corequisite: CHE-220

CHE-230 ANALYTICAL CHEMISTRY I 4
This foundational course centers on quantitative chemical analysis. Students will study chemical equilibria including acid-base chemistry, buffers, and solubility as well as various methods used to measure chemical species in solution such as titrimetry, electrochemistry, absorption spectroscopy, and chromatography.
Prerequisite: CHE-150 and CHE-150L

CHE-240 ORGANIC CHEMISTRY I 3
The systematic study of the chemistry of organic compounds with emphasis on theories of structure and reactivity. Specific topics include basic organic molecular structure and bonding, isomerism, stereochemistry, molecular energetics, substitution and elimination reactions, and reactions of biologically relevant functional groups.
Prerequisite: CHE-150 and CHE-150L
Corequisite: CHE-240L

CHE-240L ORGANIC CHEMISTRY LABORATORY 1
Introduction to fundamental experimental techniques of carbon-based molecules, including organic synthesis, purification and separation techniques, and theory and interpretation of infrared and nuclear magnetic resonance spectroscopy.
Corequisite: CHE-240

CHE-260 PHYSICAL CHEMISTRY I 2
This course is a continuation of the introduction to physical chemistry that began in CHE-220. Topics will include general principles of thermodynamics and equilibria, kinetics and solution dynamics, and an introduction to quantum mechanics as applied in chemistry and biochemistry. More specifically, students will study such topics as the dependence of Gibbs energy on temperature and pressure, mixtures and solutions, theories of reaction rates, the Schrodinger equation, molecular orbital theory, and a brief introduction to symmetry.
Prerequisite: CHE-220 and CHE-220L; MAT-119 or equivalent

CHE-270 FOUNDATIONS OF INORGANIC AND BIOINORGANIC CHEMISTRY 2

This foundation course in inorganic chemistry examines the behavior of the elements in an effort to identify and explain patterns on the periodic table. The course focuses on the approximately 28 elements with known roles in biochemical systems including iron, copper, zinc, Na+/K+ , Mg+2, and Ca+2. Topics include the toxicity of environmental pollutants and the often surprising toxicity of nutritionally required elements such as iron and copper. Recent discoveries and case studies are used to explain biochemical selectivity in a wide variety of systems; plant, animal and archaea.
Prerequisite: CHE-220 and CHE-220L

CHE-300 INTRODUCTION TO BIOCHEMISTRY 4

Fundamentals of biochemistry, including structure and function of biomolecules, enzyme kinetics, bioenergetics, catabolic and anabolic pathways, and regulation of biochemical processes. Fundamental biochemical laboratory techniques including spectroscopy, enzymology, chromatographic separations, and protein detection methods. (Cross-listed with BIO-300.)
(3 LEC, 1 LAB)
Prerequisite: CHE-240 and CHE-240L

CHE-301 MEDICAL BIOCHEMISTRY 4

Fundamentals of biochemistry topics with clinical significance for pre-medical students, including structure and function of biomolecules, enzyme kinetics, bioenergetics, catabolic and anabolic pathways, and regulation of biochemical processes. (Does not include a lab component; students may not receive credit for both BIO/CHE-301 and BIO/CHE-300.)
(Cross-listed with BIO-301.)
Prerequisite: BIO-111/111L and CHE-240/240L

CHE-305 MEDICAL BIOCHEMISTRY (POST-BACCAULAUREATE PROGRAM) 3

Fundamentals of of biochemistry topics with clinical significance for post-baccalaureate pre-medical students, including structure and function of biomolecules, enzyme kinetics, bioenergetics, catabolic and anabolic pathways, and regulation of biochemical processes.
Prerequisite: BIO-111/111L and CHE-240/240L

CHE-330 ANALYTICAL CHEMISTRY II 4

Advanced study of chemical instrumental analysis with an emphasis on understanding the major instrumental methods chemists use to study chemical phenomena. Techniques include absorption and emission spectroscopy, Fourier-transform infrared spectroscopy, mass spectroscopy, nuclear magnetic resonance spectroscopy, chromatography, and electrochemistry.
Prerequisite: CHE-230

CHE-335 ADVANCED ANALYTICAL CHEMISTRY LABORATORY 4

This laboratory course is a hands-on experimental experience investigating an original chemical analysis problem using a number of instrumental methods. The problems may be chemical, environmental, or biochemical in nature depending on student interests. Students will identify a scientific question, and formulate an experimental design and conduct experiments utilizing two or more departmental instruments such as the NMR, FTIR, GC, GC-MS, HPLC, FAAS. Students will also gain experience obtaining and preparing samples, analyzing and interpreting data, and drawing valid conclusions based on experimental results. (Cross-listed with PH-335.)
Prerequisite: CHE-230
Corequisite: CHE-330

CHE-340 ORGANIC CHEMISTRY II 3

This course is a continuation of CHE-240 and it continues the systematic study of the principal functional groups in organic compounds. Specific topics include the theory and chemical reactivity of conjugated and aromatic systems, the fundamentals of organic synthesis, and reactions of biologically relevant functional groups.
Prerequisite: CHE-240 and CHE-240L
Corequisite: CHE-340L

CHE-340L ORGANIC CHEMISTRY II LABORATORY 1

Project-based synthesis based laboratories including functional group analyses and reactions. Use of advanced instrumentation including nuclear magnetic resonance, infrared spectroscopy, and GC-MS are required for analysis of project results.
Prerequisite: CHE-240 and CHE-240L
Corequisite: CHE-340

CHE-350 MEDICINAL ORGANIC CHEMISTRY 4

Drug discovery and development is the study of how biological targets for new drugs are selected, and how appropriate drugs for those targets are identified and brought to market. It is an interdisciplinary subject that draws from biology, chemistry, and biochemistry to help us understand the interaction of a drug with a biological target, how the drug reaches its target in the body, and how it is eliminated once its function is achieved. Since a biologically active drug results from many years of experimental work in drug design and development, structure-activity relationships and drug structure optimization are topics also discussed in this course.
Prerequisite: CHE-240 and CHE-240L

CHE-360 PHYSICAL CHEMISTRY II 4

An advanced course that builds on concepts learned in the foundational physical chemistry courses (CHE-220 and CHE-260). Topics covered will include quantum mechanics, spectroscopy, and materials science.
Prerequisite: CHE-260

CHE-365 PHYSICAL CHEMISTRY LABORATORY 4

This is an in-depth laboratory based course that will allow students to study key experimental physical chemistry concepts, gain experience with equipment and instrumentation used in physical chemistry research, and increase their understanding of fundamental physical chemistry topics through hands on experiments. Topics will span the fields of thermodynamics, kinetics, and quantum mechanics and students will use a variety of scientific instruments and equipment. A significant amount of time will also be spent on data analysis and calculations.
Prerequisites: CHE-220 and CHE-220L; MAT-119 or equivalent

CHE-370 MODERN INORGANIC CHEMISTRY 4

This in-depth course introduces current theories of bonding, group theory and molecular symmetry, molecular and solid state structures, magnetism, stereochemistry and reaction mechanisms involving both main group elements and transition metals. Classes of molecules will include main group, metal, and hybrid clusters and the emerging field of molecular super-atoms. Descriptions of the bonding in such molecules will include Wade's Rules for clusters and molecular orbital descriptions of exotic molecules (e.g. the interstellar CH5 + and interstitial structures (e.g. He@C60).
Prerequisites: CHE-270, PHY-203

CHE-375 MODERN INORGANIC CHEMISTRY LABORATORY 4

This in-depth lab course focuses on the synthesis and spectroscopic characterization of inorganic and organometallic compounds and the correlation of structures with contemporary crystal field and ligand field theories. Target molecules will include examples of cluster structures such as organotransition metal metallocarboranes and their precursors along with traditional transition metal complexes. Synthesis techniques will focus on oxygen-free and microscale reactions. Students will prepare publication-ready lab reports that include budgetary and safety discussions.

Prerequisite: CHE-370

CHE-385 ADVANCED BIOCHEMISTRY AND MOLECULAR BIOLOGY 4

Advanced, project-based interdisciplinary course involving laboratory research and analysis of primary literature in the fields of biochemistry and molecular biology. (Cross-listed with BIO-385.) (3 LEC, 1 LAB)

Prerequisite: BIO-216/216L or CHE-300 (both are recommended)

CHE-410 DIRECTED READING 1-4

Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

CHE-440 DIRECTED RESEARCH 1-4

Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information. (NOTE: To satisfy the ACS-approved Chemistry major research requirement, students must obtain a total of 4 credits from work done in CHE-440 and/or CHE-450 experiences. In order for these credits to satisfy the research requirement, the CHE-440/450 courses must consist of chemistry laboratory research plus a detailed written report at the conclusion of each experience.)

CHE-450 INTERNSHIP 1-4

For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information. (NOTE: To satisfy the ACS-approved Chemistry major research requirement, students must obtain a total of 4 credits from work done in CHE-440 and/or CHE-450 experiences. In order for these credits to satisfy the research requirement, the CHE-440/450 courses must consist of chemistry laboratory research plus a detailed written report at the conclusion of each experience.)

CHE-490 SENIOR THESIS 4

A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

Classics

Megan O. Drinkwater, associate professor of classics
K. Scarlett Kingsley, assistant professor of classics
Emily Master, visiting assistant professor of classics

The classics curriculum at Agnes Scott is a carefully stepped approach that helps students learn and practice skills essential both for the evaluation of ancient Greece and Rome and their persistent influence on the world around us. Classics students learn to use a wide range of compelling textual and material remains and a variety of critical methodologies from a range of disciplines—anthropology, art history, history, literary studies, philosophy, political science, sociology—to examine the cultures of ancient Greece and Rome. Of primary importance to this study is careful engagement with languages of these periods, their historical context and individual writers. The study of Greek and Latin trains the mind to understand the nuances of language and thought in other contexts and disciplines as well and lays the groundwork both in terms of process and content for original research.

Training in research methods begins in the third semester of Greek and Latin, when students first read scholarly criticism of ancient texts, and progresses in the fourth semester, when they start to formulate their own research proposals. By the time they take an advanced language course, each student is ready to conduct research independently and to present it to her peers. A further aspect of the language program in Classics is its focus on team-based learning, mentoring by advanced students, and classroom leadership, as advanced students partner with fourth-semester students each Spring.

The department's courses taught in English take a similar approach especially in terms of research and presentation skills, introducing brief scholarly studies of topics in ancient history in all 100-level courses, requiring a primary source analysis or research proposal and presentation in all 200-level courses, and a fully developed research project in all 300-level courses. Classics students arrive at the capstone of their academic experience, the Senior Seminar, well prepared to craft a sophisticated and polished research project and presentation that addresses their specific interests as a student of classical antiquity.

The Classics program embraces Agnes Scott College's SUMMIT initiative primarily by making explicit what have long been key parts of its program—critical thinking, a global perspective across time and place, research skills, oral communication, and informational fluency. Our additional focus on effective teamwork and critical self-awareness make Classics an ideal setting for global learning and leadership development.

The department offers two majors and one minor. The Classical Languages major concentrates on language proficiency in both Greek and Latin supplemented by the study of the history and culture of ancient Greece and Rome. The Classical Civilization major and minor focus on the study of Greece and Rome through the history, literature, material remains, art, and philosophical thought of the period and advanced competence in either Greek or Latin. Students considering either major in classics are encouraged to take Greek or Latin in their first year.

Classics majors are strongly encouraged to participate in college-approved study-abroad programs. A special scholarship fund is available to support such classics-related travel.

Student Learning Outcomes

Students graduating with a Classical Languages major will demonstrate

- advanced competence in one classical language and competence in the other, with appropriate use of resources such as grammars, dictionaries, and commentaries, both print

and web-based, and including the ability to translate texts and situate them within their literary and historical contexts, both in writing and speaking;
- concise and thoughtful presentation both orally and in writing of literary and historical analysis, including identifying primary sources of information about Greece and Rome, recognizing and articulating the challenges of using these sources, accurately describing the contributions of other scholars, and integrating their perspectives as appropriate into one's own original research;
- general knowledge of the intellectual, cultural, historical, and political developments of Greece and/or Rome, their roles in creating a "globalized" society, and their contributions to ancient and modern social constructions, especially of race, class, and gender;
- awareness of their own intellectual process, strengths, and weaknesses; the ability to articulate, critique, revise, and defend their own ideas and those of others in constructive ways; the ability to work effectively and respectfully both individually and in groups.

Students graduating with a Classical Civilization major will demonstrate
- advanced competence in one classical language, with appropriate use of resources such as grammars, dictionaries, and commentaries, both print and web-based, and including the ability to translate texts and situate them within their literary and historical contexts, both in writing and speaking;
- concise and thoughtful presentation both orally and in writing of literary and historical analysis, including identifying primary sources of information about Greece and Rome, recognizing and articulating the challenges of using these sources, accurately describing the contributions of other scholars, and integrating their perspectives as appropriate into one's own original research;
- general knowledge of the intellectual, cultural, historical, and political developments of Greece and/or Rome, their roles in creating a "globalized" society, and their contributions to ancient and modern social constructions, especially of race, class, and gender;
- awareness of their own intellectual process, strengths, and weaknesses; the ability to articulate, critique, revise, and defend their own ideas and those of others in constructive ways; the ability to work effectively and respectfully both individually and in groups.

Requirements for the Classics Majors:

Classical Languages:
At least ten courses plus SUM-400
At least four courses in Greek and/or Latin above 201
At least two courses in each language (101-101 are only counted in one language)
Classical History and Culture 121 or 122
Classical Literature 332 or 396
Classical History and Culture 343 or 395
At least three other courses selected from Classics, Latin and Greek
Recommended courses outside the major that do not count toward the major are ART-201, PHI-206, PHI-321, and THE-322.

Classical Civilization:
At least ten courses plus SUM-400
At least one language course at the 300-level in Latin or Greek
Classical History and Culture 121 and 122
Classical Literature 332 or 396

Classical History 343 or 395
At least five other courses selected from Greek, Latin and Classics, including ART-201, PHI-206, PHI-321, and THE-322.

NOTE: The Agnes Scott depth standard requires a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Requirements for the Classical Civilization Minor:
Six courses in Greek, Latin or classics, at least one course at the 300-level.

Courses
Described below are the courses designated as Greek, Latin, and Classics. For other course descriptions, see Art, Philosophy, and Theatre, or the courses page on the Classics website.

Greek

GRE-101 ELEMENTARY GREEK I 4
The fundamentals of ancient Greek grammar with selected reading.
Offered in Alternate Years

GRE-102 ELEMENTARY GREEK II 4
Readings from Greek authors, especially New Testament writers.
Prerequisite: GRE-101 or two entrance credits
Offered in Alternate Years

GRE-211 INTERMEDIATE GREEK I 4
Readings from Greek literature, usually prose. Authors may include Herodotus, Longus, Lysias, and/or Plato, among others.
Prerequisite: GRE-102 or departmental permission
Offered in Alternate Years

GRE-212 INTERMEDIATE GREEK II 4
Readings from Greek literature, usually poetry. Authors may include Aristophanes, Euripides, Homer, Sappho, and/or Sophocles, among others.
Prerequisite: GRE-211 or departmental permission
Offered in Alternate Years

Literature courses in Greek beyond the second year are not routinely offered at Agnes Scott. Students who wish to continue their study of Greek for a third year or to complete the Classical Civilization major with Greek as their language are encouraged to take Greek through the ARCHE agreement at Emory University. Students who wish to study Greek in their fourth year of study may join GRE-211 and/or GRE-212 at an advanced level by enrolling in GRE-311 or 312.

GRE-311 GREEK PROSE 4
Readings from Greek prose. Authors may include Herodotus, Longus, Lysias, and/or Plato, among others, representing the genres of History, Ancient Novel, Oratory, and Philosophy.
Prerequisite: GRE-211 and 212 or departmental permission

GRE-312 GREEK POETRY 4
Readings from Greek poetry. Authors may include Aristophanes, Euripides, Homer, Sappho, and/or Sophocles, among others, representing the genres of Comedy, Tragedy, Epic and Lyric.
Prerequisite: GRE-211 and 212 or departmental permission

GRE-350 ADVANCED READING COURSE 2-4
Selections from Greek prose and poetry not covered in other courses, chosen to meet the needs of individual students.
Prerequisite: GRE-211 and 212 or departmental permission

Latin

LAT-101 ELEMENTARY LATIN I 4
Fundamentals of Latin grammar with selected reading.

LAT-102 ELEMENTARY LATIN II 4
Fundamentals of Latin grammar with selected reading.
Prerequisite: LAT-101 or two entrance credits

LAT-201 INTERMEDIATE LATIN I 4
Review of Latin grammar with readings from Apuleius or other Latin prose authors.
Prerequisite: LAT-102 or three entrance credits

LAT-202 INTERMEDIATE LATIN II 4
Readings of Latin poetry. Authors may include Catullus, Virgil, and/or Ovid, among others.
Prerequisite: LAT-201 or departmental permission based on placement list

Literature courses in Latin are offered at the 200 and 300 levels. Students in both levels meet at the same time but are assessed according to different syllabi. The prerequisite for all Latin 200-level courses beyond 202 is LAT-202. The prerequisite for all 300-level courses is one 200-level course beyond LAT-201. Exceptions to the prerequisites may be granted by the department chair. Courses at the 300-level may be repeated with permission of the instructor. The courses taught each year will be chosen from the list below according to the needs and interests of students and professors.

LAT-211/311 LATIN PROSE 4
Readings from Latin prose. Authors may include Cicero, Pliny, Sallust, Senece, or Tacitus, among others, representing the genres of Oratory, Letters, Philosophy, and History.
Generally Offered in Alternate Years

LAT-213/313 SUNOIKISIS INTER-CAMPUS COURSE 4
This course offers a unique collaborative experience for undergraduates. In addition to regular class meetings, each course includes weekly live-streamed lectures from an expert in the subject and other faculty teaching the course at their own institutions.
Generally Offered in Alternate Years

LAT-214/314 LATIN LITERATURE 4
Readings from Latin prose and poetry, organized around a theme of particular interest to faculty and students. May be repeated when the topic changes.

LAT-302 LEADERSHIP THROUGH LATIN POETRY 4
Readings of Latin poetry, with practice in leadership skills through peer mentoring, group facilitation, and leading class discussions. Authors may include Catullus, Ovid, or Virgil, among others. May be repeated when the topic changes.
Offered every Spring

LAT-350 ADVANCED READING COURSE 2-4
Selections from Latin prose and poetry, not covered in other courses, chosen to meet the needs of individual students.
Prerequisite: LAT-202 and the department's permission

Classical History and Culture In English

All classical history and culture courses are taught using sources translated into English and do not require knowledge of Greek or Latin.

CLA-121 GREEK CIVILIZATION 4
The literature, people and ideas of the ancient Greeks from Bronze Age to Hellenistic times, including the basic outline of events with methods for understanding history and culture. (Cross-listed with HIS-121.)
Offered in Alternate Years

CLA-122 ROMAN CIVILIZATION 4
The development of Roman institutions from the Etruscan period through Constantine's adoption of Christianity as evidenced from literature, art and archaeology, including the basic outline of events with methods for understanding history and culture in constructing Roman social history. (Cross-listed with HIS-122.)
Offered in Alternate Years

CLA-243 SEXUALITY, GENDER, AND POWER IN GREECE AND ROME 4
This course examines sexuality and gender as discourses of power in Greece and Rome through a variety of primary literary and material culture sources. Simultaneously, it will introduce modern scholarly approaches to these issues, including Foucauldian analysis; feminist theory; queer studies; and gender theory. (Cross-listed WS-243.)
Offered in Alternate Years

CLA-295 TOPICS IN CLASSICAL STUDIES 4
This course examines topics in the history and culture of ancient Greece and Rome, with emphasis on historical, political, and cultural developments and their presentation in ancient and modern texts. May be repeated when the topic changes.

CLA-343 SEXUALITY, GENDER, AND POWER IN GREECE AND ROME (ADVANCED LEVEL) 4
Advanced study of sexuality and gender as discourses of power in Greece and Rome through a variety of primary literary and material culture sources. Simultaneously, the course will introduce modern scholarly approaches to these issues, including Foucauldian analysis; feminist theory; queer studies; and gender theory. (Meets with CLA-243, and students may choose to take the course as 243 or 343, but not both.)
Offered in Alternate Years

CLA-395 TOPICS IN CLASSICAL STUDIES 4
This course examines topics in the history and culture of ancient Greece and Rome, with emphasis on historical, political, and cultural developments and their presentation in ancient and modern texts. Recent offerings include Racism (or not) in Classical Antiquity and Roman Law. May be repeated when the topic changes.
Prerequisite: Any Classics course or permission of instructor
Offered in Alternate Years

CLA-410 DIRECTED READING 1-4
Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

CLA-440 DIRECTED RESEARCH 1-4
Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

CLA-450 INTERNSHIP 1-4

For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information

CLA-490 SENIOR THESIS 4

A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

Classical Literature in English

All classical literature courses are taught using sources translated into English and do not require knowledge of Greek or Latin.

CLL-232 MYTHOLOGY 4

The study of Classical Mythology as a dynamic and evolving system, focusing primarily on literary sources, including modern retellings of myths of Greece and Rome.
(Cross-listed with CLL-332.)
Offered in Alternate Years

CLL-332 MYTHOLOGY 4

Advanced study of Classical Mythology as a dynamic and evolving system, focusing primarily on literary sources, including modern retellings of myths of Greece and Rome. (Cross-listed with CLL-232.)
Offered in Alternate Years

CLL-396 TOPICS IN CLASSICAL LITERATURE 4

This course examines topics in the literature of ancient Greece and Rome, with emphasis on historical and cultural background, literary genres and criticism, and/or the influence of classical literature on later periods. Recent offerings include "Disease and Disability" and "Origins of Freedom." May be repeated when the topic changes.
Prerequisites: Any 200-level literature course in any language & literature department; or one course in CLL, GRE, or LAT.
Offered in Alternate Years

Economics and Business Management

Faculty

Laquita Blockson, faculty director of social innovation and visiting associate professor of business management
Rosemary T. Cunningham, Hal and Julia T. Smith Chair of Free Enterprise
Amy Breidenthal, Gail Savage Glover ’66 and Marion B. Glover Assistant Professor of Business Leadership
Ruth Uwaifo Oyelere, associate professor of economics
Li Qi, professor of economics
Patricia Higino Schneider, associate professor of economics
Thomas E. Will, associate professor of economics and organizational management

Economics is the study of ways in which individuals, groups, and nations combine scarce resources to produce, exchange, and consume goods and services. Within this context, unemployment, inflation, and poverty are among the most important issues facing society. The economics curriculum helps students understand the basic theories that explain such problems and examines the various ways in which they might be alleviated. The department offers courses in economic theory as well as a variety of electives, including international, monetary, and financial economics.

In addition to the traditional economics major, students who plan graduate study in economics should double-major in economics and mathematics.

The Business Management major focuses on organizing and managing as general phenomena that people experience in a wide variety of social and institutional settings. It emphasizes the study of how individuals and organizations behave, which is at the heart of the liberal arts. The knowledge and skills learned through Business Management courses prepares students to contribute effectively to a variety of organizations, including non-profit, government, and entrepreneurial ventures as well as traditional corporations, and more importantly for leadership in these organizations.

Economics and Business Management are two separate disciplines. Students may choose to double major, or major and minor, in both disciplines but will have to fulfill the requirements for both majors or for the major/minor subject to all other college regulations regarding counting the same courses toward two majors/minors. Students who choose this option should consult with faculty in the department regarding the proper courses to take.

Student Learning Outcomes

Students graduating with an Economics major will be able to

- identify the role of supply and demand in a market economy and the necessary conditions for market economies to function well;
- discuss the advantages and limitations of a market system and the role of prices in achieving efficiency;
- have a working understanding of regulatory, fiscal and monetary policy;
- identify policy options and assess the likelihood they would improve economic growth and efficiency;
- apply economic theory to a range of economic problems and effectively communicate their analysis;
- demonstrate the ability to define and analyze economic problems using graphical, algebraic, and statistical methods;
- identify the benefits and costs of a global economy;

- undertake basic research, including conducting a survey of the literature, gathering and analyzing data, interpreting results, and drawing policy implications.

Students graduating with a Business Management major will be able to

- think analytically about organizational problems and solutions;
- think creatively about organizational problems and solutions;
- identify and critique assumptions about human organizing;
- understand the processes by which knowledge about organizations is produced;
- understand how the structuring of knowledge about organizations privileges and marginalizes different stakeholders;
- assess personal strengths and weaknesses;
- understand and interact effectively with other people;
- formulate and support written arguments;
- communicate orally about organizations and organizing.

Requirements for the Economics Major:
Economics 104, 105, 206, 207, 338, and 400
One course in calculus (MAT-118 or higher)
Four courses at the 300 or 400 level (excluding BUS-370 and ECO/BUS-450 internships)
A major in economics requires a minimum of 40 credits in economics. Economics 104 and 105 may not be taken concurrently. One course in statistics is a prerequisite for ECO-338 (ECO-215, MAT-115, MAT-328 or PSY-206)

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Requirements for the Economics Minor:
Economics 104, 105, 338, and either 206 or 207
Three courses at the 300-level
Economics 104 and 105 may not be taken concurrently. One course in statistics is a prerequisite for ECO-338 (ECO-215, MAT-115, MAT-328 or PSY-206)

Requirements for the Business Management Major:
Each of the following six courses is required:
ECO-104, 105, and 215
BUS-202, 211, and 401
Three of the following ten courses are required:
BUS-212, 225, 230, 240, 270, 295, 320, 327, 340, 350, 360, 370
One of the following eight courses is required:
BUS-205, 210
ECO-303, 309, 338, 346, 351, 352

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Requirements for the Business Management Minor:
Each of the following three courses is required:
BUS-202, 211, and 401
Two of the following ten courses are required:
BUS-212, 225, 230, 240, 270, 295, 320, 327, 340, 350, 360, 370

Courses

Economics

ECO-104 INTRODUCTION TO MACROECONOMICS 4
Macroeconomics examines aggregate aspects of the economy. Topics covered include economic growth, the business cycle, unemployment, inflation, and interest rates. International topics covered include balance of payments and exchange rates.

ECO-105 INTRODUCTION TO MICROECONOMICS 4
Microeconomics studies how individuals and firms allocate scare resources via markets. In addition to an introduction to microeconomics, this course examines topics such as monopoly and competition, taxes and government interventions in the economy, and international trade.

ECO-206 MICROECONOMICS 4
Advanced study of the operation of markets with emphasis on consumer-demand theory, theory of the firm, differing market structures, and the pricing and employment of inputs. General equilibrium and the role of the government in markets are discussed.
Prerequisite: ECO-104, ECO-105, and a course in calculus

ECO-207 MACROECONOMICS 4
General model is developed to analyze theories of inflation and unemployment. Evaluation of theoretical bases for different monetary and fiscal policies.
Prerequisite: ECO-104 and ECO-105 (MAT-118 strongly recommended)

ECO-215 STATISTICS FOR BUSINESS AND ECONOMICS 4
Introduction to the basic concepts of statistical analysis used in business and economics, including descriptive statistics, probability, binomial and normal distributions, sampling distributions, statistical inference, estimation, hypotheses testing, linear regression, and an introduction to the use of statistical software packages.
Prerequisite: ECO-104 or ECO-105

ECO-303 LABOR ECONOMICS 4
Study of how wage and employment levels are determined. The course will stress the application of economic theory to important policy issues such as immigration, executive compensation, unions, minimum wage laws, welfare policies, occupational health and safety standards, and antidiscrimination policies.
Prerequisite: ECO-105 (ECO-206 recommended)

ECO-309 MONEY, BANKING AND FINANCIAL MARKETS 4
Evolution of the banking system and financial markets and related issues of public policy. Analysis of monetary policy and its impact on economic activity.
Prerequisite: ECO-104 (ECO-207 recommended)

ECO-330 POVERTY, INEQUALITY AND DISCRIMINATION 4
This seminar examines selected topics on poverty, inequality and discrimination. Topics include the measurement, extent and causes of poverty in the U.S. and around the world; race and sex discrimination in the workplace; and changes in the distribution of income and wealth. Special attention is focused on policy issues including affirmative action, the minimum wage, and welfare reform.
Prerequisite: ECO-105, one course in statistics (ECO-338 recommended)

ECO-334 ECONOMIC DEVELOPMENT 4

Historical patterns and contemporary theories of economic development are used to clarify major issues such as the distribution of income, stabilization policy, and problems of trade and finance.

Prerequisite: ECO-104, ECO-105

ECO-338 ECONOMETRICS 4

Study of sampling, statistical significance, correlation, and regression analysis with emphasis placed on their application to economic problems.

Prerequisite: ECO-104, ECO-105, and one course in statistics

ECO-345 HEALTH ECONOMICS 4

This course analyzes the economics of health care in the United States with a focus on health policy. Topics include obesity, smoking, and insurance. (Cross-listed with PH-345)

Prerequisite: ECO-105 (ECO-206 recommended)

ECO-346 BEHAVIORAL ECONOMICS AND FINANCE 4

Study of how we enhance understanding of economic and finance theories and real economic phenomena with a behavioral approach. Students will participate in laboratory experiments to explore various topics (competitive markets, bargaining, risk and decision making, auctions, and asset markets.)

Prerequisite: ECO-105

ECO-351 INTERNATIONAL TRADE 4

This course introduces the basics and theory of international trade. Students will discuss various trade models, the welfare and distributional effects of free trade among countries, trade policy instruments, reasons for limiting trade, and economic integration.

Prerequisite: ECO-105

ECO-352 INTERNATIONAL FINANCE 4

This course will introduce the basics and theory of international finance. We will discuss the balance of payments, functioning of foreign exchange markets, automatic and policy adjustments in the balance of payments, coordination of national economic policies, and international monetary system.

Prerequisite: ECO-104

ECO-353 INTERNATIONAL ECONOMIC INSTITUTIONS 4

This course will discuss the role of international economic institutions in promoting trade, development, and financial stability in the global economy. It will focus on three main institutions: the International Monetary Fund, the World Bank, and the World Trade Organization.

Prerequisite: ECO-104 and ECO-105

ECO-400 SENIOR SEMINAR IN ECONOMICS 4

Overview of research methods and analysis of a set of current economic policy issues, with emphasis on the completion of a student-designed research project. Open only to senior majors and minors in economics and in economics and business.

Prerequisite: ECO-206, ECO-207, ECO-338, and Senior standing

ECO-410 DIRECTED READING 1-4

Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

ECO-440 DIRECTED RESEARCH 1-4

Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

ECO-450 INTERNSHIP 1-4

For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

ECO-490 SENIOR THESIS 4

A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

Business Management

BUS-201 PERSONAL FINANCE **2**

This course will help students understand the time value of money, financial planning, personal investing, budgeting, tax planning, real estate financing, credit management, insurance protection, and retirement planning that provide a foundation for making informed financial decisions.

BUS-202 ORGANIZATIONAL BEHAVIOR 4

This course will apply concepts from economics, sociology, psychology, and social psychology to organizational problems that managers and employees face at work. This course is designed to teach students the elements of individual, group, and organizational influences on human behavior in organizations and the impact that behavior has on individual and firm performance. Promoting a strategic approach to organizational behavior, the course will cover a broad range of issues and challenges faced in effectively managing individuals and groups. Some of the course topics include creating an environment for success, managing diversity, leading others, motivating and rewarding individuals and groups, improving work performance, understanding work teams, making decisions, and coping with organizational life. The instructor will utilize a hybrid lecture, discussion, problem-solving/critical analysis, and experiential learning framework to address these topics.

BUS-205 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY 4

Explores how people think and behave at work from industrial/organizational perspectives. The industrial perspective examines the theory and practice of selection, training and evaluation of workers; organizational perspective investigates employee satisfaction, motivation, leadership and cooperative processes. (Cross-listed with PSY-205.)
Prerequisite: PSY-101 or PSY-102

BUS-210 INVESTMENTS 4

The importance of financial investments to the economy. The structure of different markets and the theories behind the pricing of certain assets explored. Students manage a hypothetical portfolio for the duration of the semester.

BUS-211 FINANCIAL ACCOUNTING 4

An introduction to the principles of accounting theory and the application of these principles in business and government to record business transactions and journal entries.
Prerequisite: Sophomore standing or higher, or permission of the instructor.

BUS-212 MANAGERIAL ACCOUNTING 4

Builds on concepts developed in BUS-211. Concentration is on the development and use of accounting information within the organization to make managerial decisions.
Prerequisite: BUS-211

BUS-222 ECONOMICS AND BUSINESS MANAGEMENT SUMMER INTERNSHIP 2

Online supervised field experience in economics, business, or non-profit. In addition to placement activities, students engage in online academic work that facilitates analysis of both the internship experience and post-college career strategies. Students will spend a minimum of 130 hours of work in an approved internship over the course of the summer. Students take the course during the summer that they do the internship. Approval and internship course paperwork approved by the Office of Internship and Career Development is required for registration. See the Special Curricular Opportunities section for more information.

BUS-225 BRIDGE TO BUSINESS 6

Intensive three-week course introducing core business functional areas. Explores the defining assumptions, methods, and concerns of such disciplinary domains as accounting, finance, marketing, and management. Classes conducted in August on the campus of Georgia Tech's Scheller College of Business.(No prerequisites or corequisites; application required; taught by multiple professors every summer.)

BUS-230 BUSINESS LAW 4

A study of the social, ethical, economic, and political issues that affect the legal environment of business. Topics will include our legal heritage, critical legal thinking, contracts, torts, intellectual property, negotiable instruments, bankruptcy, agency, and government regulation.

BUS-240 BUSINESS AND SOCIETY 4

Investigates business' social and ethical responsibilities to both external and internal stakeholder groups. Topics include personal and organizational ethics, business' relations with government, consumers, the environment and the community; and employee rights, employment discrimination and affirmative action.

BUS-270 ADAPTIVE LEADERSHIP 4

Leadership is often understood to mean setting forth a vision and motivating others to join in the pursuit of that vision. Adaptive Leadership is something altogether different. Adaptive Leadership aims to enhance the group's capacity to itself identify and engage difficult challenges. Exercising Adaptive Leadership entails stepping into unknown space, taking people out of their comfort zones, questioning deeply-held group beliefs, and confronting losses associated with change. This course prepares students to exercise Adaptive Leadership by helping them appreciate the important distinction between leadership and authority and understand the complex relationship between individual action and collective capacity. Students will explore tensions associated with paradoxical pressures on leaders to be decisive and to be experimental, to be persuasive and to encourage group voice, to be an expert and to know the limits of one's expertise, to be accountable and to give the work back to the group, to be positive and to tolerate discomfort, and to be authentic and to be multiple. This course employs case-in-point teaching methodology to turn the classroom itself into a leadership laboratory.

BUS-295 TOPICS IN BUSINESS MANAGEMENT 4

Critical examination of a specific topic in business management, for example, "Negotiations." Topics vary from year to year, and the course may be repeated for credit when the content changes.
Prerequisite: Sophomore standing or higher or permission of instructor

BUS-320 NONPROFIT ORGANIZATIONS 4

An introduction to nonprofit organizations. Topics will include the history of the nonprofit sector and its place in society, the formation and governance of nonprofit organizations, financial analysis and performance measurement, and social enterprise.
Prerequisite: BUS-211

BUS-327 ORGANIZATION THEORY 4

Examines diverse perspectives on organizations and organizing. Topics include behavioral, institutional, population ecology, resource dependence, agency, transaction cost, structuration, complexity, critical and garbage can theories.
Prerequisite: BUS-202

BUS-340 LEADERSHIP IN ORGANIZATIONS 4

This course provides a managerial perspective on leadership in organizations. Emphasis is placed on understanding the differences between Leadership and Management in areas that include: definition, communication, team building, exercising influence, decision-making, and conflict management. It will include an overview of the history of leadership, how to distinguish Managerial vs. Leadership practices, when and how to use both effectively, as well as the ethical and cultural issues leaders face in the modern work place. The instructor will utilize a hybrid lecture, discussion, problem-solving/critical analysis, and experiential learning framework to address these topics.
Prerequisite: Sophomore standing or permission of instructor

BUS-350 ENTREPRENEURSHIP 4

This course analyzes such core elements of the entrepreneurial process as idea generation, opportunity recognition, feasibility analysis, business model creation, resource marshalling, and growth. In addition to these technical aspects of entrepreneurship, this course explores as well the importance of purpose, passion, and fulfillment. This course is designed for students from all majors who have an interest in entrepreneurship.
Prerequisite: Sophomore standing or permission of instructor

BUS-360 DIVERSITY IN ORGANIZATIONS 4

This course applies concepts from organizational behavior, sociology, psychology, and social psychology to increase understanding of the concept of diversity in organizations. The purpose of this class is to introduce students to theoretical and practical ideas about diversity in organizations, reduce discrimination, and increase fairness and equality to employees, applicants, and customers. It will improve students' abilities to understand and address diversity as managers and employees. We will discuss research that is relevant to business organizations and learn about historical bases of diversity in the U.S. and in U.S. organizations. We will explore international diversity, intra-national diversity, legislation related to diversity, as well as various trends in diversity management. This is not a diversity-training course. However, some course concepts will be useful for those interested in diversity training. The instructor will utilize a lecture, discussion, problem-solving/critical analysis, and experiential learning framework to address these topics.
Prerequisite: Sophomore standing or permission of instructor

BUS-370 ECONOMICS AND BUSINESS MANAGEMENT INTERNSHIP 4

Supervised field experience in economics, business, or non-profit. In addition to placement activities, students attend a weekly seminar to discuss relevant readings and experiences. Students will spend an average of at least 10 hours each week (that is, at least 130 hours over the course of the 13-week semester) on-site with an organization. Students do the internship during the semester they take the course. Approval and internship course paperwork approved

by the Office of Internship and Career Development is required for registration. See the Special Curricular Opportunities section for more information. Students may not take BUS-370 more than once.

BUS-401 SENIOR SEMINAR IN STRATEGIC MANAGEMENT 4

An overview of the determinants of firm performance. Examines relationships between strategy, structure and environment from both positional advantage and distinctive competencies perspectives. Focal topics include differentiation, cost leadership, alliances, vertical integration, outsourcing, acquisitions, diversification, multimarket contact and corporate governance. Prerequisite: BUS-202 and BUS-211 and Junior or Senior standing

BUS-410 DIRECTED READING 1-4

Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

BUS-440 DIRECTED RESEARCH 1-4

Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

BUS-450 INTERNSHIP 1-4

For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

BUS-490 SENIOR THESIS 4

A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

Education

Faculty

Lesley Coia, professor of education
Gordon Malcolm Emert Jr., professor of education

Education is central to questions of human flourishing and issues of social and economic justice: it is one of the primary social concerns of the 21st century. The education department offers a minor in educational studies.

The minor in Educational Studies provides an opportunity to think critically about education and the role it plays in developing, maintaining, and extending opportunities for personal, social, and economic well-being. The study of education is premised on the idea that teaching is an art form and education is a social and political act that has the potential to transform individuals and society. The minor will be of interest to any student interested in learning, teaching, and wider questions of educational policy and practice.

The Educational Studies minor has been designed to meet the needs of students who are interested in exploring systems of education and individual educational experiences in the United States and other countries. While the minor does not lead to teacher certification, it provides the foundation for seeking certification through a teacher alternative preparation program (TAPP) or a master of arts in teaching (M.A.T.) program.

By combining an Educational Studies minor with one of Agnes Scott's liberal arts majors (examples include English, history, biology, chemistry, mathematics, French, Spanish), students can pursue a secondary education teaching career either through an alternative preparation route, which allows candidates to begin teaching in the fall following spring graduation, or by enrolling in an M.A.T. program.

Given the college's aim to provide courses that complement many student interests, we encourage students to select courses from the Educational Studies minor to widen their educational experience at Agnes Scott and to provide a different perspective on their own education.

Requirements for the Educational Studies Minor:

A minor in Educational Studies may be earned by completing EDU-210 and four additional courses for a minimum of five courses. All of these courses must be taken at Agnes Scott and at least two must be at the 300 level or above.

Courses

EDU-125 DIGITAL STORYTELLING 4

Introduction to digital storytelling--the development of media-rich narratives created with selected productivity tools, such as film and audio editing software. Course projects focus on the educational uses of digital stories. Course may be taught in a hybrid or online format. (Cross-listed with ENG-125.)

EDU-210 UNDERSTANDING LEARNERS: AN INTRODUCTION TO EDUCATIONAL STUDIES 4

Addresses issues in learning theory, teaching as an art form, global and multicultural models of education, the role of technology in education, and the philosophy of education. Includes field experience. Background check required.
Prerequisite: Sophomore standing required

EDU-212 THE ARTS IN EDUCATION 4

Exploration of the role the fine arts play in educational settings, particularly elementary, and secondary schools, with an emphasis on the cultural implications for current philosophies and practices that often marginalize the arts and arts-based instructional strategies.

EDU-215 INTRODUCTION TO ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) 4
An introduction to the socio-cultural, linguistic, and pedagogical dimensions of ESOL (English for Speakers of Other Languages). Students will explore global approaches to ESOL pedagogies with a focus on the impact of cross-cultural experiences on learning. Field experience required.
Prerequisite: One course in Education or permission of instructor

EDU-217 SCHOOLS AND SOCIETY 4
Education in cross-cultural perspective. The role of education in the transmission of values and culture. The conflict between family and school. The inequality of educational opportunity. (Cross-listed with SOC-217.)
Prerequisite: SOC-101 or ANT-101

EDU-220 DIVERSITY, DEMOCRACY AND EDUCATION 4
The study of models of education that respect human diversity especially as these relate to ethnic, cultural, gender, class, and linguistic identity. Examination of how the conception of diversity informs transformative educational policy and practice. (Cross-listed with WS-223.)

EDU-225 DIGITAL LITERACIES 4
Topics vary by semester, but generally focus on the following global themes: social justice issues in education, human rights and education, gender studies in education, educational reform movements, educating for change, and the socio-cultural and socio-political dimensions of education. Course projects focus on multi-literacies and incorporate current technology tools (filmmaking, digital recording, digital photography, and website development, for example) to explore course topics. May be offered in a hybrid format.

EDU-315 COMPARATIVE EDUCATION 4
The study of education systems in various countries. Particular attention will be paid to gender, race, class, and schooling. The focus of the course will be on the role education can and does play in addressing issues of social justice.

EDU-320 LITERATURE FOR CHILDREN AND YOUNG ADULTS 4
In-depth examination of the themes that permeate current offerings from the world of publishing for children and young adults, with emphasis on the following topics: literary theory, cultural representation, censorship issues, aesthetics, bibliotherapy, and pedagogical implications. May be taught in hybrid format. (Cross-listed with ENG-320.)

EDU-325 PRIMARY RESEARCH IN EDUCATIONAL SETTINGS 4
Introduction to qualitative methods of educational research. Students will develop a research proposal and carry out the initial phase of the project. Topics for research vary by semester.

EDU-330 GENDER AND EDUCATION IN GLOBAL PERSPECTIVE 4
Focuses on the intersection of education and gender, drawing on interdisciplinary research in global development and gender studies. Examines theoretical perspectives, policies, and strategies for making education more equitable globally. (Cross-listed with WS-330.)
Prerequisite: 1 course in Education or permission of instructor

EDU-380 TEACHING EXCEPTIONAL CHILDREN 4
Introduction to special needs, including child development and intelligence, major areas of exceptionality, identification of learners with special needs. Introduction to other learner differences including race, class, gender, ethnicity, and first language. Adapting curriculum and

instruction for diverse needs. Includes field experience. Course may be taught in a hybrid or online format.
Prerequisite: EDU-210

EDU-385 RELIGION, EDUCATION, AND ACTIVISM 4
In this course we will explore, through historical and current justice issues, the educational theories and practices of religious organizations, and grassroots movements for social change. Students will also engage and gain competence in the practice of human rights education through a variety of models of liberatory educational practices, including popular education, theatre for social change, community-based living, participatory action research, and movement building. (Cross-listed with REL-385.)
Prerequisite: one course in either Religious Studies or Education

EDU-410 DIRECTED READING 1-4
Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

EDU-415 RADICAL PEDAGOGIES: EDUCATING FOR SOCIAL JUSTICE 4
Exploration of alternative pedagogies, representing various theoretical views about the aims and purposes of education. Emphasis on topics such as the critique of current educational systems and models, sociocultural beliefs about schools and schooling, critical pedagogy, and education as transformational practice, particularly with respect to issues of justice.

EDU-440 DIRECTED RESEARCH 1-4
Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

EDU-450 INTERNSHIP 1-4
For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

EDU-490 SENIOR THESIS 4
A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

English

Faculty

Lauren Albin, visiting assistant professor of English
Charlotte Artese, professor of English
Christine S. Cozzens, vice president for academic affairs and dean of the college, and Charles A. Dana Professor of English
James K. Diedrick, professor of English
Melissa Faye Greene, distinguished writer in residence
Alan Grostephan, assistant professor of English
Waqas A. Khwaja, professor of English
Robert Meyer-Lee, associate professor of English
Kamilah Moon, assistant professor of English
Jamie Stamant, visiting assistant professor of English
Nicole Stamant, associate professor of English
Willie Tolliver, professor of English

The English department promotes incisive, well-informed, and humane study of the English language and literatures in English. We also promote reflective, innovative, and skillful development of students' critical and creative writing. In pursuit of these goals, we teach critical reading, thinking, and writing about language and literature; we value imaginative, original, and well-developed interpretations of literature; and we work throughout our curriculum to improve students' ability to construct convincing arguments about their textual interpretations. Our courses expose students to a broad range of critical approaches to literature and language and strongly encourage awareness of their own and others' critical and cultural assumptions. In creative writing courses, students are encouraged to be aware of and articulate about their approaches to their craft, to realize their potential as critical and creative writers, and to discover the power of revision to deepen their thinking and move their works toward excellence. We alert students to the potential abuses of language and literature as instruments of social oppression, as well as to their value as sources of pleasure, understanding, and positive change. In a broader way, we foster the attitude that the study of literature, in the contexts of the cultures producing it and reading it, is food for the moral sense and an energizing force behind the activity of social change.

In English 110, The Craft of Writing, first-year students sharpen their writing skills and improve as critical and analytical readers. The department also runs the Center for Writing and Speaking, where students at any level can go to trained tutors for help with papers, other written assignments and oral presentations.

There are two concentrations or majors within the department: the major in English literature, which focuses on the academic study of literature, and the major in English literature-creative writing, which allows the student to develop artistic craft in the context of the academic study of literature. Students majoring in English take courses emphasizing both breadth and depth of knowledge and addressing a variety of literary periods, genres, and creative approaches. They may compose their program with a specific focus in mind or aim at a broad and balanced course of literary or creative study. A student may also plan a program of concentrated study in which they emphasize their major interests in literature or creative writing and chooses related courses from other disciplines (for example, Africana studies, medieval studies, or literature and politics.) English majors may participate in both credit and noncredit internships, in faculty-led Global Study Tour courses, and in any other college-approved study-abroad program.

Student Learning Objectives

A student who graduates with a major in English literature will be able to

- demonstrate knowledge and understanding of major and significant texts and traditions of literatures written in English;
- analyze literary works and movements demonstrating knowledge of style, language, conventions, and historical, social, and cultural context;
- evaluate works of literary criticism and theory and employ them in the analysis of literature;
- construct thoughtful, well-researched, and original interpretations and arguments about literature and its contexts in written and oral forms;
- apply understanding and knowledge gained from the study of literature to other disciplines, problems, and contexts.

In addition to the outcomes noted above, a student who graduates with a major in English literature—creative writing will be able to

- analyze and interpret works from at least two creative genres (poetry, fiction, nonfiction, and dramatic writing) with an understanding of process, language, and form;
- engage in a creative process that incorporates research, revision, and attention to form, audience, language, and context;
- write with insight, proficiency and originality in at least two creative genres (poetry, fiction, nonfiction, and dramatic writing);
- respond to peers' creative works with thoughtful criticism that supports the writer's process of revision; incorporate thoughtful criticism in the process of revising creative work;
- apply understanding and knowledge gained from the study of creative writing to other disciplines, problems, and contexts.

Requirements for the English Majors:

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

English Literature:

The English literature major requires a minimum of 10 and a maximum of 14 courses. (110 does not count toward the major.)

Program of study must include 280, 480, at least two 200-level literature courses, and at least four 300-level courses. Two literature courses (either 200-level or 300-level) must focus primarily on materials before 1800 (denoted pre-1800), and two literature courses (either 200-level or 300-level) must focus on materials after 1800 (denoted post-1800).

English Literature-Creative Writing:

The English literature-creative writing major requires a minimum of 10 and a maximum of 14 courses. (ENG-110 does not count toward the major.)

Program of study must include 280, 481, at least two 200-level literature courses, and at least two 300-level literature courses. Two literature courses (either 200-level or 300-level) must focus primarily on materials before 1800 (denoted pre-1800), and two literature courses (either 200-level or 300-level) must focus on materials after 1800 (denoted post-1800.) The creative-writing component of the major requires a minimum of four creative-writing courses, including at least two at the 300-level and courses in at least two genres. Students who major in English Literature-Creative Writing may not minor in English.

Learning Objectives for the English Majors:

English literature

A student who graduates with a major in English literature will be able to

- demonstrate knowledge and understanding of major and significant texts and traditions of literatures written in English;
- analyze literary works and movements demonstrating knowledge of style, language, conventions, and historical, social, and cultural context;
- evaluate works of literary criticism and theory and employ them in the analysis of literature;
- construct thoughtful, well-researched, and original interpretations and arguments about literature and its contexts in written and oral forms;
- apply understanding and knowledge gained from the study of literature to other disciplines, problems, and contexts.

English literature-creative writing

In addition to the outcomes noted above, a student who with a major in English literature-creative writing will be able to

- analyze and interpret works from at least two creative genres (poetry, fiction, nonfiction, and dramatic writing) with an understanding of process, language, and form;
- engage in a creative process that incorporates research, revision, and attention to form, audience, language, and context;
- write with insight, proficiency and originality in at least two creative genres (poetry, fiction, nonfiction, and dramatic writing);
- respond to peers' creative works with thoughtful criticism that supports the writer's process of revision; incorporate thoughtful criticism in the process of revising creative work;
- apply understanding and knowledge gained from the study of creative writing to other disciplines, problems, and contexts.

Requirements for the English Minor:

A minor in English requires at least six English courses (ENG-110 does not count toward the minor), at least two at the 300-level.

The student may design a program that reflects a particular interest or emphasis, such as a focus on a genre or literary period. The program must be approved by the English department chair. Students who major in English Literature-Creative Writing may not minor in English.

College Writing Requirement:

Every student takes English 110 The Craft of Writing in the first year unless exempted from this requirement by score on an AP English, International Baccalaureate or A-Level exam.

Courses

ENG-110 THE CRAFT OF WRITING 4

With literature as a context, this course engages students in critical inquiry through reading, discussion, oral presentations, and writing, emphasizing an in-depth exploration of the writing process from generating ideas to polishing the final draft. Students will learn to analyze texts; develop a significant and focused controlling idea; construct well-organized paragraphs to advance the argument or narrative; use sources effectively; and write and speak with clarity, creativity, and eloquence. They will write and revise frequently and will receive regular commentary on their writing.

ENG-200 GLOBAL STUDY TOURS IN ENGLISH 2-4
Global study tours usually include an on-campus course focused on a specific topic within the context of a particular country, which is followed by an in-country experience. Prerequisites and co-requisites vary depending on the selected Global Study Tour topic and country. Special fees are required for the international travel component. Contact the Center for Global Learning for more information.

ENG-210 ADVANCED COMPOSITION 4
Expository writing for the student who wishes to develop and refine her use of language and her understanding of the writing process. Emphasis on forms of academic discourse, revision and research writing. Students will write several kinds of academic essays using topics of their devising. The mechanics of effective revision will be the focus of the course.
Prerequisite: ENG-110

English Literature

Prerequisites:
For 200-level literature courses, the prerequisite is ENG-110 or the equivalent, including exemption. For 300-level literature courses, the prerequisite is any 200-level English course (literature or creative writing) or permission of chair.

ENG-211 EARLY BRITISH LITERATURE 4
The first thousand years of literature in Britain. The course covers Old English heroic tradition, chivalric romance, medieval satire, medieval and renaissance lyric and drama, and the early modern epic. Readings include such authors as the Beowulf and Gawain poets, Marie de France, Geoffrey Chaucer, Thomas Wyatt, Edmund Spenser, Christopher Marlowe, Sir Philip Sidney, Lady Mary Wroth, William Shakespeare, John Donne, and John Milton. Counts toward pre-1800 requirement.

ENG-212 BRITISH LITERATURE SINCE 1700 4
A survey of multiple forms of British literature written after the Renaissance. We begin with a mock epic, a satiric travel narrative, and an ex-slave's autobiography—all from the eighteenth century. Nineteenth-century literature is represented by several Romantic and Victorian poets as well as a novel by Dickens. The course concludes with a unit on Modernism and samples of postcolonial literature. Authors include Swift, Equiano, Wordsworth, Browning, Yeats, Woolf, Auden, Beckett, and Gordimer. Counts toward pre-1800 or post-1800 requirement.

ENG-213 TRUE AMERICANS: AMERICAN WRITING 1600-1900 4
In a 1781 essay De Crevecoeur asked: "What is an American?" Throughout the semester, we will pursue answers to this question. This course is a chronological survey of American literature from its beginnings to the turn of the twentieth century with an emphasis on the formation of a national identity and literary tradition. Canonical and non-canonical works of prose, poetry and fiction will be read in their cultural, social and historical contexts as well as through multiple critical approaches and literary theories. Special attention will be paid to issues of race, ethnicity and gender. Counts toward pre-1800 or post-1800 requirement.

ENG-214 SURVEY OF AMERICAN LITERATURE: 1900-PRESENT 4
Surveying literary movements and their cultural contexts in the United States since 1900, students read across genres to learn about American experiences as they are represented in literary and artistic movements like Realism, Naturalism, Modernism, and Postmodernism. We will examine the contextual and historical moments in which these movements parallel developments in industrialization and technology, immigration policies, civil and women's

rights, military conflicts, theories of multiculturalism, and the rise of digital culture in order to interrogate our national literary tradition. Counts toward post-1800 requirement.

ENG-215 LITERATURE OF IRELAND 4
As a site of constant invasion and as "England's first colony and her last," Ireland has engaged the struggle for national and cultural identity in its literature from the earliest texts (myths, monastic and bardic poetry, ballads) to the satirical works of Jonathan Swift, the Celtic Revival led by Yeats and Gregory, the Gaelic language movement, the postcolonial subjects and arguments of Irish modernism, representations of The Troubles, and the cross-border, cross-boundary perspectives of contemporary literature. We will explore these and related themes in works by Swift, Edgeworth, Synge, Yeats, Gregory, O'Crohan, O'Casey, Kavanagh, Macneice, Deane, Friel, Heaney, Boland, Carr, and others. Counts toward pre-1800 or post-1800 requirement.

ENG-216 TOPICS IN BLACK WRITING 4
Exploration of the varieties of American and international black writing across literary periods (for example, Black Women Writers or Women Writers of the African Diaspora). (Cross-listed with AS-216 and/or WS-216 when topic applies.) Counts toward post-1800 requirement.

ENG-217 TOPICS IN LITERATURE AND EMPIRE 4
Exploration of themes of colonization and imperialism across periods and genres (for example, Narratives of Empire), focusing on cultural and social anxieties generated by the imperial project, the dynamics of domination and exploitation, the nature of constructed identities, and the dialectic of gender roles and relationships. (Cross-listed with WS-217 when topic applies.) Counts toward post-1800 requirement.

ENG-218 TOPICS IN ETHNIC AMERICAN LITERATURES 4
The study of works by members of ethnically defined groups (for example, Comparative Ethnic American Literature). Counts toward post-1800 requirement.

ENG-219 TOPICS IN LITERARY HISTORY 4
Exploration of a literary issue, theme or form across literary periods (for example, Gothic Literature or Literature and Political Violence). Counts toward pre-1800 or post-1800 requirement depending on topic.

ENG-220 TOPICS IN WOMEN AND LITERATURE 4
Women as authors and subjects in literature, wherein gender is a central factor of analysis (for example, Early Women Writers or Southern Women Writers). (Cross-listed with WS-221 when topic applies.) Counts toward pre-1800 or post-1800 requirement depending on topic.

ENG-221 DEVELOPMENTS IN THE NOVEL 4
Exploration of topics in the history of the novel across literary periods (for example, The Protest Novel or The Origins of the Novel). Counts toward pre-1800 or post-1800 requirement depending on topic.

ENG-222 DEVELOPMENTS IN POETRY 4
Exploration of topics in the history of poetry across literary periods (for example, Lyric Poetry). Counts toward pre-1800 or post-1800 requirement depending on topic.

ENG-223 DEVELOPMENTS IN DRAMA 4
Exploration of topics in the history of drama across literary periods (for example, Women Dramatists or Revenge Plays). Counts toward pre-1800 or post-1800 requirement depending on topic.

ENG-224 QUEER LITERATURE 4

Definitions of identity based on sexuality are relatively recent; in this course, we will survey the historical and social construction of gay, lesbian, bisexual, trans*, and queer identities in literature. Situating texts into frames of literary, social, and cultural representations of queerness, we will historicize the development of non-heteronormative sexual and gender identities in an effort to illustrate that our contemporary ideas about sexuality and LGBTQ+ identities are informed by various academic disciplines, cultural influences, and political ideologies. (Cross-listed with WS-218.) Counts toward post-1800 requirement.

ENG-228 THE ENGLISH LANGUAGE: HISTORY AND CONTROVERSY 4

For better or worse, English has become the language of the globe, spoken by peoples around the world, millions of whom have a national and cultural identity starkly different from that of the traditional Anglophone areas of Great Britain and the U.S. This course begins with the global present of the diversity of world Englishes, and then scrutinizes the origins of the language, from the misty prehistories of the Indo-Europeans and Germanic tribes, to the earliest records of the language left by the Germanic colonizers of the British island, through the gradual growth of the language to its present status today. Throughout, the course emphasizes the many varieties of the language both across time and at any given moment, from the first recorded varieties to the present, and the relation of these varieties to power and authority; individual, social, and national identity; and discrimination and social inequity. It interrogates myths about English, even ones that haunt its own textbooks. And it considers how events in world history—like the bloody invasions of the British island, like British and American imperialism—have had profound consequences on the very language that we will be speaking in the classroom. Counts toward pre-1800 or post-1800 requirement.

ENG-230 TOPICS IN FILM STUDY 4

Thematic, aesthetic, generic, historical, cultural, or theoretical explorations of issues in film and media studies (for example, Film as Art: Introduction to Film Studies, Intersectional Approaches to Media Studies, Women and Film, and International History of Film). (Cross-listed with WS-229 when topic applies.) Topics count toward post-1800 requirement.

ENG-234 TOPICS IN SHAKESPEARE 4

Thematic, generic, or period studies of Shakespeare (for example, Shakespeare and the Modern World). (Cross-listed with AS-313 when topic applies.) Counts toward pre-1800 or post-1800 requirement depending on topic.

ENG-235 HUMAN AND THE DIVINE IN WORLD LITERATURE 4

What is the essence of humanity? What is humanity's place in the cosmos, and what is the purpose of human life? From the very beginning of recorded history and in vastly differing cultures around the globe, human beings have sought answers to these questions though their understandings of their relation to a divine Other. This course examines some provocative and powerful literary meditations on the human/divine relation, meditations spread out over several millennia and originating from five different continents. It explores, among other things, the distinctive ways these meditations seek to account for basic aspects of human experience-for example, gender, sex, racial/ethnic difference, wealth inequity, hunger, yearning, aggression, violence, pain, and death-as well the points of contact among what may seem otherwise quite different works. (Cross-listed with REL-299.) Counts toward pre-1800 requirement.

ENG-240 LITERATURE AND LEADERSHIP: GLOBAL PERSPECTIVES 4

This course explores varying concepts of leadership by examining a selection of literary texts from across the globe. Based on fundamental skills of critical reading and critical appreciation, it also seeks to explore the role of intuitive understanding, mindfulness, and inclusivity in representations of leadership in literature.

ENG-280 PERSPECTIVES ON LITERATURE 4

The foundation course for the English major, introducing both methods of literary research and major concepts, concerns, and figures in contemporary literary theory. This course is designed to make us more intentional readers and writers. As we learn about the assumptions and approaches of selected literary critics and theorists, we will become more aware of our own assumptions and more deliberate about our approaches as critical and creative readers and writers of literature.

Prerequisite: sophomore or junior standing, or permission of chair; and one 200-level English literature course

ENG-306 AUTHORIAL STUDIES 4

Focuses on the work of one or two major figures in context (for example, Chaucer, Austen, or Morrison). (Cross-listed with WS-306 when topic applies.) Counts toward pre-1800 or post-1800 requirement depending on topic.

ENG-310 STUDIES IN EARLY LITERATURE 4

Thematic or generic studies in medieval and early modern literatures (for example, Imagining King Arthur in literature and Film: 1136-Present, Queering the Renaissance, The Folktale in Early British Literature, and The Tale in Early World Literature). Counts toward pre-1800 requirement.

ENG-320 LITERATURE FOR CHILDREN AND YOUNG ADULTS 4

In-depth examination of the themes that permeate current offerings from the world of publishing for children and young adults; emphasis on the following topics: literary theory, cultural representation, censorship issues, aesthetics, bibliotherapy, and pedagogical implications. May be taught in hybrid format. (Cross-listed with EDU-320.) Counts toward post-1800 requirement.

ENG-321 STUDIES IN ROMANTICISM 4

Thematic, generic or period studies (for example, British Romantic Poetry). Counts toward pre-1800 or post-1800 requirement.

ENG-322 STUDIES IN 19TH-CENTURY LITERATURE 4

Thematic, generic or period studies (for example, The Brontë Sisters or American Frauds and Charlatans), including courses that combine British and American literature. (Cross-listed with WS-322 when topic applies.) Counts toward post-1800 requirement.

ENG-325 STUDIES IN AFRICAN-AMERICAN LITERATURE 4

Thematic, generic or period studies (for example, The African-American Fiction and Film or *Beloved* and Before: The Novels of Toni Morrison). (Cross-listed with AS/WS-325 when topic applies.) Counts toward post-1800 requirement.

ENG-330 STUDIES IN LITERARY GENRE 4

Studies focusing on specific traditional, marginal or innovative literary genres (for example, Life Writing or Graphic Narrative). Counts toward post-1800 requirement.

ENG-340 STUDIES IN GENDER AND SEXUALITY 4
Exploration of constructions and representations of gender and sexual identities in literature (for example, Chaucer, Gender, and Sexuality). (Cross-listed with WS-345.) Counts toward pre-1800 requirement.

ENG-345 STUDIES IN AMERICAN LITERATURE 4
Thematic, generic, or period studies in American Literature (for example, American Modernism, 19th Century Women Writers, or 20th Century American Novel). (Cross-listed with WS-344 when topic applies.) Counts toward pre-1800 or post-1800 requirement depending on topic.

ENG-350 STUDIES IN MODERNISM 4
Thematic or generic studies in Modernism (for example, Women's Voices in Modern Irish Literature). (Cross-listed with WS-350 when topic applies.) Counts toward post-1800 requirement.

ENG-352 STUDIES IN POSTCOLONIAL LITERATURE 4
Study of literature written in nations that were formerly European colonies (for example, the literature of South Asia, South-East Asia, the Middle East, Africa, the Caribbean, Australia, New Zealand and Canada). (Cross-listed with AS-352.) Counts toward post-1800 requirement.

ENG-360 STUDIES IN FILM AND MEDIA 4
Thematic, aesthetic, generic, historical, cultural or theoretical explorations of issues in film and media studies (for example, Film and Fashion). (Cross-listed with WS-360 when topic applies.) Counts toward post-1800 requirement.

ENG-370 STUDIES IN ETHNIC AMERICAN LITERATURE 4
Exploration of constructions and representations of ethnic American identities (for example, Ethnicity and Race in Ethnic American Literature or Latina/o American Literature). (Cross-listed with SPA-370 or WS-370 when topic applies.) Counts toward post-1800 requirement.

ENG-410 DIRECTED READING 1-4
Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

ENG-440 DIRECTED RESEARCH 1-4
Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

ENG-450 INTERNSHIP 1-4
For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

ENG-490 SENIOR THESIS 4
A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

Creative Writing

ENG-125 DIGITAL STORYTELLING 4
Introduction to digital storytelling--the development of media-rich narratives created with selected productivity tools, such as film and audio editing software. Course projects focus on the educational uses of digital stories. Course may be taught in a hybrid or online format. (Cross-listed with EDU-125.)

ENG-201 INTRODUCTION TO FICTION WRITING 4
Principles and forms of narrative writing. Illustrative readings and frequent writing.

ENG-202 INTRODUCTION TO POETRY WRITING 4
An introduction to the craft of poetry, through regular written assignments and readings in a variety of contemporary poets and poetic movements and traditions.

ENG-203 DRAMATIC WRITING I 4
Principles of the craft of the playwright with an emphasis on dramatic structure and the resources of the theatre through the reading of play scripts and the writing of a one-act play. (Cross-listed with THE-203.)

ENG-204 TOPICS IN CREATIVE WRITING (VARIABLE CREDIT) 1-3
Topics in creative writing, including courses taught by visiting writers (variable credit).

ENG-205 TOPICS IN CREATIVE WRITING 4
Topics in creative writing, including courses taught by visiting writers (four credits). Specific topics will be announced before spring course selection. (Cross-listed with THE-205 when the topic pertains to dramatic writing.)

ENG-206 INTRODUCTION TO CREATIVE WRITING 4
A multigenre course that will introduce students to writing in the forms and modes of creative non-fiction (personal essay, new journalism, memoir, travel writing and the lyric essay), fiction, including microfiction and short story, and poetry (prose, narrative, and lyric), and dramatic writing.

ENG-207 WRITERS' FESTIVAL CREATIVE WRITING SEMINAR 1
This intensive course in creative writing will meet in the week of the annual Writers' Festival and be taught by one of the guest writers for the festival. The focus of the course will vary with the writer designing it.
Prerequisite: 200-level creative writing course

ENG-208 INTRODUCTION TO NONFICTION WRITING 4
An introduction to the craft of nonfiction writing focusing on the rhetorical skills underlying journalism (news, editorials, interviews and features) and other forms, such as the essay.

ENG-209 LITERARY JOURNALISM: SHORT FORM 4
To suspend your preconceptions and biases, to investigate, to interview, to analyze, to grasp the issues, and finally to report on your findings with accuracy and eloquence are indispensable 21st-century skills. Whether you hope to become a professional journalist or widely-read blogger, or you want to be able to capture in prose the people, landscapes, and events you will encounter in the future, you'll need to know how to write nonfiction stories. In this once/week seminar, you will dabble in word-play, you will do research and field-work as part of an assigned team, and you will workshop your writing drafts with supportive peer-editors. Our aim will be the composition, by each team, of a publication-ready article 1400 to 1800 words in length (the average word-count of a New York Times article, requiring about seven minutes to

read) and the submission of each piece to at least one media outlet. The underlying goal is to learn how to bring to life, on the page, subjects you hold dear.

ENG-301 FICTION WORKSHOP 4
Intermediate fiction writing. Readings in theory and practice; the writing and rewriting of a group of stories. Individual conferences and group sessions.

ENG-302 POETRY WORKSHOP 4
Intermediate poetry writing. Presentation and discussion of student work and exploration of poetic craft and current issues in poetry and poetics.

ENG-303 DRAMATIC WRITING II 4
Principles of the craft of the screenwriter with an emphasis on film structure and format through reading of screenplays and writing of a feature-length scenario. (Cross-listed with THE-303.)
Prerequisite: ENG/THE-203

ENG-304 DRAMATIC WRITING III 4
Television has long been a dominant cultural and commercial force. Increasingly, it has become a significant artistic endeavor as well. With the advent of cable and "post-cable" networks and a bewildering array of viewer platforms, its ubiquity is undeniable. Giving our students the opportunity to write a television script will enhance their ability to understand the nature of the form, appreciate what goes into good television writing, and potentially begin to prepare themselves for a career. (Cross-listed with THE-304.)
Prerequisite: ENG/THE-203 and ENG/THE-303 or permission of instructor

ENG-308 NONFICTION WORKSHOP 4
Intermediate nonfiction writing with emphasis on the personal essay, the memoir, experimental forms, theory and practice of craft, oral interpretation, and presentation and discussion of student work.

ENG-309 LITERARY JOURNALISM: LONG FORM 4
The assigned reading and writing assignments in this course will focus on "long-form" narrative nonfiction, and the gaze of the students will be directed primarily outward, towards a modern landscape convulsing with social, political, and environmental chaos and conflict, and yet one on which citizens still manage to devise strategies and enact policies in promotion of human decency and environmental preservation. How are superb reporters covering the world's most pressing issues and how can we emulate that work?

ENG-346 CREATIVE WRITING WORKSHOP I 2
Readings in theory and practice; writing and rewriting of a group of stories or poems.

ENG-365 EDITING, PUBLISHING, AND THE WRITER’S FESTIVAL 4
In this course, students will study editing, publishing, and work for the Writers' Festival, including the Writers' Festival Magazine, gaining practical experience managing its production and personnel, making editorial and artistic decisions, and using both social and print media to promote and advertise the contest and the Festival itself. This course gives students an opportunity to experience magazine publishing and publicity for an important event.
Prerequisite: junior or senior standing required

ENG-415 DIRECTED STUDY IN CREATIVE WRITING 2-4
Advanced study in literary craft under the supervision of a department member
Prerequisite: 300-level course in the chosen genre and permission of the instructor

ENG-481 SENIOR RESEARCH SEMINAR IN CREATIVE WRITING 4

This capstone course enables the senior English major to complete an independent creative writing project in a seminar setting. The seminar provides a creative context that fosters imagination, originality, and attention to all aspects of craft. Students generate substantial original projects based on previous coursework, relevant reading, and research and also write an accompanying craft essay. Working with a faculty advisor and in workshops with other students in the seminar, the student develops a substantial piece of writing, revises the work to a high standard, and presents a portion of the work at public reading. For the relationship of this seminar to senior thesis, see ENG-490 (senior thesis in literature or creative writing) above.

Prerequisite: must be a senior English Literature-creative writing major and have taken two creative writing courses, at least one at the 300 level.

Environmental and Sustainability Studies

Faculty

John F. Pilger, William R. Kenan Jr. Professor of Biology

Human activities change our planetary environment and resources on a scale that was previously unimaginable. Local, regional, and global organizations and governing bodies are assessing the impact and establishing new practices to preserve resources for the current and future generations. Environmental and sustainability studies is a unique interdisciplinary program that combines environmental studies and sustainability, encouraging students to think deeply and act on the challenges and solutions to the problems of the environment and its limitations, especially relating to human impact. Experiential learning is emphasized, with opportunities for student involvement in the sustainability effort on the Agnes Scott campus and off-campus internships.

The core of the minor introduces students to the social and scientific aspects of these fields, and electives permit a student to design their approach to the challenges with input from other social, scientific, and humanistic disciplines. The minor includes an internship as an elective during or after the junior year; students are encouraged to synthesize at least two different areas of study in their projects.

Students wishing to minor in the program should consult early in their college careers with one of the co-directors to plan a course of study.

Requirements for the Environmental and Sustainability Studies Minor:

Minimum of 20 hours in core and elective courses. At least two of the courses in the minor must be at the 200-level or above. Courses taken from the Natural Science or Non-Science focused courses and not counted toward that requirement may be counted toward the Environmentally Related Courses requirement.

1. Core (one course):

ESS-101 Introduction to Environmental and Sustainability Studies

2. Natural Science, Environmental Focus Courses (one course):

BIO-108 Environmental Biology
BIO-215 Marine Biology
BIO-308 Ecology (for Biology majors)
BIO-311 Disease Ecology

3. Non-Science Environmentally Focused Courses (one course):

ESS-202 Public and Environmental Health Communication
ESS-295 Topics in Environmental Leadership
ESS-395 Topics in Global Environmental Challenges (may take twice if topic changes)
PH-331 Environmental Health
PHI-109 Environmental Ethics

4. Environmentally Related Courses (two courses):

Courses taken from sections (2) and (3) and not counted toward that requirement may be counted towards this requirement.

BIO-201 Microbiology
BIO-270 Invertebrate Biology
CHE-270 Inorganic and Bioinorganic Chemistry
ECO-105 Economic Issues and Policy
HIS-342 History of Native Americans

MAT-325 Mathematical Modeling and Applications
POL-103 Introduction to World Politics
POL-207 Modern Political Thought
REL/WS-210 Religion and Ecology
Appropriate cross-registration, summer, or study abroad courses as approved by ESS Program Co-Director

Internship or ESS-Related Research:
An approved 4-credit internship (ESS-450 Internship in Environmental and Sustainability Studies) or ESS-related research (ESS-440 Directed Research in Environmental and Sustainability Studies) may be substituted for a course in category 3 or 4 above, depending on the subject and content of the internship or directed research. Please consult with the ESS program directors for planning and approval.

Courses
Described below are the courses designated as Environmental and Sustainability Studies. For other course descriptions, see Biology, Chemistry, Economics, History, Mathematics, Philosophy, Political Science, and Religious Studies, or the courses page on the Environmental and Sustainability Studies website.

ESS-101 INTRO TO ENVIRONMENTAL AND SUSTAINABILITY STUDIES 4
Causes and effects of human incursion into natural systems. Examination of social, political, ethical and economic issues and theory in light of ecological and evolutionary principles, with a goal of developing sustainable programs.

ESS-202 PUBLIC AND ENVIRONMENTAL HEALTH COMMUNICATION 4
Examines and develops communication practices associated with current issues and controversies. Focus on communication as related to public and environmental health, especially as directed to target populations and advocacy. Final project related to a student's academic interest. (Cross-listed with PH-202.)
Pre-requisite: ENG-110, PH-101, or ESS-101 (for ESS minors)

ESS-295 TOPICS IN ENVIRONMENTAL LEADERSHIP 4
A study of environmental policies and the leadership skills necessary to effectively engage with the social and political aspects of the environmental challenges faced locally, nationally, and globally.
Prerequisite: ESS-101 or permission of instructor

ESS-331 ENVIRONMENTAL HEALTH 4
An interdisciplinary, scientific survey of human interactions with the natural and built environments of the earth, and how anthropogenic stressors can ultimately influence public health and environmental quality. Physical and social environments are important determinants of the health of individuals and communities. Exposure to chemical, biological and physical agents can and do occur through the air, water and soil that comprise our physical environment. Particular emphasis in this course will be placed on describing (1) what pollution is and how/why it is harmful, (2) what the root sources and causes of pollution are, (3) what happens to pollutants when they enter the environment, and (4) how each pollutant class affects individual and community health over acute to chronic exposure periods. (Cross-listed with PH-331.)
Prerequisite: ESS-101

ESS-395 TOPICS IN GLOBAL ENVIRONMENTAL CHALLENGES 4

Advanced topics in Environmental and Sustainability Studies, emphasizing the global aspects of such issues as population growth, availability of affordable clean water, food sources and distribution, loss of biodiversity, energy production and consumption, pollution, and climate change.

Prerequisite: ESS-101

Film and Media Studies

Faculty
Gundolf Graml, assistant dean for global learning, associate professor of German
Willie Tolliver, professor of English

The film and media studies program at Agnes Scott offers students the opportunity to concentrate on film as an art and as a means of expression. Within the minor the student will examine the narrative dimensions of film as well as the unique vocabulary and language of film technique. The program also focuses on film theory and film history as well as the ideological, social, and cultural implications of film discourse. The program additionally offers courses focusing on the analysis of other media and popular culture. Drawing its courses from across the curriculum, the program emphasizes interdisciplinary learning, allowing students to synthesize their study of film and media through a number of perspectives: English, art, theatre, history, languages, political science, sociology, anthropology, religion, music, and philosophy. The mission of the program is to recognize the importance of visual literacy in our culture and of film and media in the liberal arts.

Requirements for the Film and Media Studies Minor:
A minimum of 20 hours is required for the minor. Students must take English 230 Introduction to Film Studies and English 230 Film History. Students must choose three additional film and media studies course electives, at least one of which must be taken above the 300-level.

Required Courses:

ENG-230 Topics in Film Study: Film as Art: Intro to Film Studies
ENG-230 Topics in Film Study: Worlds in a Frame: An International History of Film

Three Electives:

ENG-230 Topics in Film Study (Other topics including Alfred Hitchcock, Woody Allen, Romantic Comedy, Women and Film, etc.)
FRE-345 French Literature and Genre (when topic relates to film studies)
FRE-375 French Film
GER-330 Topics in German Cinema/Film
HIS-354 Chinese Women on Film: History and the Cinematic Imagination
HIS-360 World War II in Asia on Film
POL-317 Politics of the Mass Media
REL-128 Suffering in Non-Western Film
REL-233 Constructing Tibet through Film and Literature
REL-235 Jesus in History and Culture
REL-261 Race and Racism Through a Buddhist Lens: A Multimedia Exploration
REL-316 The Politics of the Apocalypse
SOC-370 African-American Images in Popular Culture
SPA-480 Topics in Hispanic Themes (when topic relates to film studies)
THE-303 Dramatic Writing II
THE-304 Dramatic Writing III

For course descriptions, see English, French, German, History, Political Science, Religious Studies, Sociology, Spanish, and Theatre, or the courses page on the Film and Media Studies website.

French and German

Faculty

Barbara Drescher, instructor of German
Gundolf Graml, assistant dean for global learning, professor of German
Julia C. Knowlton, professor of French
Lori McMann, instructor of French
Philip Ojo, professor of French

French

All courses offered by the French program are designed to develop students' proficiency in the understanding, speaking, and writing of French and to foster a knowledge of French and Francophone cultures. Upper-intermediate and advanced courses are devoted to literature written in French and the social, political, and historical contexts of its production.

With the Center for Global Learning, the French program offers students a wide range of opportunities for spending an academic year or a semester abroad studying French and the culture and literature of the Francophone world. Courses of foreign study recently selected by students include French literature and culture at the Sorbonne, French linguistics and literature at l'Université Catholique de l'Ouest at Angers, francophone culture and literature at Université des Antilles et de la Guyane, and African economics and the French language in Sénégal. With some restrictions, courses taken abroad count toward fulfilling requirements for the major or minor. Further possibilities for foreign study are available through the Global Study Tour courses in SUMMIT.

Periodically, the French program is joined by a Fulbright teaching assistant, who is a native speaker from a Francophone country. Her responsibilities include assisting full-time faculty members in French language classes, teaching intermediate conversation, and supervising the French table.

Entering students who elect French must take a placement test. Those who place into 230 or above will have satisfied the specific standard for study of a foreign language. Otherwise, this standard is achieved through successful performance in 202. The distributional standard for study of literature in the language of its composition is fulfilled by successful performance in any one of the upper-intermediate courses (241, 242, 243) or in any 300-level course.

Student Learning Outcomes

Students graduating with a French major will be able to

- demonstrate a broad view of the literatures and cultures of the Francophone world including France and other French speaking regions;
- demonstrate advanced skills in literary and cultural analysis;
- demonstrate advanced and effective writing skills;
- demonstrate advanced and effective listening and speaking skills.

Requirements for the French Major

Majors must take a minimum of eight (8) courses beyond French 202
Prerequisite coursework (2 courses) for completion of the major: FRE-230 and FRE-232
Two (2) courses from the following: FRE-241, FRE-242, FRE-243
Three (3) courses at the 300 level
FRE-480

NOTE: FRE-207 and Global Study Tour courses do not count toward the minimum for the major. Majors are strongly encouraged to study abroad.

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Requirements for the French Minor

Prerequisite coursework (2 courses) for completion of the minor: FRE-230 and FRE-232
Two (2) courses from FRE-241, FRE-242, FRE-243
One (1) course at the 300 level
NOTE: FRE-207 and Global Study Tour courses do not count toward the minimum for the minor. Minors are strongly encouraged to study abroad.

Courses

FRE-101 ELEMENTARY FRENCH I 4
For students who begin French in college. Introduction to the French Language and Culture. Three class periods followed by a session of oral practice.

FRE-102 ELEMENTARY FRENCH II 4
Continuation of FRE-101; FRE-101 and FRE-102 are the equivalent of two years of secondary school preparation.
Prerequisite: FRE-101

FRE-201 INTERMEDIATE FRENCH I 4
Grammar review, oral and written comprehension, reading and composition.
Prerequisite: FRE-102

FRE-202 INTERMEDIATE FRENCH II 4
Continuation of FRE-201 with emphasis on selected readings.
Prerequisite: FRE-201

FRE-207 INTERMEDIATE FRENCH CONVERSATION 2
This course may be repeated once with permission from the department or faculty members designated by the department chair.
Prerequisite: FRE-202 with a grade of B- or above

FRE-230 ADVANCED GRAMMAR AND COMPOSITION 4
In-depth review of French syntax at an advanced level and development of linguistic skills necessary for fluent writing in French. Emphasis on composition in various styles and registers. Some practice in translating English to French will be included.
Prerequisite: FRE-202

FRE-232 INTRODUCTION TO FRENCH AND FRANCOPHONE STUDIES 4
Course content will focus on the relationships between sociopolitical change and artistic expression in France and in the Francophone world. Emphasis will be placed on historical development, post-colonial identities, and contemporary cultures. Taught in English.

FRE-241 SELECTED READINGS, FRENCH LITERATURE: MIDDLE AGES THROUGH 1800 4
Literary selections from the origins of the French tradition through the French Revolution will be studied in their cultural, historical, and socio-political context. Various literary genres will be presented. Readings will emphasize diverse depictions of women’s limitations, resistance, and liberation.
Prerequisite: FRE-230 or equivalent

FRE-242 SELECTED READINGS, FRENCH LITERATURE, 1800 TO THE PRESENT 4
Literary selections from Romanticism onward studied in their historical and cultural contexts. Discussion topics may include: Romanticism and the self; Realism and industrial culture; relations among the arts; Symbolist poetry and prose; avant-garde prose, poetry, and theatre; colonialism and exoticism; political engagement and "disengagement;" feminism and the novel; literature in French produced outside France.
Prerequisite: FRE-230 or equivalent

FRE-243 FRANCOPHONE IDENTITIES 4
An introduction to selected texts representing the diversities of Francophone identities will afford students the opportunity of refine their reading, writing, and speaking skills while learning the richness, variety, and complexity of the Francophone world.
Prerequisite: FRE-230

FRE-345 FRENCH LITERATURE AND GENRE 4
Prose, poetry and theatre will be considered either individually or in relation to one another.
Prerequisite: FRE-230, one 200-level literature course

FRE-355 TOPICS IN FRANCOPHONE LITERATURE AND CULTURE 4
Francophone literary and other texts will be analyzed with particular emphasis on colonization, decolonization, neocolonialism and nationalism, slavery, marginalization, identity and otherness, language and orality. Specific regions of Francophone production may include Canada, Africa, Europe, the Caribbean, and Asia. (Cross-listed with AS-355.) Course may be repeated when content varies.
Prerequisite: FRE-230, one 200-level literature course

FRE-375 FRENCH FILM 4
Topics in French cinema from avant-garde to the present, with an introduction to film theory. Screenplays may also be studied.
Prerequisite: FRE-230, one 200-level literature course

FRE-396 TOPICS IN FRENCH LITERATURE AND CULTURE 4
Topic changes by semester, as determined in advance by the instructor and in consultation with the French faculty. This course may be repeated as specific content varies. (Cross-listed with WS-396 when topic applies to Women's Studies.)
Prerequisite: FRE-230, any one of FRE-241, FRE-242, FRE-243

FRE-410 DIRECTED READING 1-4
Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

FRE-440 DIRECTED RESEARCH 1-4
Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

FRE-450 INTERNSHIP 1-4
For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

FRE-480 SENIOR SEMINAR IN FRENCH/FRANCOPHONE STUDIES 4

Independent research in a seminar setting. Before the start of her senior year, the student submits a research topic in literary analysis/theory, cultural studies, or film studies. Upon departmental approval, the student then develops her inquiry into a substantial scholarly essay. Prerequisite: Must be a senior French major

FRE-490 SENIOR THESIS 4

A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

German

All courses offered by the German Studies program focus on the development of students' proficiency in understanding, speaking, and writing of German. In addition, both the introductory and intermediate language courses as well as the upper-intermediate and advanced courses on German culture, history, and literature enable students to acquire critical literacies for studying, describing, and analyzing the discourses and productions of the German-speaking cultures in its varying social, political, and historical contexts. A strong emphasis on interdisciplinary approaches provides students with many opportunities to make connections between German and other disciplines and programs of study.

In collaboration with the Center for Global Learning, the German Studies program offers numerous opportunities to study abroad for a semester or a year in Germany, Austria, or Switzerland. Courses taken abroad are an important element in developing proficiency in German and, with some restrictions, also count toward fulfilling requirements for the major or minor.

Each year, a teaching assistant from Austria or Germany joins the program and works alongside full-time faculty in language classes, teaches intermediate conversation, and organizes cultural events such as cultural hour and the German coffee table.

Entering students who elect German must take a placement test. Students who place into German 210 or above will have satisfied the specific standard for study of a foreign language. Otherwise, this standard is achieved through successful performance in German 202. Students majoring in German must complete a final project and present it at a special meeting of the German Studies faculty. The project is usually planned and prepared as part of German 480.

Student Learning Outcomes

Students graduating with a German major will be able to

- demonstrate advanced and effective skills in writing, reading, and speaking German;
- demonstrate knowledge of the culture(s) of German-speaking countries;
- engage at an advanced level with cultural, historical, and socio-political topics as they relate to the German-speaking countries;
- demonstrate knowledge of methods and approaches of current interdisciplinary research in German Studies.

Requirements for the German Major

Majors must take a minimum of eight courses beyond German 202.

Required courses: GER-220, 210, 222, 324, 480 and three additional 300-level courses

German 211 does not count toward the major. Entering students who are placed in an advanced level of German may be given permission to complete the major with fewer than eight courses. Permission is given by the program director and the assistant dean of the college.

Students in the German Studies Major are strongly encouraged to study abroad for at least one semester.

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Requirements for the German Minor

Required courses: GER-210, 324, three additional courses beyond GER-202.

GER-211 does not count toward the minor.

Students in the German Studies Minor are strongly encouraged to study abroad for at least one semester.

Courses

GER-101 ELEMENTARY GERMAN I 4

Emphasis on speaking and understanding spoken German, with a solid basis of grammar. Reading and discussion of simple texts. All students with one or more years of German in high school are required to take the placement test.

GER-102 ELEMENTARY GERMAN II 4

Continuation of GER-101. All students with one or more years of German in high school are required to take the placement test.
Prerequisite: GER-101 or equivalent

GER-200 GLOBAL STUDY TOURS IN GERMAN 2-4

Global study tours usually include an on-campus course focused on a specific topic within the context of a particular country, which is followed by an in-country experience. Prerequisites and co-requisites vary depending on the selected Global Study Tour topic and country. Permission is required, and special fees are required for the international travel component. Contact the Center for Global Learning for more information.

GER-201 INTERMEDIATE GERMAN I 4

Practice in spoken German, accompanied by grammar review. Reading and discussion of literary texts. All students with one or more years of German in high school are required to take the placement test.
Prerequisite: GER-102 or equivalent

GER-202 INTERMEDIATE GERMAN II 4

Continuation of GER-201. All students with one or more years of German in high school are required to take the placement test.
Prerequisite: GER-201 or equivalent

GER-210 COMPOSITION AND CONVERSATION 4

Practical course designed to develop fluency in writing German. Emphasis on composition in various styles and registers.
Prerequisite: GER-202

GER-211 CONVERSATION 2

Theoretical and practical aspects of German pronunciation with intensive drills. Does not fulfill the language requirement for the international relations major.
Prerequisite: GER-102

GER-220 INTRODUCTION TO GERMAN CULTURAL STUDIES 4

This course introduces students to theories and methods that facilitate an interdisciplinary approach to German cultural texts, ranging from literature to music and to visual arts. Taught in English.

GER-222 INTRODUCTION TO GERMAN LITERATURE 4
Course introduces students to crucial periods, genres, and authors from ca. 1800 to the present. Course is a prerequisite to all 300-level German literature courses.

GER-324 ADVANCED GERMAN LANGUAGE STUDY 4
Emphasis on stylistics, composition styles and vocabulary building working with contemporary text materials.
Prerequisite: GER-210 or permission of program director

GER-330 TOPICS IN GERMAN CINEMA/FILM 4
Survey of selected historical, formal, and aesthetic developments in German cinema from silent films to the present, including topics such as mountain films, propaganda and feature films of the National Socialist period, and auteur films. Taught in English. May retake for credit only with permission of the program director.

GER-340 AFRO-GERMAN HISTORY, LITERATURE, AND CULTURE 4
This English-language course focuses on the history, literature, and culture of people of African descent who either have lived or live in German-speaking countries and/or have contributed to the culture of these countries. By drawing on literary texts, historiographical works, films, music, and theater, the course offers students a new understanding of German history and culture based on recent interdisciplinary research in German studies. Moreover, when offered in an online format, the course will enable students to become familiar with the unique research and presentation methods offered by the internet. (Cross-listed with AS-340.)
Prerequisite: GER-202 or permission of the program director

GER-351 TOPICS IN CONTEMPORARY GERMAN LIFE AND THOUGHT 4
This course investigates the memory of the Holocaust and its impact on postwar German politics, society, and culture through a series of memoirs and autobiographies. (Cross-listed with WS-351 when topic applies.)
Prerequisite: GER-210

GER-360 ADVANCED GERMAN LITERATURE 4
Students engage in-depth with a specific literary period, author, or genre in the literature of the German-speaking cultures.
Prerequisite: GER-222

GER-410 DIRECTED READING 1-4
Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

GER-440 DIRECTED RESEARCH 1-4
Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

GER-450 INTERNSHIP 1-4
For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

GER-480 ADVANCED TOPICS IN GERMAN CULTURAL STUDIES 4
Senior course in the German Studies major. Course provides an in-depth focus on a particular topic and prepares students for the final project in the German Studies major.

Prerequisites: Completion of all 300-level courses required for the major.

GER-490 SENIOR THESIS 4

A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

History

Faculty

Kristian Blaich, Kirk Visiting Assistant Professor of History
Mary C. Cain, Charles Loridans Associate Professor of History
Yael Manes, associate professor of history
Robin Morris, associate professor of history
Benjamin Twagira, assistant professor of history
Shu-chin Wu, associate professor of history

The central purpose of the history curriculum is to give students who come from a variety of cultural traditions an understanding of the development of values, institutions, and social structures during short and long periods of time.

By offering courses on different regions of the world and on different eras in history, and by emphasizing diversity within cultures, history courses seek to deepen each student's understanding of human experience in its multiple facets. By challenging students to learn about people who are different, history teaches open-mindedness and respect for differences. The study of history provides a perspective from which to assess events of the present and prospects for the future.

History students are required to read widely, to think critically, and to strengthen their skills in research, writing, and speaking. They learn to organize and analyze textual, visual, and oral sources while honing their ability both to tell a story and to develop an argument. History provides a framework and a context for insights from other disciplines and in this sense is one of the foundation disciplines of a liberal education, bringing coherence and continuity to information that might otherwise be fragmented and disjointed.

History courses contribute significantly to interdisciplinary programs at Agnes Scott, including Africana Studies, Asian Studies, International Relations, and Women's, Gender, and Sexuality Studies. History majors regularly participate in study abroad, independent research, and experiential learning. Resources in Atlanta enable history majors to undertake research in archives and specialized collections and to participate in internships in historic preservation, museums, libraries, business, government agencies, and nonprofit organizations.

History majors pursue careers in an almost infinite variety of fields. History is an especially desirable background for further study in law, journalism, and public affairs. More directly associated with the discipline are careers in teaching, museum work, historic preservation, and information technology, but many majors also pursue careers in business.

History majors are strongly encouraged to participate in a faculty-led Global Study Tour or courses or any other college-approved study-abroad program.

Student Learning Outcomes

Students graduating with a History major will be able to

- seek, find, evaluate and utilize primary sources and secondary historical literature;
- develop and articulate persuasive arguments based in historical evidence both orally and in written work;
- apply knowledge and critical interpretation of the past to an understanding of crucial aspects of one's own cultural and historical background, as well as the backgrounds of others;
- describe and analyze current developments within historical contexts;
- apply the results of research, writing, and speaking experiences within the major, along with experiential learning and career investigation opportunities (internships, externships, seminars, or workshops conducted by history faculty and alumnae) to career planning and graduate school and job applications.

Requirements for the History Major
History 290, 420
One course with a number below 290
At least 6 additional courses, 5 of which must be at the 300 level or above.

Courses chosen for the major must include one course from at least 3 of the following 5 groups. At least 2 of these groups must be satisfied with a course at the 300 level.

- AFRICAN HISTORY: 251, 257, 350, 359, 363
- ASIAN HISTORY: 113, 114, 115, 230, 352, 354, 360, 362, 396
- EUROPEAN HISTORY: 101, 102, 217, 220, 280, 305, 309, 311, 312, 313, 314, 318, 343, 347, 397
- MIDDLE EASTERN HISTORY: 107, 207, 307, 308
- UNITED STATES HISTORY: 108, 109, 242, 244, 245, 252, 255, 260, 320, 323, 324, 325, 326, 332, 334, 338, 342, 375, 385

A major in history requires the completion of at least 36 credits of work in history. Cross-listed courses taught outside the department may not be used to satisfy the minimum requirements for the major.

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Requirements for the History Minor
A minor in history must contain at least 24 credits of work in history, at least 12 of which must be above the 200 level. The program must reflect a degree of thoughtful planning and coherence and must have the approval of the department chair.

Courses
HIS-101 EUROPE FROM THE MIDDLE AGES TO THE ENLIGHTENMENT 4
European society and culture from the Middle Ages through the Enlightenment including: marriage and family, religion and religious reform, women and gender, popular and elite culture, science and medicine, and interaction with world cultures and state building.

HIS-102 EUROPE, AT PEACE AND AT WAR, FROM 1789 TO THE PRESENT 4
European culture, society, and politics since the French Revolution, with a focus on war and peace, nations and nationalism, Nazism and the Holocaust, imperialism and racism, communism and post-communism, women and feminism, romanticism and modernism.

HIS-107 THE MAKING OF THE MODERN MIDDLE EAST 4
This course is an introduction to the study of the modern Middle East that covers events and themes from the eighteenth century until the present day. The goal of the course is to introduce the major topics, events, movements, and ideas that shaped the Middle East. Such topics will include but are not limited to: the integration of the Middle East into the world economy; the advent of imperialism and colonialism; the reforms of the nineteenth century; the transition from empires to nation-states; the World Wars and state formation; the rise of nationalisms and the consolidation of the state; the Arab-Israeli conflict; the role of the United States in the Middle East; and finally the most recent Arab uprisings.

HIS-108 THE FOUNDATIONS OF UNITED STATES HISTORY 4
A survey of early American history from European conquest to 1877. Main topics include Native-American life; the structure of Colonial society; the Revolution; industrialization; slavery; Westward expansion; the Civil War and Reconstruction.

HIS-109 THE UNITED STATES IN MODERN TIMES 4
Survey of the history of the United States since Reconstruction.

HIS-113 INTRODUCTION TO JAPANESE HISTORY 4
A survey of Japanese cultural, literary and institutional history from ancient times to the present.

HIS-114 INTRODUCTION TO ANCIENT AND MEDIEVAL CHINESE HISTORY 4
This course is a general survey of ancient and medieval Chinese history, from antiquity to roughly 1700 A.D. Topics include the origins of Chinese civilization, the establishment of the empire, and the economic and social development through the middle empires.

HIS-115 INTRODUCTION TO MODERN CHINESE HISTORY 4
This course surveys the major social, intellectual, and political developments in China from the Opium War of 1839 to the present. Themes include the fall of imperial China, the Chinese revolutions, post-Mao reforms, and contemporary Chinese social issues.

HIS-121 GREEK CIVILIZATION 4
The literature, people, and ideas of the ancient Greeks from Bronze Age to Hellenistic times, including the basic outline of events with methods for understanding history and culture. (Cross-listed with CLA-121.)

HIS-122 ROMAN CIVILIZATION 4
The development of Roman institutions from the Etruscan period through Constantine's adoption of Christianity as evidenced from literature, art, and archaeology, including the basic outline of events with methods for understanding history and culture in constructing Roman social history. (Cross-listed with CLA-122.)

HIS-200 GLOBAL STUDY TOURS IN HISTORY 2-4
Global study tours usually include an on-campus course focused on a specific topic within the context of a particular country, which is followed by an in-country experience. Prerequisites and co-requisites vary depending on the selected Global Study Tour topic and country. Permission is required, and special fees are required for the international travel component. Contact the Center for Global Learning for more information.

HIS-207 THE GLOBAL MIDDLE EAST 4
The proliferation of commodities, ideas, and peoples throughout the globe during the late nineteenth and early twentieth centuries has led to the rise of global studies. This course explores themes in the modern Middle East in light of this "global" turn. The first three weeks will provide a theoretical background on the questions that inform the course. The discussion will start with an overview of the study of nationalism in the Middle East. It will then proceed to a discussion of approaches that question using the "national" as a lens to study the history of the modern Middle East. Students will learn about such concepts as as "transnationalism," "internationalism," and "globalization." The rest of the course will then explore various themes from the late nineteenth century to the present. This includes: the rise of the world economy, imperialism, the first wave of globalization, World War I and internationalism, diasporas and transnationalism, the global Cold War, oil, and the "Global War on Terror." Finally, students will also be asked to think about the recent Arab uprisings and the merits of using transnationalism as a point of inquiry in the history of the Middle East.

HIS-217 HISTORY ON FILM: CINEMATIC EXPLORATIONS OF THE EUROPEAN PAST 4
This course introduces students to the representation of history on film. With a focus on European history, students will analyze how filmmakers and others interpret social, political, and cultural events.

HIS-220 EUROPEAN WOMEN SINCE THE MIDDLE AGES 4
Experiences of and ideas about European women in the public and private spheres from the late Middle Ages through the 20th century. (Cross-listed with WS-220.)

HIS-230 THE VIETNAM WARS 4
An examination of the origins, expansion, and consequences of the Vietnam War from Vietnamese and American perspectives. Topics include French colonialism, the rise of nationalism in Vietnam, the responses to imperialism, American foreign policy, and the "wars" at home.

HIS-242 A MULTICULTURAL HISTORY OF AMERICAN WOMEN 4
Experiences of and ideas about women in the United States since the colonial period, with special emphasis on how gender has historically intersected with women's race, class, ethnic, sexual, and regional identities. (Cross-listed with WS-242.)
(Not open to students who have taken HIS/WS-330.)

HIS-244 ISLAM IN THE UNITED STATES 4
This course focuses on the history of Islam in the United States, with an emphasis on the arrival of Muslims before 1900 through slavery and voluntary migration; the development of black Islam and black nationalism; the role of gender and popular culture in contemporary American Muslim communities; the experience of Muslims post-9/11; and finally the relationship of the United States to Muslim citizens and the Muslim world.

HIS-245 ORAL HISTORY 4
Introduction to oral history research methods and practice, including interview preparation, technique, transcription, equipment use, editing, and legal and ethical considerations. Students will study oral history collections and conduct original oral history research on a topic in regional history.

HIS-251 AFRICAN SOCIETIES FROM THE COLONIAL ERA TO THE PRESENT 4
Changes which followed Western domination, African responses to the new structures and the road to independence. (Cross-listed with AS-251).

HIS-252 AFRICAN-AMERICAN WOMEN'S HISTORY 4
An examination of African American women's experiences from slavery to the present, considering the changing historical conditions under which black women challenged racism and sexism and fought for self-determination and autonomy. (Cross-listed with AS-252 and WS-252.)

HIS-255 AFRICAN-AMERICAN HISTORY 4
Developments in the history of black Americans from slavery times to the present. Main themes include enslavement and emancipation, cultural formations, gender experiences, migration, resistance, and activism. (Cross-listed with AS-255.)

HIS-257 KINGDOMS, COLONIES, NATIONS: AN INTRO TO AFRICAN HISTORY 4
Survey of the main contours of African history from the Sudanic empires to postcolonial nations. (Cross-listed with AS-257.)

HIS-260 OLD SOUTH, NEW SOUTH, NO SOUTH 4
Introduction to the study of the American South, from Jamestown to the present, with a focus

on theme of Southern "distinctiveness." Topics include plantation slavery, Cherokee Removal, Civil War and Reconstruction, the New South, Jim Crow, the Civil Rights Movement ,and "Dirty South" hip-hop music.

HIS-280 THE HISTORY OF SCIENCE FROM THE ANCIENT MIDDLE EAST TO EARLY MODERN EUROPE 4

This course examines the history of science from the ancient Middle East to the Scientific Revolution in early modern Europe. Special emphasis will be placed on the development of astronomy, medicine, and anatomy.

HIS-290 THE HISTORICAL IMAGINATION 4

An introduction to the study and practice of history. This course presents students with an overview of historical interpretations through discussions of relevant historiographies, theories, and methods for analyzing primary and secondary source material. Designed for majors and minors.

HIS-305 THE MIDDLE AGES: CULTURE, SOCIETY, AND MODERN REPRESENTATIONS 4

This course examines European culture and society of the Middle Ages from the eighth to fourteenth centuries. This course also considers the relevance of the Middle Ages to the modern era by examining their representations in literature, film, and popular culture.

HIS-307 WOMEN AND GENDER IN THE MIDDLE EAST 4

This course is an overview of themes related to gender and women throughout the history of the Middle East, from the rise of Islam to the present. The course will cover the place and role of gender relations and women in religion, state, and society. Specific topics include the place of women in Islamic foundational texts, the shaping of gender relations in early Islamic society and jurisprudence, the role of women and family in Islamic empires, as well as the effect of imperialism on families and societies of the Middle East. Starting with the nineteenth century, we will explore the question of gender through the themes of migration, modernization, nationalism, sexuality, feminism, state formation, decolonization, the rise of political Islam, the "global war on terror," and finally the Arab uprisings. (Cross-listed with WS-307.)

HIS-308 MINORITIES IN THE ARAB WORLD 4

This course aims to critically examine the history of minorities in the making of the modern Middle East. It traces the shift from an ethnically and religiously diverse Ottoman Empire to a system of nation-states defined by ethnic or religious exclusivity. The course opens with a discussion of theoretical and methodological approaches to the study of diversity in the modern Middle East. The first half of the course will cover topics that examine the Ottoman millet system, the emergence of modern notions of citizenship and sectarianism in the nineteenth century, the Armenian genocide and the dissolution of the Ottoman Empire, the role of colonialism in the politicization of ethnic and religious groups in the post-Ottoman period, as well as the role of minorities in identity politics and the formation of unifying ideologies. The second half of the course will examine the role of minorities in the states of Syria, Lebanon, Israel, Egypt, and Iraq. Finally, the course will end with a discussion of the rise of the Islamic State and the future role of minorities in today's Middle East.

HIS-309 THE ENLIGHTENMENT IN EUROPE 4

European culture, society and thought in the age of the Enlightenment.

HIS-311 EUROPE IN THE VICTORIAN ERA 4

Industrialization, nationalism, imperialism, international affairs, culture, gender and public and private life in nineteenth century Europe.

HIS-310 PEOPLE ON THE MOVE: MIGRATION AND DISPLACEMENT IN THE MIDDLE EAST 4
The current Syrian "refugee crisis" has turned the world's attention to the questions of migration and displacement. This course traces the historical trajectory of these topics by considering the history of the modern Middle East through the theme of mobility and migration. It charts the transformation of migration patterns as the Middle East moved from a system of empires to a system of nation-states. Specific topics include but are not limited to: the population policies of the Ottoman Empire at its inception, population movement during the Russo-Turkish wars of the nineteenth century, Syrian migration to the Americas, ethnic cleansing, forced displacement, and population transfers during and after World War I, Jewish emigration and immigration during the twentieth century, passport regimes during the interwar period, labor migration in the Gulf, as well as the current refugee crisis.

HIS-312 RUSSIA AND THE SOVIET UNION IN THE 20TH CENTURY 4
Revolution, ethnicity, reform, stagnation and disintegration in Russian and Soviet politics, culture, economy, and society from 1905 to the present.

HIS-313 EUROPE IN THE ERA OF THE WORLD WARS 4
World War I, Nazism, the interwar years, World War II and the Holocaust, with emphasis on ideology, culture, and diplomacy.

HIS-314 EUROPE FROM THE COLD WAR TO THE EUROPEAN UNION 4
Society, economy, culture, and foreign affairs in Western and Eastern Europe since the end of World War II, with emphasis on European division and unity, the welfare state, immigration and diversity, as well as relations with the United States.

HIS-318 THE HOLOCAUST 4
Victims and perpetrators of German genocide, with emphasis on anti-Semitism, origins of the Final Solution, Nazi ideology, survivors' memories, and historiographical controversies.

HIS-320 HISTORY OF SLAVERY IN THE UNITED STATES 4
An examination of the institution of slavery in American history and memory. Themes include: definitions of freedom; the Atlantic slave trade; slaveholding ideologies; slave communities and culture; abolition; and the impact of slavery on free people throughout the nation. (Cross-listed with AS-320.)

HIS-323 CONSERVATISM IN AMERICA, FROM TEDDY ROOSEVELT TO THE TEA PARTY 4
A study of the conservative movement in the United States from 1900 through the present, examining historical context as well as change over time in what is considered "conservative." The course will consider intellectual, economic, social, religious, cultural, and political conservative movements. (Cross-listed with POL-323.)

HIS-324 TOPICS IN AFRICAN-AMERICAN HISTORY 4
Critical examination of a specific topic in the history of the African-American experience. Topics vary from year to year, and the course may be repeated for credit when the content changes. (Cross-listed with AS-324.)

HIS-325 THE AMERICAN REVOLUTION: CAUSES AND CONSEQUENCES 4
The political, social, economic, and ideological roots of the American Revolution; the Constitution and early government; the creation of an American national culture; and the contested meanings of freedom in the early republic.

HIS-326 THE CIVIL WAR AND RECONSTRUCTION 4
Economic, political, and social change in antebellum America; the sectional struggle over slavery; the war experience; emancipation and the limits of Reconstruction.

HIS-332 COMING TO AMERICA: IMMIGRATION HISTORY, 1900-PRESENT 4
America is a nation of immigrants while also being a nation of immigration restrictions. This course examines the political history of borders and immigration, including the legal history of immigration restrictions. Additionally, the course covers the immigrant experience from leaving homeland to migration to the U.S. Using primary source databases and secondary texts, students will explore waves of immigration from Europe, the Americas, Asia, and Africa.

HIS-334 REFORM, WAR, AND SOCIAL CHANGE IN THE UNITED STATES, 1900-1945 4
The major themes and events in American social, cultural, and political life between 1900 and 1945. Topics include Progressivism; technological innovation; the Great Depression and the New Deal; the World Wars; race relations; and evolving gender roles.

HIS-338 UNITED STATES SINCE 1945 4
The social, cultural, political and diplomatic history of the United States since World War II. Topics include the Cold War, the Civil Rights Movement, Vietnam, feminism, the modern media, and current events.

HIS-342 A HISTORY OF NATIVE AMERICANS 4
An examination of beliefs, practices, and social structures among native North American groups from the seventeenth century to the present. Themes include: cultural diversity; European-American imperialism; environmental impacts; the politics and processes of "removal"; identity and citizenship; reservation life; and resistance.

HIS-343 FAMILY, LOVE, AND MARRIAGE IN PREMODERN EUROPE 4
The social and cultural history of families, love, and marriage in Europe prior to 1800. Topics include: family and marriage structures; developing gender identities; sexuality; patriarchy; childhood, adolescence and old age; family planning; celibacy and virginity; family, sex and law. (Cross-listed with WS-343.)

HIS-347 RENAISSANCE ITALY: IDEAS, CULTURE, AND LIVED EXPERIENCE 4
This class explores the intellectual and artistic movements of the Renaissance and the society that gave rise to these movements by considering how changes in culture, politics, religion, and the economy influenced daily life while shaping art, literature, and science. (Cross-listed with WS-347.)

HIS-350 THE AFRICAN DIASPORA 4
History of the dispersal of Africans from the continent to various regions of the world; the catalysts of dispersal; the distribution of Africans, especially in the Americas; and the communities which evolved out of the Diaspora. (Cross-listed with AS-350.)

HIS-352 THE CHINESE REVOLUTIONS 4
A study of the complex sociopolitical crises of modern China, including an evaluation of the revolutions and their impacts on recent Chinese history; particular focus on the Republican Revolution of 1911, the Communist Revolution of 1949, and the Cultural Revolution.

HIS-354 CHINESE WOMEN ON FILM: HISTORY AND THE CINEMATIC IMAGINATION 4
The history of women and gender in China as depicted in film. Emphasis will be placed on the ways in which modernization, imperialism, and globalization have shaped women's roles and representations of women throughout the 20th century. (Cross-listed with WS-354.)

HIS-359 TOPICS IN AFRICAN AND AFRICAN DIASPORA HISTORY 4
Critical examination of a specific topic in African history or the history of the African Diaspora. Topics vary from year to year, and the course may be repeated for credit when the content changes. (Cross-listed with AS-359 and WS-359.)

HIS-360 WORLD WAR II IN ASIA ON FILM 4
Explores the history of World War II in Asia, especially as (re)presented and remembered in films. Special attention is devoted to the cross-cultural aspects of World War II and to how films shape the collective memory of different Asian countries and the United States.

HIS-362 MODERN CHINA THROUGH LITERATURE AND FILM 4
This course uses literature and film as primary sources to examine cultural and political changes in Modern China. It is organized as a research seminar and will focus on research methods, primary sources and writing.

HIS-363 A HISTORY OF HEALTH AND HEALING IN AFRICA 4
Seminar on the history of disease, health, and healing in Africa. In this course, we consider the intersections between knowledge production, power, race, and class in African history. (Cross-listed with AS/PH-363.)

HIS-375 HISTORY OF WOMEN IN THE NEW SOUTH 4
Political, social, and economic experiences of Southern US women since the Civil War, with special attention to issues of gender, race, class, and sexuality. Students will conduct oral history and original research and will explore perceptions and misperceptions of Southern womanhood. (Cross-listed with WS-375.)

HIS-385 PRACTICING PUBLIC HISTORY 4
The study of public interaction with history through museums, historic homes, documentary film, and oral history. Students will consider the benefits and challenges of presenting personal memories in historical context, culminating with the creation of a public history project.

HIS-396 TOPICS IN ASIAN HISTORY 4
Critical examination of a specific topic in the history of Asia. Topics vary from year to year and the course may be repeated for credit when the content changes.

HIS-397 TOPICS IN EUROPEAN HISTORY 4
Critical examination of a specific topic in the history of Europe. Topics vary from year to year and the course may be repeated for credit when the content changes.

HIS-398 TOPICS IN LATIN AMERICAN HISTORY 4
Critical examination of a specific topic in the history of Latin America. Topics vary from year to year and the course may be repeated for credit when the content changes.

HIS-399 TOPICS IN PUBLIC HISTORY 4
Critical engagement with a specific topic, practice or project in the field of public history. Topics vary from year to year and the course may be repeated for credit when the content changes. Prerequisite: HIS-290 (may take previously or concurrently)

HIS-410 DIRECTED READING 1-4
Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

HIS-420 SENIOR SEMINAR 4
Preparation of a major research paper on a topic chosen by the student. Workshop sessions devoted to all phases of research and writing. Required of history majors.

HIS-440 DIRECTED RESEARCH 1-4
Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

HIS-450 INTERNSHIP 1-4

For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

HIS-490 SENIOR THESIS 4

A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

Human Rights

Faculty

Lara Denis, professor of philosophy and director of the ethics program
Douglas J. Falen, professor of anthropology
Rachel Hall-Clifford, associate professor of anthropology and public health
Tina Pippin, Wallace M. Alston Professor of Bible and Religion

Human rights have become a central and widely recognized standard for assessing a just and good society, judging good government, protecting vulnerable groups both at home and abroad, and identifying standards for upholding human dignity. The human rights minor provides an academic space for addressing these concerns and for asking difficult moral and political questions. The courses listed in the minor provide a framework for analysis, and the internship—which requires students to complete a project reflecting on the theory and practice of human rights—links the classroom with practical experience. The minor incorporates a variety of disciplines, including literature, history, philosophy, political science, religion, sociology, anthropology, and women's studies.

Students minoring in human rights are encouraged to participate in a faculty-led Global Study Tour course or any relevant college-approved study-abroad program.

Requirements for the Human Rights Minor

Six courses (24 hours required). A minimum of three courses must be taken at Agnes Scott. Students take the required Core course plus five electives. Electives must be from at least two disciplines and include at least two courses from Group 1. At least three of the five electives must be at the 300 level or above.

Core Course

REL/POL/WS-125 Introduction to Human Rights

Related Courses

Group 1 Electives (choose at least two):

ANT-335	Anthropology of Human Rights
ANT/PH-350	Anthropology of Violence
EDU-415	Radical Pedagogies: Educating for Social Justice
PHI-101	Introduction to Ethics
PHI-106	Bioethics
PHI-109	Environmental Ethics
PHI-112	Moral Problems
PHI-212	Moral Philosophy
POL/WS-333	Women and the Politics of Social Change in Muslim Contexts
REL/EDU-385	Religion, Education, and Activism
REL/WS-263	Religion, Ethics, and Social Justice
WS-450	Internship in Human Rights

Group 2 Electives:

ANT/WS-245	Marriage, Sexuality, and Power in Cross-Cultural Perspective
ANT-340	Worlds of Culture: Global Ethnography

ENG-218	Topics in Ethnic American Literature (when topic relates to Human Rights)
ENG-219	Topics in Literary History (topic: Literature and Political Violence)
ENG-352	Studies in Postcolonial Literature
HIS-230	The Vietnam Wars
HIS-318	The Holocaust
HIS-342	A History of Native Americans
HIS/AS-320	The History of Slavery in the United States
HIS/AS-324	Topics in African-American History (topic: The Civil Rights Movement)
PHI-145	Philosophy of Race
POL-203	Constitutional Law
POL/WS-222	Human Rights in Muslim Contexts
POL-360	Rights at Work
POL-365	Dissent and Protest in Muslim Contexts
REL-221	Engaged Judaism
REL-333	Tibet Through Film and Literature
REL-385	Religion, Education, and Activism
REL/WS-224	Leadership, Feminisms, and Religion
REL/WS-334	Sex, Gender, and Embodiment in Buddhism
SOC/AS-225	Urban Lives
SOC/AS-230	Race, Class and Gender (also cross-listed with WS-231)
SOC-301	Collective Behavior and Social Movements
WS-110	Intro to Queer Studies
WS-235	Gender and the Law
WS-295	Topics in Women's, Gender, and Sexuality Studies (when topic applies)
WS-340	Contemporary Feminist Theory
WS/POL-352	Global Feminisms
WS-395	Advanced Topics in Women's, Gender, and Sexuality Studies (when topic applies)

For course descriptions, see Anthropology, Education, English, History, Philosophy, Political Science, Religious Studies, Sociology, and Women's, Gender, and Sexuality Studies, or the courses page on the Human Rights website.

International Relations

Faculty

Eleanor G. Morris, associate professor of political science

Mona Tajali, assistant professor of international relations and women's, gender, and sexuality studies

In this program, students explore the major issues of international politics today, as well as the evolution of the current international system. Coursework in international relations requires students to grapple with the politics of peace and war, the nature and exercise of power within the international system, and the changing character of the actors (both state and non-state) who participate in the various dimensions of international decision making and activism. As an interdisciplinary program, the international relations major relies upon the perspectives, theories, insights, and methods of several liberal arts disciplines, including economics, history, political science, and others. The international relations major at ASC requires that students take several required introductory and foundational courses in order to prepare them for upper level thematic work. International relations majors are strongly encouraged to study abroad in an area that enhances their IR coursework and furthers the language study critical to practicing international relations beyond ASC.

Student Learning Outcomes

A student who graduates with a major in international relations will be able to

- understand the evolution of major concepts of international relations and how they are contested/debated within the discipline, including among globalization, interdependence and dependence, power, hegemony, conflict, cooperation, equality, justice, and human rights;
- understand and evaluate the major theories and approaches to international relations, including realism, liberalism, constructivism, Marxism, feminism, and post-colonialism, and use the theories to explain, analyze, and predict events in the international system;
- identify and explain the [changing] roles of key actors in the international system including states, intergovernmental organizations, non-governmental organizations, transnational networks, transnational corporations, global civil society, and individuals in creating and shaping international relations;
- analyze international relations topics through the use of international relations theory in conjunction with other related and important fields including history, political science, economics, sociology, anthropology, women's studies, and cultural studies;
- demonstrate strong reading and analytical skills in engaging with theoretical and popular writing in international relations;
- write well-organized, persuasive, and original essays and research papers, using appropriate citations;
- participate actively and thoughtfully in class discussions;
- demonstrate progress in speaking a second language and in linking cross-cultural awareness and sensitivity to learning in the international relations major.

Requirements for the International Relations Major

A minimum of 11 courses

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Required Introductory Course
POL-103 Intro to World Politics
Required Foundational Courses
POL-226 Approaches to Politics and International Relations
ECO-104 Microeconomics
ECO-105 Macroeconomics
One 300-level Comparative/Regional History course selected from the following
HIS-308 Minorities in the Arab World
HIS-310 People on the Move: Migration and Displacement in the Middle East.
HIS-312 Russia and the Soviet Union in the 20th Century
HIS-313 Europe in the Era of the World Wars
HIS-314 From Cold War to EU
HIS-352 Chinese Revolutions
HIS-360 WWII in Asia on Film
Required International Relations Theory Course
POL-326 Approaches to International Relations
Required Senior Capstone Course
One of the following courses:
IR-400 Senior Seminar in International Relations
POL-455 Seminar in Political Change
POL-492 Seminar in Culture and Politics

Student-selected International Themes
In addition to the courses described above, students should select three courses (two of which must be taken at the 300-level or above) to be taken from one of the following thematic groups:
International Economics and Development
ECO-334 Economic Development
ECO-351 International Trade
ECO-352 International Finance
ECO-353 International Economic Institutions
POL-322 Theories and Development and Anti-Development
POL-395 Topics in Political Science (when topic applies)
Global Gender Issues
HIS-220 European Women since the Middle Ages
HIS-307 Women and Gender in the Middle East
HIS-354 Chinese Women on Film
HIS-359 Topics in African and African Diaspora History
POL-222 Human Rights in Muslim Contexts
POL-313 Gender Politics
POL-333 Women and the Politics of Social Change in Muslim Contexts
POL-365 Dissent and Protest in Muslim Contexts
REL-251 Gender, Sexuality and Islam
SOC-356 Comparative Black Feminisms
WS-245 Marriage, Sexuality, and Power in Cross-Cultural Perspective
WS-334 Sex, Gender, and Embodiment in Buddhism
WS-352 Global Feminisms
Middle-Eastern Studies
HIS-107 The Making of the Modern Middle East
HIS-207 The Global Middle East

HIS-307 Women and Gender in the Middle East
HIS-308 Minorities in the Arab World
HIS-310 People on the Move: Migration and Displacement in the Middle East
REL-251 Gender, Sexuality and Islam
REL-252 Islam and/in The West
REL-372 Film, Fiction and Orientalism
POL-222 Human Rights in Muslim Contexts
POL-333 Women and the Politics of Social Change in Muslim Contexts

Post-Colonial Studies

ENG-215 Literature of Ireland
ENG-217 Topics in Literature and Empire
ENG-317 The Colonial Imagination
ENG-321 Romanticism (when topic applies)
ENG-352 Studies in PostColonial Literature (when topic applies)
FRE-243 Intro to Francophone Literature and Culture
GER-340 History, Literature, and Culture of Afro-Germans
HIS-398 Topics in Latin American History
POL-329 Politics of International Migration
POL-333 Women and the Politics of Social Change in Muslim Contexts
REL-372 Film, Fiction and Orientalism
SPA-365 Black Literature in Cuba and Puerto Rico

War and Peace

HIS-207 The Global Middle East
HIS-230 The Vietnam Wars
HIS-312 Russia and the Soviet Union in the 20th Century
HIS-313 Europe in the Era of the World Wars
HIS-314 Europe from the Cold War to the European Union
HIS-318 The Holocaust
HIS-360 WWII in Asia on Film
POL-282 US Foreign Policy since 1945
POL-337 Politics of the European Union
POL-392 Manifest Destinies in a Global World

Asian Studies

HIS-113 Intro to Japanese History
HIS-115 Modern Chinese History
HIS-230 The Vietnam Wars
HIS-352 Chinese Revolutions
HIS-354 Chinese Women on Film
HIS-360 WWII in Asia on Film
HIS-362 Modern China through Literature and Film
HIS-396 Special Topics in Asian History
REL-233 Tibet through Film and Literature

European Studies

ENG-352 Literature of South Asia, Middle East, and Africa
FRE-355 Topics in Francophone Literature and Culture (when topic applies)
FRE-396 Special Topics in French Literature and Culture (when topic applies)
GER-220 Intro to German Cultural Studies
GER-340 History, Literature, and Culture of the Afro-Germans
GER-351 Contemporary German Life and Thought

HIS-102 Europe in Modern Times
HIS-220 European Women since the Middle Ages
HIS-311 Europe in the Victorian Era
HIS-312 Russia and the Soviet Union in the 20th Century
HIS-313 Europe in the Era of the World Wars
HIS-314 Europe from the Cold War to the European Union
HIS-318 The Holocaust
POL-337 Politics of the European Union
POL-370 Politics of Democratic Socialism
SPA-307 Civilization and Culture of Spain
SPA-361 20th Century Spain

Foreign Language Requirement
Each major expected to acquire proficiency in a foreign language. For French, Spanish, and German, students should take at least one class beyond 202. For Chinese and Japanese, students should take through 202 plus one Asian Studies course. Please consult with the IR program director if you wish to pursue a language other than those listed above.

Study Abroad
Students are strongly encouraged to study abroad. A suitable course of study should be chosen with the help of the student's advisor. Courses taken abroad often count toward the IR major requirements but these must be approved by the IR Program Director.

Courses

Described below are the courses designated as International Relations. For other course descriptions, see Economics, English, French, German, History, Political Science, Religious Studies, Sociology, Spanish, and Women's, Gender, and Sexuality Studies, or the courses page on the International Relations website.

IR-400 SENIOR SEMINAR IN INTERNATIONAL RELATIONS 4
Required seminar for international relations seniors that allows for independent research on a topic of current interest and importance in international relations. It provides opportunities for majors to integrate the theoretical, historical and geographical components of the major through readings, discussion, research and writing on the topic of their choosing. (Cross-listed with POL-400.)
Prerequisite: POL-103, POL-226, POL-326 (for IR majors)
Open only to senior IR and political science majors

IR-410 DIRECTED READING 1-4
Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

IR-490 SENIOR THESIS 4
A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

Mathematics

Faculty

Rachel Rossetti, associate professor of mathematics
Alan Koch, professor of mathematics
James S. Wiseman, professor of mathematics

The mathematics program is designed to help students think clearly and logically, learn to use the language of mathematics effectively, write and speak about mathematical ideas coherently, and appreciate the broad power of mathematics to describe phenomena in the real world.

The courses develop the student's ability to analyze problems, understand and use the theory and techniques of mathematics, and acquire the skills and mathematical tools needed in the application of mathematics.

Students learn how to use mathematical software and to appreciate its role as a tool in the study and application of mathematics. The courses are also designed to develop the student's ability to work with abstract ideas as they meet some of the major themes and profound ideas in modern mathematics.

The mathematics faculty provide placement advising for mathematics courses to incoming students. Students in 100-level courses are offered opportunities for interaction outside the classroom through the Mathematics Learning Center. Advanced mathematics students are encouraged to consider internships in the Atlanta area and to apply for summer-research programs on other campuses. Study topics of particular interest beyond the courses listed are also available through cross registration or through directed or independent studies.

A major in mathematics is excellent preparation for professional employment in a variety of areas such as business, technology and actuarial science; for teaching at the secondary school level; and for entry into medical or law school. The program is also designed to give mathematics majors a solid background for graduate study, not only in mathematics but in related areas as well.

Students with an interest in science are encouraged to combine that study with mathematics either through the interdisciplinary mathematics-physics major, through a student-designed major, or through the mathematics minor.

Student Learning Outcomes

Students graduating with a major in mathematics will be able to

- demonstrate an understanding of the abstract nature of theoretical mathematics by working with abstract concepts and constructing proofs;
- exhibit proficiency in the computational techniques of calculus and linear algebra;
- demonstrate skills in problem analysis and problem solving, both individually and collaboratively;
- use mathematics as a tool for solving real-world problems;
- demonstrate the ability to use technology wisely, adapt to new forms of technology, and make use of technology as a tool and expression of their mathematical ability.

Requirements for Mathematics Major

Mathematics 118, 119, 204, 206, 220, 321 and 480.
At least three additional 300-level courses selected from at least two of the following groups: (331, 352), (314, 316, 317), (309, 311, 325, 326 and 328.) The minimum number of credits required to fulfill a mathematics major is 38.

All mathematics, mathematics-economics and mathematics-physics majors are required to take an exit exam: the Mathematics Major Field Test from the Educational Testing Service.

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Requirements for Mathematics Minor

The mathematics minor is designed for those students who wish to study mathematics significantly beyond the introductory level and focus on an area of special interest without accomplishing a major.

A student planning a minor in mathematics is required to consult with the department to ensure the coherence and relevance of the program of study planned.

Mathematics 118, 119
At least one course from 204, 206 or 220
At least three additional courses at the 200 or 300 level, one of which must be at the 300 level.

Courses

MAT-100 CREATIVE PROBLEM SOLVING IN MATHEMATICS 2

A structured framework in which students develop problem-solving, quantitative reasoning and critical thinking skills. Development of conceptual thinking through collaborative activity and clear writing. Focus on extracting mathematics embedded in scientific narrative. Problems may come from biology, chemistry, physics, mathematics and social sciences. Offered on an occasional basis.

MAT-101 FINITE MATHEMATICS 4

This course is an introduction to the mathematical analysis of voting. We cover voting methods, definitions of fairness, apportionment, and weighted voting. We also examine the social implications of various voting practices through historical examples and current events

MAT-104 INTRODUCTION TO MATHEMATICAL THOUGHT 4

Introduction to some of the major themes and ideas in mathematics and their historical and cultural contexts. Focus on logical thinking and coherent writing. Topics may include ancient number systems, patterns in numbers and geometry, dimension, and the mathematical infinite. Offered on an occasional basis.

MAT-115 ELEMENTARY STATISTICS 4

Statistical measures and distributions, probability and its application to statistical inference, linear correlation, hypothesis testing, confidence intervals, and applications in the natural and social sciences. A scientific calculator is required for this course.

MAT-117 FUNCTIONS AND MODELING 4

A study of polynomial, rational, exponential, logarithmic, and trigonometric functions, and their applications and use in modeling real-world situations in the natural and social sciences. Functions are studied from numerical, graphical, and algebraic viewpoints. Emphasis on conceptual understanding and problem solving. A graphing calculator is required for this course.

MAT-118 CALCULUS I 4

Introduction to the basic concepts of differential and integral calculus, emphasizing conceptual understanding and applications. Topics are covered from a graphical, algebraic, and numerical perspective. Mathematical writing is emphasized. A graphing calculator is required for this course.

MAT-119 CALCULUS II 4

Continuation of 118. Topics include the integral and its applications, techniques of integration, improper integrals, and an introduction to series and differential equations. A graphing calculator is required for this course.
Prerequisite: MAT-118 with a grade of C- or better

MAT-131 INTRODUCTION TO COMPUTER PROGRAMMING 4

This introduction to computer science, developed by Google and their academic computer science partners, emphasizes problem solving and data analysis skills along with computer programming skills. Using Python, students will learn design, implementation, testing, and analysis of algorithms and programs. And within the context of programming, they will learn to formulate problems, think creatively about solutions, and express those solutions clearly and accurately. Problems will be chosen from real-world examples such as graphics, image processing, cryptography, data analysis, astronomy, video games, and environmental simulation. Students will get instruction from a World-class computer science professor, delivered remotely through video and interactive media. Then they will attend class for collaborative team projects to solve real-life problems, similar to those a team at Google might face. Prior programming experience is not a requirement for this course. (Cross-listed with PHY-131.)

MAT-204 THE ART OF MATHEMATICAL THINKING 4

An introduction to the study of the role of proof in mathematics, mathematical writing and grammar and abstraction, and critical thinking, using topics from areas such as set theory, logic, discrete mathematics, and number theory.
Prerequisite: MAT-119 with a grade of C- or better

MAT-206 LINEAR ALGEBRA 4

Real and abstract vector spaces, linear transformations, matrices and determinants, with applications to systems of linear equations, geometry, and other selected topics.
Prerequisite: MAT-119 with a grade of C- or better

MAT-220 MULTIVARIABLE CALCULUS 4

The geometry of curves and surfaces, and the calculus of functions of two or more variables, including partial differentiation, multiple integrals and vector analysis.
Prerequisite: MAT-119 with a grade of C- or better

MAT-231 HOW TO THINK LIKE A DATA SCIENTIST

This course introduces students to the importance of gathering, cleaning, normalizing, visualizing, and analyzing data to drive informed decision-making, no matter the field of study. Students will learn to use a combination of tools and techniques, including spreadsheets, SQL, and Python to work on real world datasets using a combination of procedural and basic machine learning algorithms. They will also learn to ask good, exploratory questions and develop metrics to come up with a well thought-out analysis. Presenting and discussing an analysis of datasets chosen by the students will be an important part of the course. Like PHY/MAT-131, this course will be "flipped," with content learned outside of class and classroom time focused on hands-on, collaborative projects. (Cross-listed with PHY-231.)
Prerequisite: PHY/MAT-131

MAT-295 TOPICS IN MATHEMATICS 4

A semester study centered around a mathematical or interdisciplinary topic. Recent topics have included combinatorics and discrete mathematics, logic and set theory, and the mathematics of computer graphics. May be repeated for credit when topics change.
Prerequisite: MAT-118 and MAT-119

MAT-309 DIFFERENTIAL EQUATIONS 4
First- and second-order differential equations, higher order, linear ordinary differential equations, existence and uniqueness theorems, and applications.
Prerequisite: MAT-206 or MAT-220 with a grade of C- or better

MAT-311 CHAOTIC DYNAMICAL SYSTEMS 4
Chaos theory and dynamical systems. Topics include fractals, bifurcations, measurement of chaos, and behavior of orbits. Possible applications to physics, biology, astronomy, and the social sciences. Offered alternate years
Prerequisite: MAT-206 or MAT-220 with a grade of C- or better

MAT-314 MODERN GEOMETRIES 4
A study of axiomatic systems in geometry, including affine, projective, Euclidean and non-Euclidean geometries, and the historical background of their development. Offered on an occasional basis.
Prerequisite: MAT-204 and MAT-220 with a grade of C- or better

MAT-316 TOPOLOGY 4
Topological spaces, continuity, compactness, and connectedness, with special emphasis on metric spaces. Offered alternate years.
Prerequisite: MAT-204 and MAT-220 with a grade of C- or better

MAT-317 NUMBER THEORY 4
Divisibility, prime numbers, Diophantine equations, congruence of numbers, methods of solving congruencies, quadratic reciprocity, and applications to cryptology. Offered alternate years.
Prerequisite: MAT-204 with a grade of C- or better

MAT-321 ABSTRACT ALGEBRA 4
Important algebraic structures, including groups, rings, integral domains, and fields.
Prerequisite: MAT-204 and MAT-206 with a grade of C- or better

MAT-325 MATHEMATICAL MODELS AND APPLICATIONS 4
Development of techniques of model building. Applications to illustrate the techniques drawn principally from the natural and social sciences. Offered alternate years.
Prerequisite: MAT-206 or MAT-220 with a grade of C- or better

MAT-326 MATH IN THE CITY 4
Students will act as professional mathematical consultants for a local business, research center, or government organization. The organization will provide a problem of local, national, and/or global interest, and students will learn and apply appropriate mathematical modeling techniques. Offered on an occasional basis.
Prerequisite: MAT-206 or MAT-220

MAT-328 MATHEMATICAL STATISTICS AND PROBABILITY 4
Basic probabilistic methods in the classical theory of probability, estimations, hypothesis testing, and applications. Offered alternate years.
Prerequisite: MAT-206 or MAT-220 with a grade of C- or better

MAT-331 REAL ANALYSIS 4
The topology of the real number system and the axiom of completeness. Rigorous development of some central ideas in analysis including limits, continuity of functions, and convergence of sequences and series. Offered alternate years.
Prerequisite: MAT-204 with a grade of C- or better

MAT-339 APPLIED MACHINE LEARNING INTENSIVE 9

This course provides students with the fundamentals of machine learning (ML)in a ten-week intensive summer session. Students will develop their programming skills in Python and SQL in order to apply machine learning tools and models to problem solving across a range of academic disciplines (e.g., physics, economics, sociology, math) and practical applications based on real-world examples. Topics covered include: data investigation, cleaning, transformation, analysis, and visualization; modeling techniques like classification, regression, and clustering; and critical ethical implications of machine learning, including artificial intelligence bias and machine learning fairness. Students will be immersed in project-based teams dedicated to exploring and solving data problems and will present some of their collaborative research at the end of the summer session. (Cross-listed with PHY-339.)
Prerequisite: MAT/PHY-131 and 231; by application only

MAT-352 COMPLEX VARIABLES 4

The algebra of complex numbers, analytic functions, elementary functions, linear fractional transformations, mappings, integrals, power series, Laurent series, and residue calculus. Offered alternate years.
Prerequisite: MAT-220 with a grade of C- or better

MAT-410 DIRECTED READING 1-4

Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

MAT-440 DIRECTED RESEARCH 1-4

Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

MAT-450 INTERNSHIP 1-4

For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

MAT-480 MATHEMATICS SEMINAR 2

Integrates topics in a variety of areas of undergraduate mathematics and emphasizes problem-solving, writing and speaking skills. Open to senior majors in mathematics, mathematics-economics or mathematics-physics and to minors in mathematics.

MAT-490 SENIOR THESIS 4

A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

MATHEMATICS-ECONOMICS

The interdisciplinary mathematics-economics major allows the student to combine their interests in economics and mathematics. Students elect at least 20 credits in mathematics and 20 credits in economics. Other courses may be elected in either mathematics or economics.

Student Learning Outcomes

Students graduating with a major in mathematics-economics will be able to

- demonstrate an understanding of the abstract nature of theoretical mathematics by working

with abstract concepts and constructing proofs;
- exhibit proficiency in the computational techniques of calculus, differential equations, and linear algebra;
- demonstrate skills in problem analysis and problem solving, both individually and collaboratively;
- use mathematics as a tool for solving economic problems;
- demonstrate the ability to use technology wisely, adapt to new forms of technology, and make use of technology as a tool and expression of their mathematical ability;
- understand and apply the basic principles of micro- and macro-economics;
- understand, formulate, and evaluate economic models.

Requirements for the Mathematics-Economics Major

The minimum number of credits required to complete the major in mathematics-economics is 50.
Economics 104, 105, 206, 207
Mathematics 118, 119, 206, 220, 309
Either Economics 338 or Mathematics 328
Either Economics 400 or Mathematics 480

An additional two elective courses in mathematics or economics are required, with at least one in economics. Business courses (including accounting courses) and ECO-450 (internships) do not count toward the major.

The economics elective courses must be at the 300 level or above, the math elective courses must be at the 200 level or above, and all electives must be approved by advisors to the major in the respective departments.

All mathematics, mathematics-economics and mathematics-physics majors are required to take an exit exam: the Mathematics Major Field Test from the Educational Testing Service.

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

MATHEMATICS-PHYSICS

This major provides an integrated study of mathematics and its application in theoretical physics. Students elect at least 24 credits in mathematics and 24 credits in physics. Other courses may be elected in mathematics and physics.

Student Learning Outcomes

Students graduating with a major in mathematics-physics will be able to
- demonstrate an understanding of the abstract nature of theoretical mathematics by working with abstract concepts and constructing proofs;
- exhibit proficiency in the computational techniques of calculus, differential equations, and linear algebra;
- demonstrate skills in problem analysis and problem solving, both individually and collaboratively;
- use mathematics as a tool for solving problems modeling physical situations;
- demonstrate the ability to use technology wisely, adapt to new forms of technology, and make use of technology as a tool and expression of their mathematical ability;
- understand and apply the basic laws of physics;
- design experiments and collect and analyze data.

Requirements for the Mathematics-Physics Major

The minimum number of credits required to complete the major in mathematics-physics is 48.

Mathematics 118, 119, 206, 220, 309 and at least four additional credits in mathematics. The additional course must be at the 200-level or above and must be approved by the advisor to the major in mathematics.

Physics 202, 203, 210 and 12 additional credits, 8 of which must be at the 300-level or above.

Mathematics-Physics majors are encouraged to enroll in the Senior Seminar in Mathematics (MAT-480) or the Advanced Seminar in Physics (PHY-420).

All mathematics, mathematics-economics and mathematics-physics majors are required to take an exit exam: the Mathematics Major Field Test from the Educational Testing Service.

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Music

Faculty

David D'Ambrosio, director of piano studies and accompanying
Tracey E.W. Laird, professor of music
Jason Solomon, associate professor of music
Qiao Solomon, associate professor of music, director of orchestral activities and strings chamber ensemble

The music department offers students an integrated curriculum that nurtures their understanding of and involvement in the musical arts. Instruction in the areas of music theory, music history and ethnomusicology, and solo-ensemble performance prepare music majors for graduate study and careers in music, while providing minors and other students with a fundamental exposure to the musical field. As part of a humanistic discipline, the department teaches students to engage music through critical thinking, writing, and speaking; in the area of artistry, it develops a competence in musical activity through listening, analysis, composition, and performance; and pursuant to the goals of the college, the department provides musical opportunities for experiential learning and service.

The program offers majors a balanced approach to the study of the history, theory, and performance of music; and it ends with a capstone senior seminar. Music majors and minors pursue a course of study that emphasizes one of the primary areas within the discipline—music theory, musicology/ethnomusicology, as well as performance. Students also have the opportunity to pursue interests in composition or world music, as well as individual or ensemble performance.

Instruction is available on all modern orchestral instruments, keyboard and voice, as well as some renaissance and baroque instruments, jazz, improvisation and accompanying.

Presser Hall houses the department of music's classrooms, studios and offices, rehearsal and performance halls, a music technology lab, practice rooms, and storage rooms for instruments owned by the college or by students. The Julia Thompson Smith Chapel provides another attractive performance space on campus.

The department makes available to students musical instruments, including Steinway grand pianos, a German double harpsichord (Wolf Instruments), organs (Austin, Brombaugh, Schlicker, and an early 19th century American chamber organ), a complete set of drums from Ghana, and some orchestral and percussion instruments.

Student Learning Outcomes

Students graduating with a Music major will be able to

- apply the critical listening skills, leadership, and personal responsibility necessary to collaborate with others in performance;
- practice their voice or instrument effectively in order to improve specific areas of musicianship, including setting goals, isolating musical passages, learning to properly use a metronome, and working with a sense of purpose;
- evaluate technical and interpretative elements of other performers in live and mediated musical settings;
- compare and contrast, as well as perform, diverse repertoire appropriate to the student's individual ability;
- overcome obstacles that impede artistic and technical development;
- experience the sense of accomplishment that comes with setting a performance goal and achieving it;

- collaborate with other musicians in performance;
- connect the history of music to the performance of music;
- demonstrate in written and oral forms knowledge about western art music from different historical eras, including major figures, representative works, style characteristics and forms, and the social, cultural, and political significance of music;
- demonstrate in written and oral forms knowledge about music from different traditions around the world, including its commercial, historical, political, ritual, martial, and other sources of significance;
- apply various methods of research and information gathering, and effectively communicate the results in various oral and written forms;
- grasp music's role as fundamentally relevant to human life across the globe, and think critically about its meaning in our own lives and in the lives of others.

Requirements for the Music Major

The minimum number of credits required of a music major is 48.
Students emphasize theory or musicology/ethnomusicology by selecting a minimum of one academic elective at the 200-level and one at the 300-level or above.
The required courses for all students include the following:
Theory: 109, 110, 209, 210 (Students with a background in Music Theory may place out 109 and/or 110, via a placement exam administered during Orientation.)
History: 106, one 200-level course in appreciation or history (204, 205, 206, 219,), 301 and 302
Elective: a minimum of 1 additional course in theory or musicology/ethnomusicology at the 300-level or above.
Performance: a minimum of 6 credits in 1 instrument or voice
Ensemble Experience: a minimum of 3 years in approved college ensembles. Students normally satisfy this requirement in the major ensemble related to the student's applied-music area.
Senior Seminar: 480
Students may add a performance emphasis by electing 399 and/or 499.
Students with an emphasis in vocal performance must satisfy piano-proficiency requirements prior to graduation (requirements are listed in the online music student handbook.)

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Requirements for the Music Minor

A minimum of 20 credits in the department including Music 106 and 110, four credits in one applied area, and four semesters of an ensemble.

A minor program must be created with the guidance and approval of a full-time department member. Minors may apply a maximum of 14 credits in applied music toward graduation.

Courses

Musicology/Ethnomusicology

MUS-100 EXPERIENCING CLASSICAL MUSIC 4

An introduction to the fundamental concepts and contexts of classical music, with a focus on the human and cultural values of music and the significance of music in cultural history. By engaging with a diverse selection of compositions through directed listening, students will become informed listeners and critical thinkers with respect to a broad range of musical styles and genres, understand historical and stylistic views of music, and acquire the skills and

vocabulary to discuss and write about music effectively. No previous musical training or ability to read music notation is required.

MUS-106 MUSICAL ELEMENTS IN GLOBAL PERSPECTIVE 4
Basic concepts and terminology for music in a cross-cultural context. Examination of music in human life through case studies of traditions from around the world, with an emphasis on migration of people and traditions, and changing musical meanings over time.

MUS-204 HISTORY OF JAZZ 4
A study of the personalities and styles that define American jazz and an examination of the socioeconomic conditions that fostered and nurtured it. Offered alternate years.

MUS-205 AMERICAN POPULAR MUSIC 4
A chronological study of American popular music in the 18th, 19th, and 20th centuries. Works examined in terms of musical and textual content and in the light of their sociological contexts. Offered alternate years.

MUS-206 TOPICS IN MUSIC AND CULTURE 4
Special interest topics that address the intersection of music and culture; for example, Music and Ethnicity in the United States, Music and Social Movements, Audio Design, or Music and Film, offered on an occasional basis.

MUS-219 WOMEN IN WORLD MUSIC 4
An historical and sociological overview of the various roles women have played in music in cultures around the world as composers, performers, teachers, entertainers, and patrons, etc., from antiquity to the present day, with emphasis on non-Western traditions. It is recommended that students take 106 prior to enrolling in this course. (Cross-listed with WS-219.)

MUS-301 MUSIC BEFORE 1750 4
A chronological study of Western art music from the Greek civilization through Baroque era. Offered alternate years.
Prerequisite: MUS-109 (MUS-106 also preferred but not required)

MUS-302 MUSIC SINCE 1750 4
A chronological study of Western music since the mid-18th century. Offered alternate years.
Prerequisites: MUS-106, MUS-109

MUS-306 MUSIC IN THE UNITED STATES 4
Explores traditions borne of unique circumstances and interactions of diverse groups in the United States from the pre-Colonial era to the present. Topics include "Yankee tunesmiths," broadsides, shape-notes, with emphasis on concert music from the late 19th century onward.

MUS-350 TOPICS IN MUSIC HISTORY 4
Special interest topics, such as genres, repertoires and national music, offered on an occasional basis according to student interest and as the need arises.
Prerequisites: MUS-110

MUS-360 TOPICS IN ETHNOMUSICOLOGY 4
Special interest topics, such as methods in ethnomusicology, area studies and history of the discipline, offered on an occasional basis according to student interest and as the need arises.
Prerequisites: MUS-110

Music Theory

MUS-109 MUSIC THEORY I: FUNDAMENTALS 4
This introductory course teaches the rudiments of music in sufficient depth to enable the student to read music and describe musical relationships. The course focuses on the

fundamental elements of musical structure, including scales, keys, intervals, chords, melody, meter, and rhythm.

MUS-110 MUSIC THEORY II: DIATONIC HARMONY 4
This course continues the study of musical structure, including the development of aural skills via computer-assisted instruction. Exploring both classical and popular music, course topics include diatonic chord relationships, voice leading, tonal syntax and prolongation, chord inversions, cadences, and non-chord tones.
Prerequisite: MUS-109 or successful completion of placement exam

MUS-209 MUSIC THEORY III: CHROMATIC HARMONY 4
A continuation of 110, this course explores chromaticism, covering topics such as secondary dominants, modulation, modal mixture, chromatic chords, and the basics of musical form. Students will improve their aural skills and technical vocabulary and increase their musical creativity through composition.
Prerequisite: MUS-110

MUS-210 MUSIC THEORY IV: CONTEMPORARY TRENDS 4
The culminating course in the theory sequence, this course explores the dissolution of the tonal system and the alternative means of structuring music that emerge during the 20th and 21st centuries. Topics include advanced chromaticism, nondiatonic scales, nonfunctional pitch centricity, set theory, serialism, and jazz.
Prerequisite: MUS-209

MUS-311 ARRANGING AND ORCHESTRATION 4
This course equips students with the fundamental techniques and aesthetics of scoring for diverse ensemble types including jazz (small and big band), orchestra, and electroacoustic media. Emphasis is placed on score examination, familiarization with current software applications, and creative instrumentation.
Prerequisite: MUS-110

MUS-312 FORM AND ANALYSIS 4
An examination of musical form drawing parallels between traditional and nontraditional musical practices. Through discussion and study of the classical repertoire, and comparative analysis with jazz, popular, and non-Western music, students will develop versatile tools for the analysis and comprehension of structures and organizing principles in a wide variety of musical styles.
Prerequisite: MUS-209

MUS-370 TOPICS IN MUSIC THEORY 4
Special interest topics in music theory, offered on an occasional basis according to student interest and as the need arises.
Prerequisite: Either MUS-209 or MUS-210, depending upon the topic

Advanced Study

MUS-410 DIRECTED READING 1-4
Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

MUS-440 DIRECTED RESEARCH 1-4
Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

MUS-450 INTERNSHIP 1-4

For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

MUS-480 SENIOR SEMINAR 4

Specialized areas of music designed to meet the needs of students in the seminar.
Open to senior music majors only

MUS-490 SENIOR THESIS 4

A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

Applied Music

Applied Music: Fees for applied music instruction courses are applied to all full-time and part-time students as determined by the college in consultation with the Department of Music. Contact the chair of the Department of Music for updated information about fees for individual and group lessons. Applied-music fees are charged after the add period ends. Students who audit music class are still responsible for any associated music fees. The college offers one credit for each hour of instruction in applied music; or two credits for an optional junior recital (MUS-399) or senior recital (MUS-499.) Student may register for half-hour lessons for one-half of the credit and one-half the fee; however, this option is not available for group instruction or for MUS-399 or MUS-499. Students may apply a maximum of 14 credits toward graduation. The prerequisite for applied music is permission of the department chair.

Class Instruction (see fees above)

Includes courses for absolute beginners.

MUS-150A CLASS PIANO I 1

Class instruction on piano for beginning students. Students are taught in a piano laboratory, and those who complete 150A will normally proceed into MUS-150B unless the instructor believes the student's skills are developed sufficiently to warrant them being placed in MUS-151 for individual lessons.

MUS-150B CLASS PIANO II 1

Class instruction for students who may have had some training on the instrument but whose skills are undeveloped and in need of review. Laboratory instruction for them begins at this level. Students from 150A also elect 150B unless exempted by the instructor. Students with adequate training begin individual lessons in MUS-151.

MUS-150C CLASS PIANO III 1

Development of skills necessary to demonstrate piano-proficiency competencies required of singers.

MUS-150D CLASS PIANO IV 1

Continuation of MUS-150C. Completion of all piano-proficiency requirements of singers, including repertoire requirements.

MUS-160A-B CLASS STRINGS I 1

Beginning instruction for students on the cello in a group setting.

MUS-160B-A CLASS STRINGS II 1

Continuation of Class Strings I.

MUS-170A-A CLASS GUITAR I 1
Beginning instruction for students with no previous experience with playing the guitar. Introduction to guitar tablature and exposure to easier repertoire including classical, folk, and popular material.

MUS-170B-A CLASS GUITAR II 1
Continuation of MUS-170A for advanced beginners.

MUS-180A CLASS VOICE I 1
Development of elementary singing skills, including fundamentals of vocal technique, diction, and pedagogy. Develops self-confidence for small ensemble and solo singing. Repertoire includes popular, musical theatre, classical, and traditional music. This course is a prerequisite for further applied-voice study.

MUS-180B CLASS VOICE II 1
Continuation of MUS-180A for advanced beginners.

MUS-190A CLASS WINDS I 1
Beginning instruction for students with no previous experience playing a wind instrument.

MUS-190B CLASS WINDS II 1
Continuation of MUS-190B.

Individual instruction in applied music (see fees above)
Accompanying: MUS-153, MUS-353
Bass: MUS-174, MUS-374
Bassoon: MUS-194, MUS-394
Cello: MUS-173, MUS-373
Clarinet: MUS-193, MUS-393
Composition: MUS-143, MUS-343
Flute: MUS-191, MUS-391
Guitar: MUS-175, MUS-375 (MUS-175B is 30 min lesson for 0.5 credits. Fee is $290 per semester)
Harp: MUS-176, MUS-376
Harpsichord: MUS-141, MUS-341
Horn: MUS-197, MUS-397
Improvisation: MUS-156, MUS-356
Jazz Saxophone: MUS-189, MUS-389
Lute: MUS-178, MUS-378
Oboe: MUS-192, MUS-392
Organ: MUS-161, MUS-361
Percussion: MUS-292, MUS-492
Piano: MUS-151, MUS-351
Recorder: MUS-291, MUS-491
Saxophone: MUS-195, MUS-395
Trombone/Euphonium: MUS-198, MUS-398
Trumpet: MUS-196, MUS-396
Tuba: MUS-293, MUS-493
Viola: MUS-172, MUS-372
Viola da Gamba: MUS-177, MUS-377
Violin: MUS-171, MUS-371

Voice: MUS-181, MUS-381
Junior Recital: MUS-399 (2 credits)
Senior Recital: MUS-499 (2 credits)

Music Ensembles

Many opportunities exist for participation in musical ensembles for students, staff, and faculty. There are no fees for participating in a music ensemble at Agnes Scott. Some ensembles are open to all without audition, while others require an informal audition and permission of the director, prior to registration for the first time.

Students may receive a maximum of eight credits for participation in ensembles. The ensembles offer one credit per semester and are numbered as follows:

MUS-131	Collegiate Chorale*	1
MUS-132	*Sotto Voce**	1
MUS-133	Joyful Noise	1
MUS-134	Orchestra*	1
MUS-135	Flute Ensemble	1
MUS-136	Strings Chamber Ensemble*	1
MUS-137	Keyboard and Winds Chamber Group*	1
MUS-138	Musical Theatre Workshop*	1
MUS-139	Jazz Ensemble*	1
MUS-215	World Percussion	1

*Prerequisite: Written permission of the ensemble director required for first enrollment.

Neuroscience

Faculty

Barbara J. Blatchley, professor of psychology
Stacey Dutton, assistant professor of biology and neuroscience
Jennifer Larimore, associate professor of biology
Bonnie Perdue, associate professor of cognitive neuroscience and psychology

The neuroscience program offers an interdisciplinary approach to the study of the nervous system with the goal of understanding the biological basis of behavior. Neuroscience includes a wide range of approaches from the molecular biology of nerve cells to neural circuit analysis to the biological basis of complex phenomena such as disordered behavior and cognition. The academic program in neuroscience provides a foundation for understanding the biological, chemical, and psychological principles underlying this field. Specific courses in the major provide knowledge of the methods and practice of science and fundamental concepts in neuroscience. Flexibility in choice of upper-level electives allows a student to design their major depending upon their goals and interests. A final capstone experience in neuroscience provides an opportunity to engage in research projects on contemporary problems within the field.

A student considering a major in neuroscience should consult with a neuroscience advisor early in their college career to ensure normal progression in the major. Students are encouraged to participate in summer research programs in neuroscience or research experiences with biology and psychology faculty members. Entrance requirements for postgraduate study in advanced-degree programs may require mathematics, physics, and chemistry beyond the undergraduate major requirements.

Neuroscience, in its broadest definition, is the study of the structure and function of the brain. Specific areas of study within neuroscience include physiology, behavior, biochemistry, development, pharmacology, and pathology. Because of the way the brain organizes and processes information and coordinates and controls behavior, any full understanding of how the brain functions must include a variety of approaches and perspectives. Historically, neuroscience developed out of the shared interests of biologists and psychologists, and more recently mathematicians and chemists, to understand how brain, mind, and behavior are related. Not surprisingly, investigators from these disciplines use different approaches in their research on how the brain functions. This synthesis of approaches has created a truly interdisciplinary field of study and has significantly advanced our knowledge of how the brain works.

Student Learning Outcomes

Students graduating with a Neuroscience major will be able to

- demonstrate a basic understanding of the structure and function of the nervous system at various levels of organization;
- understand the research methods used in neuroscience and evaluate the strengths and weaknesses of the research techniques;
- demonstrate an understanding of research design, data analysis, and critical thinking;
- demonstrate an understanding of the ethical issues surrounding neuro-scientific research on human and animal models;
- critically evaluate scientific literature;
- present their research findings to their peers.

NOTE: Students with a Neuroscience major may not double-major or minor in Psychology or Biology.

Requirements for the Neuroscience Major

Required Introductory Courses:

- BIO-110, BIO-110L, BIO-111, BIO-111L Integrative Biology I/Lab & II/Lab
- PSY-101 Intro to Psychology: Biological and Cognitive Processes
- CHE-150, CHE-150L Intro to Chemistry/Lab
- CHE-240, CHE-240L Organic Chemistry I/Lab
- CHE-340/340L Organic Chemistry II/Lab—OR—CHE-350 Medicinal Organic Chemistry
- PHY-102 Elements of Physics I/Lab—OR—PHY-202 Intro Physics I/Lab
- PHY-103 Elements of Physics II/Lab—OR—PHY-203 Intro Physics II/Lab

Methods and Process Courses:

- PSY-206 Research Statistics (or MAT-115 Statistics; PSY-206 is preferred)
- PSY-207 Research Design & Methods

Foundations Courses:

- BIO/PSY-350/L Foundations of Neuroscience I (with Inquiry Based Research Lab)
- BIO/PSY-351/L Foundations of Neuroscience II (with Inquiry Based Research Lab)

Choose 1 of the following Molecular electives:

- BIO-216/L Molecular Biology/Lab
- BIO/CHE-300 Biochemistry/Lab

Choose 1 of the following Behavioral electives:

- BIO-222 Human Anatomy & Physiology I/Lab
- BIO-285 Animal Behavior
- BIO-325 Addiction (former title Neuropharmacology)
- BIO-330 Diseases of the Nervous System
- BIO-324 Neuroendocrinology

Choose 1 of the following Psychology electives:

- PSY-296 Topics in Neuroscience
- PSY-311 Animal and Human Learning
- PSY-315 Cognitive Neuroscience
- PSY-323 Sensation and Perception

Choose 1 of the following Math/Physics electives:

- MAT-118 Calculus I
- MAT/PHY-131 Introduction to Computer Programming

Complete 1 of the following Research Experience courses (permission and/or application required):

- PSY-480 Research in Neuroscience
- BIO/PSY-440 Directed Research
- BIO/PSY-450 Credit Internship
- BIO/PSY-490 Senior Thesis

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

For course descriptions, see Biology, Chemistry, Mathematics, Physics, and Psychology, or the courses page on the Neuroscience website.

Philosophy

Faculty

Lara Denis, professor of philosophy and director of the ethics program
Elizabeth Hackett, associate professor of women's, gender, and sexuality studies, and philosophy
Jared Millson, visiting assistant professor of philosophy
Harald Thorsrud, professor of philosophy

Philosophy ("love of wisdom") is the enterprise of thinking as clearly and rigorously as possible about the largest, most complex questions ever raised by human beings: What is the nature of reality? How can we acquire knowledge? How ought we to live? What is the meaning of life?

The requirements for the major in philosophy embody two goals. The first is that the student learn, through close work with primary sources, the ideas of the major philosophers. The second is that the student develop and practice techniques of critical analysis and argument construction.

In fulfilling the requirements, the philosophy major gains a thorough grounding in the key areas of the discipline and also develops critical and creative philosophical skills.

Student Learning Outcomes

Students who graduate with a major in Philosophy will be able to

- explain the main positions, arguments, principles, and theories of major figures in the history of philosophy (such as Plato, Aristotle, Aquinas, Descartes, Hume, Kant, Mill, and Rawls), as well as main features and tenets of important movements in the history of philosophy (such as Greek eudaimonism, Roman Stoicism, German rationalism, British empiricism, and contemporary contractarianism);
- explain the most influential and important positions, arguments, principles, theories, and movements within the major systematic areas of philosophy, such as metaphysics, epistemology, logic, and ethics;
- identify the thesis (or conclusion) and main argument in a philosophical text;
- sketch or reconstruct an argument and analyze and evaluate an argument in a philosophical text;
- distinguish valid from invalid arguments, strong from weak arguments, sound from unsound arguments;
- use correct inference rules in arguments;
- recognize, compare, and assess arguments for competing positions;
- generate, compare, and assess various solutions to philosophical problems;
- construct their own philosophical arguments;
- present and argue for their own theses in philosophy papers;
- explain the views and theories of others accurately, fairly, and completely;
- raise and respond to objections in clear and systematic ways;
- demonstrate an understanding of how philosophy illuminates and provides tools for addressing the major social and moral problems of our time.

Requirements for the Philosophy Major

Logic: one course (PHI-103)
Metaphysics and Epistemology: two courses (among PHI-210, 217, 225, 230, 297, 303, 320, 341, 397)
Ethics: one course (among PHI-212, 318, 396)
History of Philosophy: two courses (among PHI-206, 208, 209, 222, 233, 321)
Three additional philosophy courses.

The minimum number of courses for the major is nine, at least four of which must be at the 300 or 400 level.

Depending on topic, PHI-295 and PHI-395 may count toward a specific requirement within the major. Students may count POL-207 (Modern Political Thought) or REL-390 (Theories of Religion) toward the major in philosophy. Only one course outside of the philosophy department may count toward a major in philosophy.

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Requirements for the Philosophy Minor

Metaphysics and Epistemology: one course (among PHI-210, 217, 225, 230, 297, 303, 320, 341, 397)
Ethics: one course (among PHI-212, 318, 396)
History of Philosophy: one course (among PHI-206, 208, 209, 222, 233, 321)
Two additional philosophy courses.

The minimum number of courses for the minor is five, at least one of which must be at the 300 or 400 level.

Depending on topic, PHI-295 and PHI-395 may count toward a specific requirement within the minor. Students may count POL-207 Modern Political Thought toward the minor in philosophy. Only one course outside of the philosophy department may count toward a minor in philosophy.

Philosophy Prerequisites

For all 200-level philosophy courses, the prerequisite is any 100 level philosophy course (excluding PHI-103) unless otherwise noted (for example, see PHI-212). For all 300-level philosophy courses, the prerequisite is any 200-level philosophy course unless otherwise noted (for example, see PHI-340).

Courses

PHI-101 INTRODUCTION TO ETHICS 4
How ought we to live? What makes an act right, or a person virtuous? Is morality relative to culture? These are some of the questions we will confront in our critical examination of some major moral theories. Introductory level.

PHI-103 LOGIC 4
An introduction both to the rudiments of critical thinking, with emphasis on analysis of ordinary discourse into formal symbolism, and to the properties of formal systems.

PHI-106 BIOETHICS 4
Recent moral issues in medicine, such as euthanasia, abortion, experimentation on human and other animal subjects, justice in providing health care and in the allocation of scarce resources.

PHI-109 ENVIRONMENTAL ETHICS 4
An exploration of moral issues arising from relations among human beings, non-human animals, and the environment. Specific topics may include the value and moral standing of individuals, species, and ecosystems; biodiversity, development, and sustainability; and environmental justice and environmental racism.

PHI-110 INTRODUCTION TO ARTIFICIAL INTELLIGENCE 4
This course introduces students to the central concepts of computer science and artificial intelligence. We will examine questions such as “What is a computer?”, “What makes a function

or number computable?", "What are algorithms and how do they differ from programs and heuristics?", "What does it mean to implement a program?". Students will learn, for example, the difference between formal systems, finite state automata, and Turing machines. They will consider fundamental issues in AI such as how programs relate to the world, what makes a system intelligent, and whether computers can have minds. Students will also become acquainted with narrower topics in AI such as knowledge representation, machine learning, artificial neural networks, natural language processing, and robotic perception. Finally, students will explore some of the ethical challenges that face AI such as whether intelligent artificial systems deserve rights, whether they should be relied upon to make life-or-death decisions, and whether we should create such systems in the first place. While the course will not require students to learn any particular programming language, it will introduce them to basics of such languages and will train them in a notation resembling a simplified programming language—what is known as pseudocode. Assignments will include program-design projects using pseudocode, position papers, and a final exam.

PHI-111 PROBLEMS OF PHILOSOPHY 4

An examination of a selection of central philosophical problems, such as the existence of God, free will, personal identity, morality, mind and body, and the possibility of knowledge.

PHI-112 CONTEMPORARY MORAL PROBLEMS 4

An introduction to applied ethics through a variety of issues. Topics may include ethical treatment of animals, abortion, poverty, euthanasia, or the death penalty. Ethical theories will also be introduced.

PHI-120 CONSPIRACY THEORIES 4

The US Government faked the 1969 Moon landing. The white trail in the sky that is left behind by high-flying jets is a cocktail of chemicals used to control human population growth. Select members of the US government orchestrated the attacks on 9/11. The AIDS virus was created by the CIA to wipe out members of the LGBT and African American communities. The JFK assassination was the result of plot hatched by members of the US mafia. These are examples of explanations that are often referred to as 'conspiracy theories.' But what makes an explanation of worldly events a conspiracy theory? Moreover, since we know that conspiracies have been responsible for some events (for example, Watergate) when are we warranted in accepting such theories? When should we not accept them? In this course, we will try to answer these questions using the tools of contemporary epistemology. Epistemology is the study of knowledge and justification. There are several topics addressed by epistemologists that are relevant to questions about conspiracy theories: How do we get knowledge from others' testimony? When should we defer to the opinion of experts? How can we control what we believe, if at all? Can practical (even political) considerations give us genuine reasons to believe something? The course assignments consist in contributions to a collaborative research project in which students use their understanding of these epistemological issues to identify and evaluate various conspiracy theories.

PHI-140 PHILOSOPHY AND SCIENCE FICTION 4

Is time travel possible? What would it be like to teleport? Are there parallel universes? How do you know you're not dreaming right now? Are we living in a computer simulation? These are some of the questions raised by both philosophers and science fiction writers. Philosophers typically make interesting claims about issues that appear, at least at first glance, to be far removed from commonplace experience. Science fiction often deals with similar issues with more immediacy but less precision. Studying philosophy through science fiction allows us to retain the precision of philosophy and the immediacy of science fiction. In this course we will

examine the work of prominent science fiction authors and the philosophical debates that their work gives rise to. Students will become familiar with philosophical issues in epistemology and metaphysics, such as: time travel, teleportation, virtual reality, super-intelligent robots, futuristic utopias, and parallel universe.

PHI-145 PHILOSOPHY OF RACE 4
What is race? An examination of the evolution of the concept of race in the United States (focusing particularly on science and law) and contemporary philosophical treatments of race as a social construction with moral and political implications. Topics include: ethnicity vs. race; the intersection of race with gender, class, sexuality, disability and nationality; white privilege; and a current policy issue such as affirmative action. (Cross-listed with AS-145.)

PHI-155 PHILOSOPHY OF RELIGION 4
This course is an introduction to some of the philosophical problems of religion, including the apparent universality and the origins of religion, religious pluralism and relativism, religious experience, arguments for the existence of God, the problem of evil, religion and ethics, faith and reason. (Cross-listed with REL-199.)

PHI-195 TOPICS IN PHILOSOPHY 4
Philosophy invites us to grapple with some of the deepest and biggest questions of human life—Does life have meaning? What's the nature of reality? What can we know? Does God exist? What's the nature of good and evil? Each time this course is offered, it focuses on one such "big question" or a small set of related questions.

PHI-196 TOPICS IN APPLIED ETHICS 4
This entry-level course will introduce students to one area of applied ethics. The area of focus may be sexual ethics, bioethics, or something else. Students will also learn how to read, analyze, and write philosophy.

PHI-206 ANCIENT PHILOSOPHY 4
The thought of major figures in Western philosophy from the pre-Socratic era to the Hellenistic age.

PHI-208 MEDIEVAL PHILOSOPHY 4
The major philosophical issues and figures of the medieval period. Particular attention to St. Augustine, St. Anselm, St. Thomas Aquinas, and William of Occam.

PHI-209 MODERN PHILOSOPHY 4
Metaphysics and epistemology of the central philosopers of the modern period: Descartes, Leibniz, Spinoza, Locks, Berkeley, Hume, and Kant.

PHI-210 EPISTEMOLOGY 4
Study of major issues in contemporary theories of knowledge.

PHI-212 MORAL PHILOSOPHY 4
An introduction to some of the West's most significant and influential ethical theories through original texts. Works of Aristotle, Aquinas, Hobbes, Hume, Kant, and Mill will be discussed. Prerequisite: one 100-level course in POL or PHI, or permission of instructor

PHI-217 PHILOSOPHY OF MIND 4
The mind-body problem and basic metaphysical issues related to whether human persons can survive bodily death.

PHI-225 METAPHYSICS 4
Study of philosophical theories about the fundamental nature of reality.

PHI-230 PHILOSOPHY OF SCIENCE 4
An introduction to basic issues in the philosophy of science: induction, lawlikeness, realism and instrumentalism, confirmation and explanation.

PHI-295 TOPICS IN PHILOSOPHY 4
This course will offer a rotating selection of topics in philosophy at the intermediate-level. Topics may include happiness, justice, aesthetics, and social and political philosophy, or something else. (May be cross-listed with PHI-395.)

PHI-297 TOPICS IN EPISTEMOLOGY 4
This course explores alternative approaches to the traditional problems of epistemology such as ethno-epistemology, social epistemology, virtue epistemology, conspiracy theories, etc. (Cross-listed with PHI-397.)
Prerequisite: Any 100-level Philosophy course (except PHI-103)

PHI-303 INTERMEDIATE LOGIC 4
This course introduces students to logical meta-theory. After reviewing the semantics and proof theory for First-Order Logic (FOL) and Classical Propositional Logic (CPL) as well as some basic set-theoretic concepts, we proceed to investigate the various meta-logical properties of FOL and CPL, such as soundness, completeness, and decidability. We will also explore the concept of computaibility via Finite State Automata and Turing Machines. From there, we turn to the meta-theory of nonclassical logics such as Modal Logic, Intuitionistic Logic, Relevant Logic(s), Fuzzy Logic, Deontic Logic(s), and Nonmonotonic Logic(s). Students will also be trained to use the typesetting markup language LaTex.
Prerequisite: PHI-103 or MAT-204.

PHI-318 ETHICS 4
A contemporary philosophical exploration of major issues in and approached to ethics—including metaethics (which concerns the nature of morality and moral discourse) and normative ethical theory (which concerns how we ought to live.)

PHI-320 ETHNO-EPISTEMOLOGY 4
Ethnoepistemology examines the entire gamut of human knowledge-related activities ranging from those of ordinary folk and cognitive specialists (for example, diviners, shamans, priests, magicians, and scientists) to those of epistemologists themselves. Ethnoepistemology includes both domestic and non-domestic epistemological practices, and accordingly regards Western epistemological practices as simply one among many alternative, contingent epistemological projects advanced by and hence available to human beings. In this manner it aims to decenter and provincialize the definitions, aims, assumptions, methods, problems, and claims of Western epistemology. In this course we will look at Non-Western epistemic practices through the lens of ethno-epistemology and will consider issues such as: How do epistemic and epistemological activities vary across history, culture, class, race, gender, etc.? In what ways are they similar? What are the differences between the epistemic states and attitudes attributed by using the English word “know” (and its cognates) and those attributed by the epistemic verbs in Non-European languages? Are the intuitions appealed to by epistemologists in the Western tradition found among Non-western peoples, both lay and expert? How does the biological constitution as well as social, cultural, and physical circumstances of humans engender epistemic judgment, reflection, and theorizing? What explains the importance of knowledge claims and knowledge holders (for example, sages, scientists, priests) in the lives of humans?

PHI-321 PLATO AND ARISTOTLE 4
Advanced study of selected topics in Plato and Aristotle

PHI-322 19th AND 20th CENTURY PHILOSOPHY 4

During the 19th and 20th century, a series of remarkable innovations in logic, the philosophy of language, and the philosophy of science occurred. These innovations profoundly influenced all areas of philosophy and gave rise to the research program known as Analytic Philosophy. This course surveys the roots and legacies of these innovations by examining the main themes and methods dominating early analytic philosophy as well as the major figures engaged with them.
Prerequisite: PHI-103 or MAT-204

PHI-333 EXISTENTIALISM 4

An examination of various existential challenges and alternatives to traditional philosophical views in metaphysics, epistemology, and ethics. Readings from Kierkegaard, Nietzsche, Heidegger, Sartre, and other existentialist philosophers and novelists.

PHI-340 CONTEMPORARY FEMINIST THEORY 4

A cross-disciplinary study of feminist theorists representing a variety of approaches. (Cross-listed with WS-340.)
Prerequisite: WS-100 or any philosophy course

PHI-341 PHILOSOPHY OF LANGUAGE 4

It's hard to overestimate the importance of language to human beings. And yet, it was not until the 20th century that philosophers turned directly and in mass to the study of language. Indeed, contemporary philosophy has become so preoccupied with the study of language that one can scarcely understand the current philosophical landscape without some grounding in the philosophy of language. Hence, we have this course; it will be our task in this course to figure out what a philosophical understanding of language would be, as well as to determine what we might gain from such an exercise. Among the central questions we shall endeavor to answer are: What does it mean for an object, expression, etc., to signify something "beyond" itself or to have meaning? Is language best thought of in terms of an abstract system of symbols or as a set of social practices and interactions? What is the relationship between the meaning of words and their use? How does language "mediate" our thinking about things in the world? How should we characterize our understanding of words and sentences? In treating these questions, we shall cover seminal topics in 20th century philosophy including: Frege's distinction between sense and reference, Russell's theory of descriptions, descriptive and causal theories of reference, the analytic/synthetic distinction, the indeterminacy of translation, truth-conditional semantics, the normativity of meaning and ensuing skeptical worries, speech acts, and intention-based accounts of meaning.

PHI-395 TOPICS IN PHILOSOPHY 4

This course will offer a rotating selection of topics in philosophy at the advanced-level. Seminar format. Topics may include philosophy of language, Ancient Scepticism, Kant, freedom and determinism, or something else. (May be cross-listed with PHI-295.)

PHI-396 TOPICS IN ETHICS 4

A semester-long exploration of the work of a particular philosopher (such as Kant), a particular approach to ethics (such as contemporary virtue theory), or a theoretical problem or debate (such as criticism of morality or moral theory).
Prerequisite: one 200-level course in philosophy

PHI-397 TOPICS IN EPISTEMOLOGY 4

This course explores alternative approaches to the traditional problems of epistemology (for example, ethno-epistemology, social epistemology, virtue epistemology, conspiracy theories, etc.) at the advanced level. (Cross-listed with PHI-297.)
Prerequisite: Any 200-level Philosophy course or permission of instructor

PHI-410 DIRECTED READING 1-4

Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

PHI-440 DIRECTED RESEARCH 1-4

Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

PHI-450 INTERNSHIP 1-4

For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

PHI-490 SENIOR THESIS 4

A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

Physics and Astronomy

Faculty

Nicole Ackerman, associate professor of physics
Carlee Bishop, faculty director of applied technology and visiting professor of physics
Christopher G. De Pree, Charles A. Dana Professor of Astronomy, director of Bradley Observatory
Kathryn Gordon, postdoctoral teaching associate in astronomy
Amy J. Lovell ’90, professor of astronomy
Hanna Marine ’07, instructor of physics
Paul Wallace, instructor of physics

Physics and astronomy are disciplines that have given us the tools to stretch human understanding of the universe, from the building blocks of matter to the structure and evolution of stars and the most distant galaxies. Physics and astronomy courses at Agnes Scott cover subjects as common as gravity and electricity, and as unusual as quantum mechanics, relativity, and dark matter.

Physics theory courses are complemented by courses that teach students about modern experimental techniques in optics, electronics, and modern physics. Students are also encouraged to pursue independent study and summer research opportunities both on and off campus to enhance their classroom learning and allow them to explore an area of modern physics or astronomy in more depth. Astronomy courses emphasize both theory and observation, including the use of the Delafield Planetarium, individual telescopes, and other modern observing and image-processing equipment in Bradley Observatory. In addition, students regularly make observations using national astronomy facilities (like the Jansky Very Large Array) as well as northern and southern hemisphere 1-meter class telescopes through the college’s membership in the Southeastern Association for Research in Astronomy (SARA.) Through the study of these disciplines, students acquire a general, flexible foundation for graduate study or for professional work in physics, astronomy, and other quantitative fields.

For students majoring in other disciplines, the problem-solving, computational, and critical-thinking skills developed in physics and astronomy courses are valuable in a wide range of fields.

Student Learning Outcomes

Students graduating with a Physics major will be able to

- solve fundamental problems of classical and modern physics, using the necessary mathematical skills;
- write basic computer programs as well as employ scientific software and data visualization tools;
- conduct laboratory experiments using modern instrumentation, computers, and/or simulations;
- retrieve, organize, and analyze scientific information in tabular and graphical formats;
- develop an approach to solving unknown problems, using principles and tools learned in mechanics, thermodynamics, quantum physics, optics, nuclear physics, relativity, and electromagnetism;
- present scientific results, including their historical contexts, in clear written and oral language.

Students graduating with an Astrophysics major will be able to

- solve fundamental problems of classical and modern physics and astrophysics, using the necessary mathematical skills;

- apply principles of physics to problems relating to planets, stars, galaxies, and cosmology;
- write basic computer programs as well as employ astronomical software tools;
- conduct laboratory experiments and astronomical observations using modern telescopes, instrumentation, computers, or simulations;
- plan and carry out professional astronomical observations, including calibrating digital images;
- retrieve, organize and analyze scientific information in tabular and graphical formats;
- present scientific results, including their historical contexts, in clear written and oral language.

Requirements for the Physics Major
Physics majors are required to take: PHY-131, 202, 203, 210, 240; and MAT-220.
Students must complete at least one other math course (excluding MAT-100, 101, 104, 117, 118, or 119) and 4 credits of 400-level physics work. This could include research, internships, independent study, PHY-401 Problem Solving in Physics, or PHY-420 Advanced Seminar in Physics.

Students must complete at least 5 courses from the list below, where at least 1 must come from the "Advanced" category and at least 2 must come from the "Core" Category.
Core: PHY-321, PHY-331, PHY-341
Applied: AST-300, AST-301, PHY-231, CHE-360
Advanced: PHY-311, PHY-361

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Requirements for the Astrophysics Major
Astrophysics Majors are required to take: AST-120, AST-121, AST-200L, AST-300, AST-301; PHY-131, PHY-202, PHY-203, PHY-210; and MAT-220.

Students must complete at least one other math course (excluding MAT-100, 101, 104, 117, 118, or 119) and 4 credits of 400-level work. This could include research, internships, independent study, PHY-401 Problem Solving in Physics, or PHY-420 Advanced Seminar in Physics.

Students must complete at least 12 additional credits in physics and at least 2 courses must come from the "Core" Category: PHY-321, PHY-331, PHY-341

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Requirements for the Physics Minor
Physics 131, 202, 203, 210 and two additional physics courses as approved by the department

Requirements for the Astrophysics Minor
Astronomy 120, 121 and 200L
Physics 131, 202, 203 and 210

Courses

Physics

PHY-102 ELEMENTS OF PHYSICS I/LAB 4
Quantitative discussion of physical phenomena. Knowledge of algebra and trigonometry is required. This course does not count toward a major or minor in physics or astrophysics.

Students planning to major or minor in physics or astrophysics should take Physics 202-203. Physics 102/Lab satisfies the lab science distribution requirement. Credit cannot be received for both PHY-102 and PHY-202. (3 LEC, 1 LAB)

PHY-103 ELEMENTS OF PHYSICS II/LAB 4

Elements of Physics II/Lab. Continuation of Physics 102/Lab. Credit cannot be received for both PHY-103 and PHY-203. (3 LEC, 1 LAB)
Prerequisite: PHY-102

PHY-131 INTRODUCTION TO COMPUTER PROGRAMMING 4

This introduction to computer science, developed by Google and their academic computer science partners, emphasizes problem solving and data analysis skills along with computer programming skills. Using Python, students will learn design, implementation, testing, and analysis of algorithms and programs. And within the context of programming, they will learn to formulate problems, think creatively about solutions, and express those solutions clearly and accurately. Problems will be chosen from real-world examples such as graphics, image processing, cryptography, data analysis, astronomy, video games, and environmental simulation. Students will get instruction from a World-class computer science professor, delivered remotely through video and interactive media. Then they will attend class for collaborative team projects to solve real-life problems, similar to those a team at Google might face. Prior programming experience is not a requirement for this course. (Cross-listed with MAT-131.)

PHY-150 WAVES AROUND THE WORLD: GLOBAL MUSIC AND PHYSICS 4

This course provides answers to many musical questions using physics: "Why does a zurnah sound different from a ney? Or a french horn from a bugle?" "Why does every culture recognize the interval of the octave?" We will cover both music topics like pitch, instrumentation, intensity, and quality; and physics topics like standing waves, interference, and frequency analysis. Students will work in teams to pursue measurements relating physics and music during class time, a model that fully integrates lecture and lab. Examples of music and instruments will be pulled from around the world, highlighting the cultural-specific aspects of music from the physics fundamentals. Students will present a final project consisting of a self-designed investigation of a musical phenomenon. Students may petition to have this course count as a 200-level elective in music. (3 LEC, 1 LAB)

PHY-160 GEOLOGY OF THE EARTH AND TERRESTRIAL PLANETS/LAB 4

An introduction to geology, including the study of common minerals, rocks and fossils. Discussion of the modification of the Earth's surface by geological processes such as volcanism, tectonism, gradation (gravity, wind, water, and ice) and impact catering. Consideration of geology of other terrestrial planets and moons. (3 LEC, 1 LAB)

PHY-195 TOPICS IN PHYSICS 4

A semester study centered around a topic in physics or interdisciplinary topic (for example, "How to Think Like an Engineer"). Varies by semester and may be repeated for credit when content changes.

PHY-202 INTRO PHYSICS I: MECHANICS/LAB 4

A calculus-based course with laboratory covering Newtonian mechanics, oscillations, and other classical physics topics. Credit cannot be received for both PHY-102 and PHY 202. (3 LEC, 1 LAB)
Prerequisite: MAT-118
Prerequisite or Corequisite: MAT-119

PHY-203 INTRO PHYSICS II: ELECTRICITY AND MAGNETISM/LAB 4

A calculus-based course with laboratory covering electricity, magnetism, circuits, and light.

Credit cannot be received for both PHY-103 and 203. (3 LEC, 1 LAB)
Prerequisite: PHY-202 and MAT-119

PHY-205 INTRO TO MATHEMATICS FOR PHYSICISTS AND ENGINEERS 2
This course introduces mathematical topics that are necessary tools in the study of physics and related disciplines. Students will practice employing these tool, such as complex numbers, differential equations, and linear algebra, within the context of specific physical phenomena.
Prerequisite: MAT-119 with C- or better and PHY-202

PHY-210 MODERN PHYSICS 4
One-semester introduction to the fundamentals of modern physics with integrated modern physics laboratory. Students perform simulations and experiments important to the development of modern physics and are introduced to modern experimental techniques. Topics include: relativity, atomic physics, wave phenomena, quantum mechanics, nuclear physics, and particle physics. Course provides a broad base of understanding of modern physics for use in upper-level physics and astronomy courses.
Prerequisite: PHY-203
Prerequisite or Corequisite: MAT-220

PHY-231 HOW TO THINK LIKE A DATA SCIENTIST
This course introduces students to the importance of gathering, cleaning, normalizing, visualizing, and analyzing data to drive informed decision-making, no matter the field of study. Students will learn to use a combination of tools and techniques, including spreadsheets, SQL, and Python to work on real-world datasets using a combination of procedural and basic machine learning algorithms. They will also learn to ask good, exploratory questions and develop metrics to come up with a well thought-out analysis. Presenting and discussing an analysis of datasets chosen by the students will be an important part of the course. Like PHY/MAT-131, this course will be "flipped," with content learned outside of class and classroom time focused on hands-on, collaborative projects. (Cross-listed with MAT-231.)
Prerequisite: PHY/MAT-131

PHY-240 PRACTICAL ELECTRONICS/LAB 4
Electronic devices are all around us, but what is inside and how do they work? This course will build on a basic physics understanding of charge, current, and voltage; covering DC components, frequency response, semiconductors, op-amps, digital signals, and microprocessors. Students will design, build, and measure circuits, utilizing computer simulation and calculations to predict circuit behaviors. The class culminates in designing and building an Arduino-based project to solve a real-world problem. (3 LEC, 1 LAB)
Prerequisite: PHY-103 or PHY-203 or permission of instructor

PHY-311 LABORATORY PHYSICS 4
Students perform experiments important to the development of modern physics. They are introduced to modern experimental techniques, including keeping a formal lab notebook, computer-aided data acquisition, electronic instruments, and data and error analysis.
Prerequisite: PHY-210

PHY-321 CLASSICAL MECHANICS 4
Newton's system for describing and predicting motion, the formulations of Lagrange and Hamilton, central forces, oscillations, chaos, rigid bodies, accelerated reference frames, relativity, continua, and waves.
Prerequisite: PHY-203

PHY-331 THERMAL PHYSICS 4

Equilibrium thermodynamics, statistical methods, quantum methods in thermal physics, discussion of thermal phenomena such as phase transitions, superconductivity, superfluidity, magnetism and applications in chemistry, engineering, and astrophysics.
Prerequisite: PHY-203

PHY-339 APPLIED MACHINE LEARNING INTENSIVE 9

This course provides students with the fundamentals of machine learning (ML)in a ten-week intensive summer session. Students will develop their programming skills in Python and SQL in order to apply machine learning tools and models to problem solving across a range of academic disciplines (for example, physics, economics, sociology, math) and practical applications based on real-world examples. Topics covered include: data investigation, cleaning, transformation, analysis, and visualization; modeling techniques like classification, regression, and clustering; and critical ethical implications of machine learning, including artificial intelligence bias and machine learning fairness. Students will be immersed in project-based teams dedicated to exploring and solving data problems and will present some of their collaborative research at the end of the summer session. (Cross-listed with MAT-339.)
Prerequisite: PHY/MAT-131 and 231; by application only.

PHY-341 ELECTROMAGNETISM 4

Maxwell's equations applied to static and to dynamic situations, production and propagation of electromagnetic radiation.
Prerequisite: PHY-203
Prerequisite or Corequisite: MAT-220

PHY-361 QUANTUM PHYSICS 4

Spin and matrix mechanics. Dirac notation. Schroedinger's equation applied to one-dimensional situations and then to atomic, nuclear and molecular phenomena. Systems of identical particles.
Prerequisite: PHY-210

PHY-371 INTRODUCTION TO GENERAL RELATIVITY 4

An overview and introduction to general relativity, including flat spacetime (special relativity), tensors, the calculus of curvature, and the Einstein equation. Other topics may include neutron stars, black holes, the early universe, evolution of the universe, and Cosmic Microwave Background.
Prerequisites: PHY-210 and MAT-220

PHY-400 CAPSTONE COLLOQUIUM 1

Bi-weekly (~8 meetings per semester) colloquium for all students enrolled in all 400-level courses in a given semester. Students will share research, projects and internship results. Course is pass/fail. Can be taken multiple times.
Corequisite: Any 400-level Physics or Astronomy course.

PHY-401 PROBLEM-SOLVING IN PHYSICS 1

An additional course for students seeking greater depth in physics problem-solving. Students will identify specific areas of physics for development or enrichment and will work together to solve a variety of physics problems. May be repeated for credit.
Prerequisite: PHY-210
Corequisite: PHY-400

PHY-410 DIRECTED READING 1-4

Directed reading courses are open to qualified juniors and seniors to pursue reading outside a

program's listed courses. See the Special Curricular Opportunities section for more information.
Corequisite: PHY-400

PHY-420 ADVANCED SEMINAR IN PHYSICS 2-4
A capstone experience for astrophysics and physics majors. Topics will include use of online and other research resources, research methods and the ethics of scientific research. Students in the class will report regularly on their research experiences, or—if they are not actively engaged in a research project with a faculty member—on recent advances as reported in the scientific literature.
Prerequisite: Enrollment limited to juniors and seniors
Corequisite: PHY-400

PHY-440 DIRECTED RESEARCH 1-4
Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.
Corequisite: PHY-400

PHY-450 INTERNSHIP 1-4
For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.
Corequisite: PHY-400

PHY-490 SENIOR THESIS 4
A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.
Corequisite: PHY-400

Astronomy

AST-120 THE SOLAR SYSTEM 4
A survey of the solar system, including the planets, minor bodies, and the sun. An overview of orbital motion, the properties of light, and fundamentals of astronomical instrumentation. Includes a required laboratory component in which students learn introductory observational methods, including telescope alignment and calibration and visual, photographic, and CCD observations of the sun, the moon, planets, and stars. (3 LEC, 1 LAB)

AST-121 GALAXIES AND COSMOLOGY 4
This course introduces the field of astronomy beyond our solar system, with close attention to the contributions of international women astronomers in advancing the field. Students will consider the development of scientific ideas that cross national borders and global efforts in the advancement of astronomical science, including connections between astronomers to form international observatory consortia, to plan and construct spacecraft that explore the universe, and to collaborate in scientific projects large and small. In addition to employing fundamental equations that relate astronomical quantities to describe the behavior of stars, nebulae, galaxies, and the evolution of the universe, topical projects will allow students to investigate the professional development and recognition of women astronomers, actions and initiatives of global scientific organizations such as the International Astronomical Union (IAU), or other global systems that foster or inhibit astronomical discoveries.

AST-122 FIRST CONTACT: SPACE EXPLORATION, SCIENCE FICTION, AND NATIVE PEOPLES 1
This is an interdisciplinary course that examines first contact between alien peoples, through the disciplinary perspectives of astronomy and anthropology. By reading and discussing first contact scenarios found in science fiction and the historical record, students will confront the logistical, ethical, and philosophical challenges involved in encountering new peoples. These challenges include questions about how to prepare for first contact, how to communicate between peoples, the ethics of exploration, reconciling cultural and religious differences, and the potential of first contact to create unequal power relations between peoples and technologies. (Cross-listed with ANT-122.)
Prerequisite or corequisite: AST-120 or AST-121 or ANT-101

AST-150 TOPICS IN PHYSICS AND ASTRONOMY 4
A semester study of a topic chosen from such areas as planetary astronomy, the search for life in the universe, astrobiology, elementary particles, cosmology, energy, and the environment. Possibility for interdisciplinary topics and informal astronomical observations.
May be repeated for credit when topics change.

AST-200L INTERMEDIATE OBSERVATIONAL TECHNIQUES 2
A laboratory experience in which students learn observational methods of radio and optical astronomy. Use of computer-controlled optical and radio telescopes, electronic (CCD) imaging, and photometry. Students also learn to operate the Zeiss ZKP3 planetarium projector.
Prerequisite: AST-120

AST-300 ASTROPHYSICS I: RADIATION 4
The application of physics to the study of astronomical radiation. Topics include multiwavelength astronomical telescopes and instruments, stellar and planetary radiation transfer, stellar evolution, the interstellar medium, the intergalactic medium, magnetic fields, and cosmology.
Prerequisite or Corequisite: PHY-203

AST-301 ASTROPHYSICS II: DYNAMICS 4
The application of physics to the study of astronomical structures and motions. Topics include dynamics from planetary to galactic scales, distance determination, galaxy evolution, mass distributions, large-scale structure, and cosmology.
Prerequisite or Corequisite: PHY-203

AST-400 ADVANCED SEMINAR 4
A capstone experience for astrophysics and physics majors. Topics will include use of online and other research resources, research methods, and the ethics of scientific research. Students in the class will report regularly on their research experiences, or if they are not actively engaged in a research project with a faculty member on recent advances as reported in the scientific literature.
Prerequisite: Enrollment limited to juniors and seniors

AST-410 DIRECTED READING 1-4
Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

AST-440 DIRECTED RESEARCH 1-4
Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

AST-450 INTERNSHIP 1-4

For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

AST-490 SENIOR THESIS 4

A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

Political Science

Faculty

Augustus B. Cochran III, Adeline A. Loridans Professor of Political Science
Eleanor G. Morris, associate professor of political science
Catherine V. Scott, professor of political science
Holloway Sparks, visiting assistant professor of political science

Political science is a discipline that encourages students to think systematically about and evaluate critically our political life. From abortion to living wage, from political violence to globalization, there are few contemporary issues that do not involve a significant political dimension. The program's goal is to prepare majors for a life of informed and critical citizenship and to encourage them to creatively and independently engage politics.

The department offers courses on a variety of topics that range in format from introductory lecture-discussion classes to participatory seminars. Courses at the 100 and 200 levels introduce students to the subfields of political science and to selected topics of interest to non-majors as well as majors. Approaches to Politics and International Relations (POL-226) prepares majors for further upper-division work. At the 300 level, courses offer depth as well as breadth. The 400-level seminars address specific topics of special interest to instructors and students.

Political science majors often take part in internships, participate in off-campus study such as the Washington Semester program, and study abroad in programs such as Global Study Tours.

Student Learning Outcomes

A student who graduates with a major in political science will be able to

- understand the way political science works as a discipline: how it structures its research about political issues, and how it works with and among contested explanations about politics;
- be not only familiar but also competent in working with the major broad approaches used in the discipline, including behavioralism, critical theory, comparative analysis, and discourse analysis;
- identify and explain the way political actors, ideas, and movements shape political life;
- participate in some kind of activity related to politics, broadly defined.

Requirements for the Political Science Major

A minimum of 9 four-hour courses.
One 100-level course
POL-207: Modern Political Thought
POL-226: Approaches to the Study of Politics and International Relations
Three 300-level courses
One 400-level seminar (POL/IR-400, POL-455 or POL-492)
Limit of one cross-listed course, approved by the chair; must be at the 200- or 300-level

NOTE: A minimum of 16 credits toward the major must be completed in Agnes Scott upper-level (300- or 400-level) academic courses.

Requirements for the Political Science Minor

A minimum of five four-credit courses, three of which must be chosen from the 300 or 400 level. Three of these courses must be taken at Agnes Scott.

Courses

POL-102 INTRODUCTION TO AMERICAN POLITICS 4

American political institutions and issues, including the Supreme Court, Congress, the presidency, parties, elections, interest groups, public opinion, and contemporary political ideologies.

POL-103 INTRODUCTION TO WORLD POLITICS 4

Examines the evolution of the international state system, as well as the current challenges to it. Course also explores some of the major issues in international politics today, including economic development, human rights, globalization, and environmental and gender issues. We also explore some of the majors theories that help explain and predict international political events.

POL-125 INTRODUCTION TO HUMAN RIGHTS 4

An exploration of the theoretical and historical foundations of human rights from a multidisciplinary perspective. Presents human rights as a framework of analysis and as a moral discourse. Examines group rights—for example women, indigenous peoples, or inmates—and analyzes particularly challenging human rights problems such as genocide, torture, and immigrants' rights. (Cross-listed with REL-125 and WS-125.)

POL-203 CONSTITUTIONAL LAW 4

Examination of the rights of individuals in the American constitutional framework. Includes issues of civil liberties and civil rights for women and minorities such as due process and equal protection. Emphasis on legal reasoning and the development of law.
Prerequisite: sophomore standing

POL-205 COMPARATIVE POLITICS 4

Comparative study of contemporary politics and political systems. Country studies are used to examine broader issues such as the changing welfare state, democratization and development, and specific topics such as elections, party dynamics, and policy-making. Stresses the interactive nature of global and domestic processes.

POL-207 MODERN POLITICAL THOUGHT 4

An examination of major thinkers, such as Hobbes, Locke, Rousseau, Wollstonecraft, Burke, Mill, and Marx, whose ideas have shaped the politics and ideologies of the modern world. We will also consider several contemporary political issues and commentators to illustrate the continuing influences of these modern theorists.

POL-222 HUMAN RIGHTS IN MUSLIM CONTEXTS 4

Is Islam compatible with human rights? We will analyze various debates surrounding this issue, exploring key actors and factors in state-society relations, conceptualizations of Middle Eastern politics, Muslim culture, and human rights. The course will present various debates on key rights issues, including minority and women's rights, and explore the impact of transnational activist networks on domestic human rights concerns. (Cross-listed with WS-222.)

POL-226 APPROACHES TO POLITICS AND INTERNATIONAL RELATIONS 4

This course will introduce students who plan to major in political science or international relations to the core competing theoretical approaches needed for upper-level study in the two disciplines. Students will also be exposed to basic methods of research in political science and international relations and to workshops on the art of reading, writing, and presenting one's work.
Prerequisite: One 100- or 200-level course

POL-282 U.S. FOREIGN POLICY SINCE 1945 4
Analysis of the Cold War, the Vietnam War, and especially the post-Cold era. Examines the historical and global context of U.S. foreign policy making and the governmental and societal factors that influence key foreign policy areas including the economy, environment, and national security.

POL-305 CAMPAIGNS AND ELECTIONS 4
An examination of the function of elections in democracy, with particular focus on U.S. elections and the role of media, money, and marketing in campaigns; parties and nominations; and voting decisions.

POL-310 PUBLIC POLICY 4
Examination of the politics and processes of formulation and adoption of public policy, as well as issues of implementation and evaluation. Policy processes will be illustrated by case studies such as health care reform.

POL-313 GENDER POLITICS 4
Engagement with the theoretical and empirical literature on women, gender, and politics. Topics include representation, sexuality and reproductive politics, and gender politics at the local and global levels. Uses feminist theory to understand politics. (Cross-listed with WS-313.)
Prerequisite: one 100-level course, POL-226, or permission of instructor

POL-317 POLITICS OF THE MASS MEDIA 4
The role of mass media in political life, including the structure and decision-making processes of the media, the interaction of the media with government and other institutions, the impact of mass media in elections, and public policies affecting the media.
Prerequisite: one 100-level course, POL-226, or permission of instructor

POL-322 THEORIES OF DEVELOPMENT AND ANTI-DEVELOPMENT 4
Overview of development theory, including the modernization paradigm. Also examines criticisms of development theory and practice in the south (Latin America, Asia, and Africa), which call into question many of the tenets of modernization and work consciously to define antidevelopment strategies. Includes examination of postcolonial social theory as well as environmental, feminist, and other social movements in the south.
Prerequisite: one 100-level course, POL-226, or permission of instructor

POL-323 CONSERVATISM IN AMERICA, FROM TEDDY ROOSEVELT TO THE TEA PARTY 4
A study of the conservative movement in the United States from 1900 through the present, examining historical context as well as change over time in what is considered "conservative." The course will consider intellectual, economic, social, religious, cultural, and political conservative movements. (Cross-listed with HIS-323.)

POL-326 APPROACHES TO INTERNATIONAL RELATIONS 4
Examines the development of international relations as an academic field, the major theories used to understand international relations and the ways research is carried out.
Prerequisite: one 100-level course, POL-226, or permission of instructor

POL-327 GENDER AND THE EUROPEAN UNION 4
This course will introduce students to major gender policies in the European Union, which may include work and family policy, maternity and parental leaves, childcare, domestic violence, prostitution and trafficking in women, sexual harassment, immigration and asylum policy, enlargement policy, foreign, security, and development policy, gender mainstreaming, and women's leadership in the EU setting. (Cross-listed with WS-327.)
Prerequisite: one 100-level course, POL-226, or permission of instructor

POL-329 ISSUES IN GLOBAL MIGRATION 4

Provides a theoretical framework and empirical information needed to examine critically the structures conditioning migration and people's lived experiences of migration. Includes analysis of labor migration and development, borders and national identities, forced migration, and gender and migration.
Prerequisite: one 100-level course, POL-226, or permission of instructor

POL-333 WOMEN AND THE POLITICS OF SOCIAL CHANGE IN MUSLIM CONTEXTS 4

The course examines the increasingly visible role played by women in political, religious, and social movements in Muslim contexts, focusing on diverse forms of activism and organization. We will analyze social movement theory and debates about the (in)compatibility between rights/gender equality and Islam as well as specific issues such as family rights, violence against women, religious expression, and women's political representation. (Cross-listed with WS-333.)

POL-337 POLITICS OF THE EUROPEAN UNION 4

Explores the evolution of the European experiment from the aftermath of World War II to the present. The course examines the functioning of the major EU institutions as well as some of the major issues facing the EU today, which may include EU enlargement, EU reform, EU immigration and asylum policy, and the development of EU foreign policy.
Prerequisite: one 100-level course, POL-226, or permission of instructor

POL-352 GLOBAL FEMINISMS 4

This interdisciplinary course explores global/transnational feminist issues as individual and collective practices and as organized movements. (Cross-listed with WS-352.)
Prerequisite: WS-100 or POL/WS/REL-125 or POL/WS-222 or permission of the instructor

POL-360 RIGHTS AT WORK 4

Examination of workplace issues and laws that govern the employment relationship. Special attention is given to race and sex discrimination, harassment, and the legal processes for protecting employee rights.
Prerequisite: one 100-level course, POL-226, or permission of instructor

POL-365 DISSENT AND PROTEST IN MUSLIM CONTEXTS 4

People all across the Muslim world are challenging authorities and seeking social and political change. This course examines contentious politics, in the form of protest, dissent, and social movements that arise in Muslim contexts. While the first part of the course introduces students to key concepts of social movement theory and contentious politics as developed by political sociologists and comparativists, the latter weeks of the course will analyze case studies mostly from the region commonly known as the Middle East and North Africa (MENA.) Together we will examine the factors that lead to contentious politics with an emphasis on structural constraints and opportunities for social and political activism in authoritarian and semi-democratic contexts. We will analyze why some forms of contentious politics lead to social movement development, as in feminist, environmentalist, and religious political movements in many Muslim contexts, while others such as some of the recent pro-democratic uprisings fail in delivering lasting political and electoral change. We will also explore the relation between Islamic activism and social movements, by looking at some the different ways groups have used Islam to mobilize support and as a blueprint for social and political transformation, and examine some of the reasons why some movements use violence. (Cross-listed with WS-365.)

POL-370 POLITICS OF DEMOCRATIC SOCIALISM 4

Social democracy, though prominent in many countries around the world, has been virtually invisible in the United States. This course will examine the range and diversity of social democracy by analyzing its theoretical origins and evolving political practices to shed light on the different meanings of contemporary social democracy. It will trace the theoretical roots of the movement and examine the ideological splits that produced diversity within democratic socialism as well as divergence from other left ideologies such as populism, progressivism, communism, and anarchism in this country and others. What were the key elements and planks of socialist platforms in representative countries and what reforms did social democracy advocate in the 20th century? What led to striking political successes after WWII in many European countries? Why did social democracy go into decline at the end of the twentieth century? What are the prospects for a revitalized social democracy or New Left parties today? Various cases studies will address questions such as: was the New Deal an American version of social democracy? What is the Swedish model of social democracy? Can social democracy offer a viable path to development in lesser developed countries such as Brazil?

POL-375 CORPORATIONS, MEDIA, AND DEMOCRACY 4

Examination of structures, functions, and governance of corporations, including legal personhood, emphasizing roles of corporations in political life, especially corporate funding and influence in campaign finance, mass media, and think thanks and universities. Alternative governance approaches will be considered.
Prerequisite: one 100-level course, POL-226, or permission of instructor

POL-392 MANIFEST DESTINY IN A GLOBAL WORLD 4

Examines the ongoing changes in the meaning of deeply resonant categories in U.S. foreign policy particularly after the Vietnam War. Topics include captivity narratives, race war, gender, and patriotism. Case studies include Iran, Somalia, Afghanistan, and Iraq.
Prerequisite: one 100-level course, POL-226, or permission of instructor

POL-395 TOPICS IN POLITICAL SCIENCE 4

Critical examination of a specific topic in Political Science. Topics vary from year to year, and the course may be repeated for credit when the content changes.

IR/POL-400 SENIOR SEMINAR IN INTERNATIONAL RELATIONS 4

Required seminar for international relations seniors that allows for independent research on a topic of current interest and importance in international relations. It provides opportunities for majors to integrate the theoretical, historical and geographical components of the major through readings, discussion, research, and writing on the topic of their choosing.
Prerequisite: POL-103, POL-226, POL-326 (for IR majors)
Open only to senior IR and political science majors

POL-410 DIRECTED READING 1-4

Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

POL-440 DIRECTED RESEARCH 1-4

Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

POL-450 INTERNSHIP 1-4

For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty

sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

POL-455 SEMINAR IN POLITICAL CHANGE 4

Survey of theories and strategies of political change, using case studies of failed and successful movements for reform, revolution, and resistance to analyze the potential for new directions in contemporary politics.

Prerequisite: One 300-level POL course; and POL-226 or POL-326

POL-490 SENIOR THESIS 4

A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

POL-492 SEMINAR IN CULTURE AND POLITICS 4

Takes up topics on the intersections between politics and culture such as the media and foreign policy, consumerism and politics, and war and popular culture, from Vietnam to Iraq.

Prerequisite: POL-226 and one 300-level POL course

Psychology

Faculty

Barbara J. Blatchley, professor of psychology
Jennifer L. Hughes, professor of psychology
Maryam Jernigan-Noesi, assistant professor psychology
Wendy Kallina, faculty director of data visualization and evaluation and assessment methods, and visiting associate professor of psychology
Elaine Meyer-Lee, associate vice president for global learning and leadership development, professor of psychology
Bonnie M. Perdue, associate professor of cognitive neuroscience and psychology
Janelle Peifer, assistant professor of psychology

Psychology is the scientific study of behavior and mental processes. The courses offered reflect the diversity of areas within the field. The program for majors provides a strong background in academic psychology, including opportunities for both first-hand laboratory experiences and field experiences.

Students who are planning to major or minor in psychology should consult with a department faculty member as early in their college careers as possible. Students should try to complete the courses Research Statistics (PSY 206) and Research Design and Methods (PSY 207) before the start of their junior year.

Psychology majors are encouraged to obtain additional experience outside of the classroom through internships, conducting research, or studying abroad.

Student Learning Outcomes

A student who graduates with a major in Psychology will be able to

- demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology
- understand and apply psychological principles to personal, social, and organizational issues
- understand and apply basic research methods in psychology, including research design, data analysis, and interpretation
- respect and use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes
- weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline

NOTE: Students with a neuroscience major may not double-major or minor in psychology.

Requirements for the Psychology Major

The minimum number of credits required is 44

Required courses for the major: (At least 3 courses must be taken at the 300 level)

- FOUNDATION courses: PSY-101, 102, 206, 207 (complete with grade of C- or higher)
- SOCIAL & CULTURAL CORE: at least 2 courses from PSY-205, 230, 305
- NEUROSCIENCE CORE: at least 2 courses from PSY-285, 311, 315, 323, 351
- CLINICAL & HEALTH CORE: at least 2 courses from PSY-200, 202, 214, 312
- CAPSTONE COURSES: PSY-470 (2 credits) and PSY-480 (2 credits)

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses).

Requirements for the Psychology Minor

The minimum number of credits required is 28

Required courses for the minor:

- FOUNDATION courses: PSY-101, 102, 206, 207 (complete with grade of C- or higher)
- SOCIAL & CULTURAL CORE: 1 course from PSY-205, 230, 305
- NEUROSCIENCE CORE: 1 course from PSY-285, 311, 315, 323, 351
- CLINICAL & HEALTH CORE: 1 course from PSY-200, 202, 214, 312

Courses

PSY-101 INTRODUCTORY PSYCHOLOGY: BIOLOGICAL FOUNDATION AND COGNITIVE PROCESSES 4

This is one-half of a two-semester introduction to psychology. The course is about the nervous system as it pertains to behavior and cognition. Students may take PSY-101 or PSY-102 first and each course is independent of the other.

PSY-102 INTRODUCTORY PSYCHOLOGY: DEVELOPMENT, SOCIAL BEHAVIOR, AND INDIVIDUAL DIFFERENCES 4

This is one-half of a two-semester introduction to psychology. This course will cover topics such as social psychology, development, personality, and psychopathology. Students may take PSY-101 or PSY-102 first and each course is independent of the other.

PSY-200 DEVELOPMENTAL PSYCHOLOGY 4

Development of the individual throughout the lifespan.
Prerequisite: PSY-101 or PSY-102

PSY-202 PSYCHOLOGY OF SEXUAL BEHAVIOR 4

Study of psychological determinants and consequences of human sexual behavior. Attitudinal and emotional factors will be emphasized. (Cross-listed with WS-202.)
Prerequisite: PSY-101 or PSY-102

PSY-205 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY 4

Explores how people think and behave at work from industrial/organizational perspectives. The industrial perspective examines the theory and practice of selection, training and evaluation of workers; organizational perspective investigates employee satisfaction, motivation, leadership, and cooperative processes. (Cross-listed with BUS-205.)
Prerequisite: PSY-101 or PSY-102

PSY-206 RESEARCH STATISTICS 4

Basic theory, principles and applications of statistics in behavioral science research. (Cross-listed with SOC-206.)
Prerequisite: Any one of the following: PSY-101, PSY-102, ANT-101, ANT-202, PH-101, POL-101, POL-102, or SOC-101

PSY-207 RESEARCH DESIGN AND METHODS 4

Fundamentals of research methodology in psychology. Topics include experimental, quasi-experimental and descriptive research designs, internal and external validity and research ethics.
Prerequisite: PSY-206 or permission of the instructor

PSY-211 PSYCHOLOGICAL ASSESSMENT 4

Principles and issues of psychological assessment with an emphasis on tests of personality and cognitive abilities.
Prerequisite: PSY-101 or PSY-102; PSY-206

PSY-214 INTRODUCTION TO COUNSELING 4
This course will provide an introduction to counseling principles, research, and skills. Role-play practice sessions will be included.
Prerequisite: PSY-101 or PSY-102

PSY-230 PSYCHOLOGY OF WOMEN: CRITICAL PERSPECTIVES ON RACE, CLASS, AND GENDER 4
The purpose of this class is to provide students with an introduction to the psychology of women through an intersectional theoretical framework. Throughout the course, students will learn how the field of psychology and related social sciences have studied the effects of social, cultural, and political influences on the socialization of girls and women. Students will explore how such paradigms, specifically the intersections of race, class, and gender, affect psychological, social, and environmental outcomes for girls and women, nationally and internationally. (Cross-listed with WS-230.)
Prerequisite: PSY-101 or PSY-102

PSY-285 ANIMAL BEHAVIOR 4
Development, ecology and causation of animal behavior. Emphasis on comparative analysis of mechanisms underlying the production of species-specific behavior. (Cross-listed with BIO-285.) (3 LEC, 1 LAB)
Prerequisite: BIO-111 or PSY-101

PSY-295 TOPICS IN PSYCHOLOGY 4
A seminar focusing on a topic of contemporary interest in psychology. Each year the department will announce the topic(s) to be offered during the next academic year. Credit hours and prerequisites beyond 100 vary according to the topic. The nature of the topic determines the inclusion of a laboratory component.
Prerequisite: PSY-101 or PSY-102

PSY-296 TOPICS IN NEUROSCIENCE 4
New technologies emerging from neuroscience such as designer drugs, MRI use as lie-detector, and gene therapy for neural disorders. Examination of the basic science behind these and other technologies as well as important social, political, and ethical implications. May not be used to fulfill minimum requirements for the biology major. May be used as elective credit in the psychology major. (Cross-listed with BIO-296.)
Prerequisite: BIO-110 or PSY-101 or PSY-102

PSY-305 SOCIAL PSYCHOLOGY: GLOBAL PERSPECTIVES 4
Explore key applied, research, and theoretical models of behavior of the individual as influenced by the behavior and characteristics of other individuals with a broad global cultural perspective.
Prerequisite: PSY-101 and PSY-207

PSY-311 ANIMAL AND HUMAN LEARNING 4
Principles of learning, behavioral change, and motivation in humans and other animals. Emphasis on conceptual, methodological, and theoretical findings in classical, operant, and observational learning, with a focus on application in a variety of settings.
Prerequisite: PSY-101 and PSY-207

PSY-312 ABNORMAL PSYCHOLOGY 4
Coverage of the diagnostic characteristics, theoretical perspectives, and treatments of the major psychological disorders.
Prerequisite: PSY-101 and PSY-207

PSY-315 COGNITIVE NEUROSCIENCE 4
Human cognition and perception and their neurophysiological correlates as revealed by functional imaging techniques and clinical populations. Selected topics include basic neuroanatomy and brain imaging techniques and their application to the study of attention, memory imagery, concept formation, language, problem solving, creative thinking, and intelligence
Prerequisite: PSY-101 and PSY-207

PSY-323 SENSATION AND PERCEPTION 4
The study of how our sensory systems detect the physical world around us and how we understand what these sensations mean. Emphasis on current research.
Prerequisite: PSY-101 and PSY-207

PSY-324 NEUROENDOCRINOLOGY 4
The course provides comprehensive and up-to-date coverage of the inter-relationship between the nervous and endocrine systems in mammals. Topics covered include endocrine regulation of reproductive behavior, aggressive behavior, biological rhythms, energy balance, stress, and learning and memory. (Cross-listed with BIO-324.)
Prerequisite: BIO-350/350L

PSY-325 ADDICTION 4
This is a course about addiction to drugs and other behaviors. General topics will include cellular and molecular foundations of neuropharmacology, receptors, and modulation of neural signaling. In addition, we will discuss other topics such as government policy and susceptibility to addiction. (Cross-listed with BIO-325.)
Prerequisite: BIO-110/110L, BIO-111/111L, and one 200-level BIO course; CHE-240 recommended

PSY-350/L FOUNDATIONS OF NEUROSCIENCE I (WITH INQUIRY BASED RESEARCH LAB) 4
This course requires students to understand the basics of the nervous system at the cellular and sub-cellular level and equips students with scientific tools such as critical analysis of primary literature, development of an inquiry based project, and presentation of scientific research. In the 1-credit inquiry-based laboratory co-requisite course PSY-350L, students are given background material and generate their own line of scientific inquiry with tools and specific techniques explained and taught. Based on their questions and the techniques available, they will design experiments and analyze the results. PSY-350L must be taken concurrently with PSY-350. Students may take PSY-350/350L before PSY-351/351L or vice versa; each course is independent of the other. (Cross-listed with BIO-350/BIO-350L.)
(3 LEC, 1 LAB)
Corequisite: PSY-350L lab.
Prerequisite: BIO-110/110L and BIO-111/111L

PSY-351/L FOUNDATIONS OF NEUROSCIENCE II (WITH INQUIRY BASED RESEARCH LAB) 4
This course requires students to understand the basics of the nervous system at the systems level and equips students with scientific tools such as critical analysis of primary literature, development of an inquiry based project, and presentation of scientific research. In the 1-credit inquiry-based laboratory co-requisite course PSY-351L, students are given background material and generate their own line of scientific inquiry with tools and specific techniques explained and taught. Based on their questions and the techniques available, they will design experiments and analyze the results. PSY-351L must be taken concurrently with PSY-351. (Cross-listed with BIO-351/BIO-351L.) (3 LEC, 1 LAB)
Corequisite: PSY-351L lab.
Prerequisite: PSY-101 or BIO-110/110L

PSY-410 DIRECTED READING 1-4

Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

PSY-440 DIRECTED RESEARCH 1-4

Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

PSY-450 INTERNSHIP 1-4

For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

PSY-470 CAPSTONE IN PSYCHOLOGY: PLANNING 2

A 2-credit class for psychology majors or minors ideally taken in the junior year. This course will provide students the opportunity to evaluate what they have learned in the major until that point and explore potential career paths. Students will write a proposal about how they plan to fulfill their capstone requirement. After approval of the proposal, students will investigate possible placements in either research or applied settings in order to fulfill their capstone requirement. During class sessions, students will learn about the steps to securing a placement; and, once they have a placement, they will develop placement goals. They will also present and write about topics that are relevant to their intended placements.
Prerequisite: PSY-101, PSY-102, PSY-207 and standing as a psychology major or minor (or instructor permission).

PSY-480 CAPSTONE IN PSYCHOLOGY: PLACEMENT 2

A 2-credit class, which can be taken in the junior or senior year. The department will offer sections for psychology and neuroscience majors or psychology minors who want to conduct research in a lab with a professor at Agnes Scott and sections for students with applied placements. In addition to attending these class sessions, each student will participate in a research or applied psychology placement for an average of 5 to 10 hours per week. Students will be required to complete a minimum of 65 hours at their placement for the semester and work a minimum of 8 weeks. This capstone experience will help students to build mentor and other network relationships, obtain valuable research and/or work experience, determine the areas of psychology they are most interested in, and develop professional skills.
Prerequisite: permission is required (for Psychology majors and minors, prerequisite is PSY-470 in addition to permission required)

PSY-490 SENIOR THESIS 4

A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

Public Health

Faculty

Erin Bradley, assistant professor of public health
Rachel Hall-Clifford, associate professor of anthropology and public health
Amy E. Patterson, assistant professor of public health

Public Health is an interdisciplinary field concerned with recognizing, evaluating, understanding, and responding to factors that may affect the health of individuals, communities, and populations. The curriculum includes courses from the humanities, social sciences, natural sciences, and mathematics to educate students about various approaches to public health.

A student who elects to major or minor in public health will obtain an understanding of the process of scientific inquiry, statistics, and the behavioral, economic, historical, political, and social approaches to health. The core class, Survey of Public Health, introduces a student to the six primary areas of public health: biostatistics, behavioral sciences and health education, health policy and management, epidemiology, environmental and occupational health, and global health

Many in the public health and medical communities refer to Atlanta as the public health capital of the world. We encourage students to utilize the globally-recognized experiential learning opportunities connected to our courses—internships at the Centers for Disease Control and Prevention, CARE, the American Cancer Society, the Carter Center—and through community service outside of the classroom. Through an agreement with the Rollins School of Public Health at Emory University, qualified students may apply to take up to two graduate courses during their senior year at the Rollins School.

Public health careers can be found in local, state, and federal government; nonprofit organizations with a local, regional, or global focus; corporations; hospitals, and health departments; or universities. Many public health careers require a graduate degree (typically the M.P.H.), and although a major or minor in public health is not required for admission to an M.P.H. program, our undergraduate degrees in public health permit students to enter any of the most prestigious M.P.H. programs. Liberal arts education, with a focus on public health, will also prepare students for a range of graduate and professional programs in medicine, human rights, public policy, and the natural and social sciences.

Student Learning Outcomes

Students graduating with a Public Health major will have:

- Critical understanding of historical and contemporary public health trends and approaches
  - Understands history of public health
  - Articulates current public health paradigms and approaches
- Understanding of the subdisciplines of public health: epidemiology, statistics, social and behavioral sciences, global health, environmental health, health law, and policy
  - Understands approach and scope of public health subdisciplines
  - Articulates points of intersection of subdisciplines
- Recognition of the cross-cultural variation in views of health and the structures of health systems
  - Articulates and understands rationale behind WHO definition of health
  - Critically compares diverse definitions of health across cultures
  - Describes key models of health systems around the globe
- Understanding of determinants of health, both biological and social, within a broad ecological framework and their impact on health outcomes
  - Understands biological determinants of disease for key global diseases

  - Articulates the concept of social determinants of health
  - Applies an ecological framework to investigating disease distribution
  - Applies critical theories and perspectives from the liberal arts to analyze public health issues (e.g., biology, anthropology, sociology, economics, women's studies, human rights)
- Ability to explain and apply the intellectual and practical skills needed to design an intervention and develop a plan for evaluating an intervention
  - Conducts a literature review
  - Demonstrates digital literacy in obtaining information
  - Differentiates between types and sources of information with respect to quality, validity and reliability
  - Understands and implements principles of basic quantitative methods
  - Understands and implements principles of basic qualitative methods
  - Uses data to inform the design of creative interventions to address health problems
  - Identifies appropriate measures and methods for evaluating public health interventions

Requirements for the Public Health Major
52 credit hours: Core (32), electives (20). At least two elective courses must be at 300 level or above.

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Core Courses for the major
PH-101 Survey of Public Health
PH-211 Principles of Epidemiology
PH-240 Medical Anthropology
PH-311 Global Health
PH-375 Public Health Design and Evaluation (Capstone)
Take PH-331 (Environmental Health) or PH-332 (Health Policy)
Take BIO-110 (Integrative Biology I/Lab) or BIO-101 (Biology/Making Sense of Life)
MAT-115 Elementary Statistics (may substitute PSY-206 or SOC-206 Research Statistics)

Electives (choose 5)
PH-202 Public and Environmental Health Communication (ESS-202)
PH-225 Topics in Women's Health (WS-225)
PH-226 Multidisciplinary Perspectives: Maternal & Reproductive Health
PH-295 Topics in Public Health
PH-331 Environmental Health (if not taken to satisfy core)
PH-332 Health Policy (if not taken to satisfy core)
PH-335 Laboratory Techniques in Public Health (CHE-335)
PH-345 Health Economics (ECO-345)
PH-350 Anthropology of Violence (ANT-350)
PH-363 A History of Health and Healing in Africa (HIS/AS-363)
PH-372 Affordable and Sustainable Healthcare Technologies
PH-395 Topics in Public Health
PH-410 Directed Reading in Public Health
PH-440 Directed Research in Public Health
ANT-101 Cultural Anthropology—OR—SOC-101 Intro to Sociology
ANT-214 Anthropology of Religion: Myth, Ritual, and Symbol (REL-214)

ANT-219	Trans-Atlantic Voodoo (REL/AS-219)
ANT-245	Marriage, Sexuality and Power in Cross-Cultural Perspective
ANT-301	Contemporary Cultures and Controversies in Latin America
ANT-340	Worlds of Culture: Global Ethnography
ANT-345	Anthropology of Public Health
ANT-354	Human Culture in Anthropological Perspective
ANT-371	Women, Health and Society
ANT-380	Culture and Ethnography of Africa (REL/AS-380)
ANT-390	Foundations of Social Research (SOC-390)
ANT-391	Special Areas in Social Research Inquiry (SOC-391)
AS-170	African American Culture and Social Institutions
BIO-111	Integrative Biology II/Lab
BIO-201	Microbiology
BIO-216	Molecular Biology
BIO-220	Genetics
BIO-260	Bioinformatics
BIO-270	Invertebrate Biology
BIO-311	Disease Ecology
BIO-317	Immunology
BIO-350/L	Foundations of Neuroscience I (with Inquiry Based Research Lab)
BUS-202	Organizational Behavior
BUS-211	Financial Accounting
BUS-212	Managerial Accounting
BUS-240	Business and Society
BUS-320	Nonprofit Organizations
CHE-150	Intro to Chemistry
CHE-240	Organic Chemistry I
CHE-300	Introduction to Biochemistry
CHE-350	Medicinal Organic Chemistry
ECO-104	Intro to Macroeconomics
ECO-105	Intro to Microeconomics
ECO-330	Poverty, Inequality and Discrimination
ESS-101	Introduction to Environmental and Sustainability Studies
ESS-395	Topics: Global Environmental Challenges (with chair approval when topic applies)
GER-330	Topics: German Cinema (with chair approval when topic applies)
MAT-131	Intro to Computer Programming (PHY-131)
MAT-325	Mathematical Models and Applications
PHI-106	Bioethics
POL-125	Introduction to Human Rights (REL/WS-125)
POL-310	Public Policy
POL-313	Gender Politics
POL-322	Theories of Development and Anti-Development
POL-329	Issues on Global Migration
PSY-101	Intro Psychology: Biological Foundation and Cognitive Processes
PSY-102	Intro Psychology: Development, Social Behavior, and Individual Differences
PSY-202	Psychology of Sexual Behavior
PSY-205	Industrial/Organizational Psychology
PSY-207	Research Design and Methods
PSY-312	Abnormal Psychology

SOC-221 Social Problems in Global Contexts
SOC-225 Urban Lives
SOC-230 Race, Class, and Gender
SPA-370 Topics: Latina/o Literature (with chair approval when topic applies) (WS-370)
Four-credit internship (PH-370 or 450) selected in consultation with the program director

Requirements for the Public Health Minor
Minimum of seven courses including four core courses and three electives. At least one elective must focus on health, medicine, or disease (Group B). At least one elective must be at 300-level or above.

Group A: Core courses
PH-101 Survey of Public Health
PH-211 Principles of Epidemiology
PH-311 Global Health
Take MAT-115 Elementary Statistics or PSY-206 Research Statistics

Group B: Courses with a focus on health, medicine, or disease (choose at least one)
PH-202 Public and Environmental Health Communication (ESS-202)
PH-225 Topics: Women's Health (WS-225)
PH-226 Multidisciplinary Perspectives: Maternal & Reproductive Health
PH-240 Medical Anthropology (ANT-240)
PH-295 Topics in Public Health
PH-331 Environmental Health
PH-332 Health Policy
PH-335 Laboratory Techniques in Public Health (CHE-335)
PH-345 Health Economics (ECO-345)
PH-350 Anthropology of Violence (ANT-350)
PH-363 A History of Health and Healing in Africa (HIS/AS-363)
PH-372 Affordable and Sustainable Healthcare Technologies
PH-375 Public Health Design and Evaluation
PH-395 Topics in Public Health (can be repeated if content changes)
PH-410 Directed Reading in Public Health
PH-440 Directed Research in Public Health
ANT-345 Anthropology of Public Health
ANT-371 Women, Health and Society
BIO-311 Disease Ecology
BIO-317 Immunology
PHI-106 Bioethics
PSY-202 Psychology of Sexual Behavior
PSY-205 Industrial/Organizational Psychology
PSY-312 Abnormal Psychology
SPA-370 Topics in Latina/o Literature (with chair approval when topic applies) (WS-370)
Four-credit internship (PH-370 or 450) selected in consultation with the program director

Group C: Electives
ANT-101 Cultural Anthropology or SOC-101 Introduction to Sociology
ANT-214 Anthropology of Religion: Myth, Ritual, and Symbol (REL-214)
ANT-219 Transatlantic Voodoo (REL/AS-219)

ANT-245 Marriage, Sexuality and Power in Cross-Cultural Perspective
ANT-301 Contemporary Cultures and Controversies in Latin America
ANT-340 Worlds of Culture: Global Ethnography
ANT-354 Human Culture in Anthropological Perspective
ANT-380 Culture and Ethnography of Africa (REL/AS-380)
ANT-390 Foundations in Social Research (SOC-390)
ANT-391 Special Areas in Social Science Inquiry (SOC-391)
AS-170 African American Culture and Social Institutions
BIO-101 Biology/Making Sense of Life
BIO-110/L Integrative Biology I/Lab
BIO-111/L Integrative Biology II/Lab
BIO-201 Microbiology
BIO-216 Molecular Biology
BIO-220 Genetics
BIO-260 Bioinformatics
BIO-270 Invertebrate Biology
BIO-350/L Foundations of Neuroscience I (with Inquiry Based Research Lab)
BUS-202 Organizational Behavior
BUS-211 Financial Accounting
BUS-212 Managerial Accounting
BUS-240 Business and Society
BUS-320 Nonprofit Organizations
CHE-150 Intro to Chemistry
CHE-240 Organic Chemistry I
CHE-270 Inorganic and Bioinorganic Chemistry
CHE-300 Introduction to Biochemistry/Lab
CHE-350 Medicinal Organic Chemistry
ECO-104 Intro to Macroeconomics
ECO-105 Intro to Microeconomics
ECO-330 Poverty, Inequality and Discrimination
ESS-101 Introduction to Environmental and Sustainability Studies
GER-330 Topics: German Cinema (with chair approval when topic applies)
ESS-395 Topics in Global Environmental Challenges (when topic is health related)
MAT-131 Intro to Computer Programming (PHY-131)
MAT-325 Mathematical Models and Applications
POL-125 Introduction to Human Rights (REL/WS-125)
POL-310 Public Policy
POL-313 Gender Politics
POL-322 Theories of Development and Anti-Development
POL-329 Issues on Global Migration
PSY-101 Intro Psychology: Biological Foundation and Cognitive Processes
PSY-102 Intro Psychology: Development, Social Behavior, and Individual Differences
PSY-207 Research Design and Methods
SOC-221 Social Problems in Global Contexts
SOC-225 Urban Lives
SOC-230 Race, Class, and Gender

Courses

Described below are the courses designated as Public Health. For other course descriptions, see Anthropology, Africana Studies, Biology, Business, Chemistry, Economics, Environmental and Sustainability Studies, German, Mathematics, Philosophy, Political Science, Psychology, Religious Studies, Sociology, Spanish, and Women's, Gender, and Sexuality Studies, or the courses page on the Public Health website.

PH-101 SURVEY OF PUBLIC HEALTH 4

Survey course that introduces the subdisciplines of public health. Introduces epidemiological, environmental, occupational, cultural, behavioral, and policy issues relevant to the health of populations around the world. Includes a historical context for current health issues and global practices.

PH-202 PUBLIC AND ENVIRONMENTAL HEALTH COMMUNICATION 4

Examines and develops communication practices associated with current issues and controversies. Focus on communication as related to public and environmental health, especially as directed to target populations and advocacy. Final project related to a student's academic interest. (Cross-listed with ESS-202.)
Prerequisite: ENG-110, PH-101, or ESS-101 (for ESS minors)

PH-211 PRINCIPLES OF EPIDEMIOLOGY 4

Analysis of the distribution, determinants, and prevention of disease, disability and premature death in populations. Includes quantitative analysis of the biological, social, economic, and environmental conditions that affect health, as well as an examination of potential bias in studies.
Prerequisites: PH-101, and MAT-115 or PSY-206

PH-220 NUTRITIONAL ANTHROPOLOGY 4

This course will introduce basic principles of nutritional anthropology and social epidemiology through engagement with current research on relevant biological processes and the distribution of nutritional status across human populations. Cross-cultural perspectives on nutrition, health, and body image will be explored and compared to American norms and ideals. United States food culture, economic history, and agricultural policy will be explored to gain an understanding of the genesis of the global obesity epidemic. The course will juxtapose obesity and undernutrition as functions of social, political, and economic inequality, and it will consider solutions to food insecurity based on a framework of environmental sustainability. (Cross-listed with ANT-220.)

PH-225 TOPICS IN WOMEN'S HEALTH 4

This course will examine women's health issues from scientific and sociopolitical perspectives. (Cross-listed with WS-225.)

PH-226 MULTIDISCIPLINARY PERSPECTIVES ON PUBLIC HEALTH PROBLEMS: MATERNAL AND REPRODUCTIVE HEALTH 4

This course introduces students to multiple disciplinary perspectives on maternal and reproductive health topics, including pregnancy and childbirth, family planning, and reproductive technologies. Covers socio-cultural, biological, environmental, and historical influences on maternal and reproductive health, as well as intervention strategies. (Cross-listed with WS-226.)

PH-240 MEDICAL ANTHROPOLOGY 4

This course provides a introduction to medical anthropology, incorporating both cultural and

biological approaches to the subfield. The course will examine the variation of experience, meaning, and response to human health and illness across cultures. Particular emphasis will be placed on the application of theoretical concepts in medical anthropology to public health and development work. (Cross-listed with ANT-240.)
Prerequisite: ANT-101 or SOC-101 or PH-101

PH-295 TOPICS IN PUBLIC HEALTH 4
This course will offer a rotating selection of topics in public health. PH-295 may be repeated if the topic changes.
Prerequisite: PH-101

PH-311 GLOBAL HEALTH 4
Continues from introduction to public health and epidemiology to infectious and chronic disease in terms of global prevalence. Case studies, theory, and methods about health from a multidisciplinary perspective. The relation of biological, economic, political, cultural, and behavior factors to disease spread and management.
Prerequisites: PH-101, PH-211

PH-331 ENVIRONMENTAL HEALTH 4
An interdisciplinary, scientific survey of human interactions with the natural and built environments of the earth, and how anthropogenic stressors can ultimately influence public health and environmental quality. Physical and social environments are important determinants of the health of individuals and communities. Exposure to chemical, biological and physical agents can and do occur through the air, water and soil that comprise our physical environment. Particular emphasis in this course will be placed on describing (1) what pollution is and how/why it is harmful, (2) what the root sources and causes of pollution are, (3) what happens to pollutants when they enter the environment, and (4) how each pollutant class affects individual and community health over acute to chronic exposure periods. (Cross-listed with ESS-331.)
Pre-requisite: PH-101

PH-332 HEALTH POLICY 4
This course will introduce students to different models of health care delivery and finance, including universal, single-payer, privatized, and "out-of-pocket" systems. Students will examine the strengths and weaknesses of different health care models with attention to cost, quality, access, ethics, and human rights. They will also discuss the socio-cultural, historical, economic, and political factors that led countries to adopt different health systems, including the United States. The course addresses leadership in the field of health policy and management, in both domestic and global settings. T.R. Reid's *The Healing of America: A Global Quest for Better, Cheaper and Fairer Health Care*, will be supplemented with academic analyses and policy briefs. Students will complete projects on the U.S. health care reform and at least one other international health system. This course provides an additional topical offering for PH-331, which will provide students with a choice of topic and also expands the curriculum to cover all of the major subdisciplines of public health.
Prerequisite: PH-101

PH-335 LABORATORY TECHNIQUES IN PUBLIC HEALTH 4
This laboratory course is a hands-on experimental experience investigating an original Environmental Health program utilizing two or more common instrumental techniques such as absorption and emission spectroscopies, chromatography, and nuclear magnetic resonance spectroscopy. Students will identify a scientific question, formulate an experimental design, and conduct experiments. Students will also gain experience on obtaining and preparing samples,

analyzing and interpreting data, and drawing valid conclusions based on experimental results. (Cross-listed with CHE-335)
Prerequisites: PH-101, CHE-220, and CHE-230

PH-345 HEALTH ECONOMICS 4
This course analyzes the economics of health care in the United States with a focus on health policy. Topics include obesity, smoking, and insurance. (Cross-listed with ECO-345.)
Prerequisite: ECO-105

PH-350 ANTHROPOLOGY OF VIOLENCE 4
This course explores violence across the modern world, including political, structural, symbolic, and "everyday violence." Case studies of genocide, ethnocide, femicide, and rape will be considered through a human rights framework, with particular emphasis on reparation, rebuilding, and prevention. (Cross-listed with ANT-350.)
Prerequisite: SOC-101 or ANT-101 or PH-101 or REL/POL/WS-125

PH-363 A HISTORY OF HEALTH AND HEALING IN AFRICA 4
Seminar on the history of disease, health, and healing in Africa. In this course, we consider the intersections between knowledge production, power, race, and class in African history. (Cross-listed with HIS/AS-363.)

PH-370 PUBLIC HEALTH INTERNSHIP SEMINAR 4
Academic component of supervised field experience in Public Health. Students attend a weekly seminar to discuss readings linking research and practice, complete an independent project that builds on the internship, and develop presentations of their work. Approval and internship course paperwork approved by the Office of Internship and Career Development is required for registration. See the Special Curricular Opportunities section for more information. Students may take PH-370 more than once with a different internship experience as a new research topic.

PH-372 AFFORDABLE AND SUSTAINABLE HEALTHCARE TECHNOLOGIES 4
This interdisciplinary course will provide an overview of the key issues involved in the introduction of sustainable healthcare technology in resource-constrained regions. The course combines lectures on critical concepts in affordable health care technology development and implementation, including context and needs evaluation, supply chain infrastructure and usability design, financial sustainability, and the ethics of low-cost healthcare provision, with practical learning. Through close faculty mentorship, small groups of students will work in mixed-discipline teams (in partnership with Emory University and Georgia Institute of Technology) to create a solution to an identified real-world health problem, such as delivering clean water or perinatal monitoring. Students will develop applications for mobile-based devices in recognition that such technologies are increasingly relied upon as a rapid route to implementing and deploying healthcare solutions (mHealth.) Organizations based in relevant resource-constrained settings will be identified which can provide feedback and detailed information important to the solutions; wherever possible, pilot implementation of student-developed apps will be facilitated with local partners at the conclusion of the course. (Cross-listed with ANT-372.)
Prerequisite: PH-211 or PH/ANT-240 or SOC/ANT-390 or PHY/MAT-131

PH-375 PUBLIC HEALTH DESIGN AND EVALUATION 4
This course guides students through the process of public health intervention design, from

needs assessment to evaluation. Students work in groups mentored by the course instructor to develop and pilot research instruments and study protocols, simulating public health working environments.
Prerequisite: PH-311

PH-395 TOPICS IN PUBLIC HEALTH 4
This course will offer a rotating selection of topics in public health. Students enrolled will have a background in Public Health and will be able to explore areas of public health which might include Health Disparities, Mental Health, Geographies of Health and Disease, etc. PH-395 may be repeated if the topic changes.
Prerequisite: PH-101
Prerequisite or Corequisite: PH-211 (varies by topic)

PH-410 DIRECTED READING 1-4
Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

PH-440 DIRECTED RESEARCH 1-4
Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

PH-450 INTERNSHIP 1-4
For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

PH-490 SENIOR THESIS 4
A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

Religious Studies

Faculty

Roshan Iqbal, assistant professor of religious studies
Tina Pippin, Wallace M. Alston Professor of Bible and Religion
Abraham Zablocki, associate professor of religious studies

Religious studies concerns the distinctive beliefs and practices, sacred literatures, and cultural expressions of the religious traditions of the world. Students explore some of the most creative expressions of the human spirit in its responses to personal and cultural concepts of the divine. Special emphasis is placed on contemporary expressions of religious thought in cultures.

Religious studies majors are strongly encouraged to engage their studies in and beyond the classroom. We promote experiences in local and global partnership organizations and shared leadership in the community of the Department of Religious Studies.

Student Learning Outcomes

Students graduating with a Religious Studies major will be able to

- recognize, articulate, explain, compare and contrast, analyze, critique, and assess core doctrines, institutions, historical contexts, traditions, and practices of major religions of the world; issues of religion and social justice and how they impact women's lives; how religions have been the basis for both oppressive and liberating human practices throughout history; the similarities and differences between the soteriological and eschatological aims and practices of different religions; the relevance of religion in contemporary world events and cultural studies; major social justice theories and issues locally and globally in a human rights framework;
- recognize and work with a variety of power dynamics in and out of the classroom, including diversity both as it appears in the classroom and in complex cultures that we study between religions and amongst religions and the relationship between religion and issues of gender, sexual orientation, sexual identities, race, and class;
- create questions about ethical and justice issues in historical and contemporary society and examine both personal and systemic roles in religious communities and political, cultural, and social settings;
- propose, design, and create workshops and class activities about the theories of leadership for both the classroom and internship sites;
- improve their research skills in order to formulate research questions and answer them; develop theories and methodologies for their research; apply other disciplines' points of view and practices; engage in comparative religion; evaluate ethical issues and the perspectives that religions have brought to bear on them.

Students graduating with a Religion and Social Justice major will be able to

- recognize and work with a variety of power dynamics in and out of the classroom, including diversity both as it appears in the classroom and in complex cultures that we study between religions and amongst religions and the relationship between religion and issues of gender, sexual orientation, sexual identities, race, and class;
- create questions about ethical and justice issues in historical and contemporary society and examine both personal and systemic roles in religious communities and political, cultural, and social settings;

- propose, design, and create workshops and class activities about the theories of leadership for both the classroom and internship sites;
- problem solve through debate and recognition of various points of view, including applying other disciplines' points of view and practices; identifying and discussing major social issues and debating different points of view; recognizing and discussing issues across disciplinary boundaries and how those boundaries can interfere with or enhance their learning; identifying and reflecting upon their own social locations through autoethnography and other tools; developing civil conversation around issues; reflecting critically and assessing personal and systemic issues and imagine possibilities for social change and transformation; engaging in comparative religion; discussing ethical issues and the perspectives that religions have brought to bear on them; working collectively on challenging real world problems in a topic area; applying their knowledge and skills to a broad range of post-college experiences;
- improve their research skills in order to formulate research questions and answer them; develop theories and methodologies for their research; apply other disciplines' points of view and practices; engage in comparative religion; evaluate ethical issues and the perspectives that religions have brought to bear on them.

Requirements for the Religious Studies Major
A minimum of eight courses total
One of the following courses (Abrahamic religious tradition): REL-111, 121, 131 or 140
One of the following courses (non-Abrahamic tradition): REL-130, 132, 133 or 143
One of the following courses (theories and methods): REL-215 or 225 (one offered each fall)
REL-465 Senior Research Seminar in Religion
Four additional elective courses from religious studies (two must be at the 300 level or above)

Requirements for the Religion and Social Justice Major
The Religion and Social Justice major uses a human rights framework and experiential learning models. Students engage theory and practice in interdisciplinary study, both at the local and global levels.
A minimum of nine courses total
REL-125 Introduction to Human Rights
One of the following courses (religious traditions): REL-111,121,130,131,132,133,140,143
One of the following courses (theories and methods): REL-215 or 225 (one offered each fall)
One of the following courses (activism and organizing): REL-263, REL-385 or EDU-415
One of the following courses (engaged traditions): REL-221, 232 or 244
One of the following courses (community engagement): REL-370, WS-390 or REL-450 (4 credits required)
REL-465 Senior Research Seminar in Religion
Two additional elective courses from religious studies

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Requirements for the Religious Studies Minor
A minimum of five Religious Studies courses (20 credits). At least one of the five courses must be at the 100 level. At least one of the five courses must be at the 300 or 400 level within the department.

Courses

REL-111 CHRISTIANITY 4

This course will introduce students to the basic logic of Christian faith and practice, through a critical examination of the history of Christianity, and will provide an opportunity to explore and evaluate various forms of Christian theology in the current period of globalization.

REL-112 THE BIBLE AND LIBERATION 4

This introductory course will explore the various readings of biblical texts from and with the marginalized and disenfranchized, with particular attention to ethical, political, and cultural concerns and debates in biblical scholarship.

REL-121 JUDAISM 4

This class explores Jewish History and Memory through the intersections of history, memory, beliefs and practices, peoplehood, culture, and ethnicity. We will explore dynamic practices of survival and change throughout Jewish history. We will discuss the centrality of debate, assimilation, acculturation, negotiation, hybridity, integration, redemption, diaspora, exclusion, belonging, marginalization, synthesis, pride, shame, diversity, homogeneity, and identity. We will investigate the structural systems of Christian hegemony, anti-Semitism, Orientalism, Colonization, and how they impact Jewish communities, thinking, participation, and responses. We will highlight experiences of structural and personal violence that produce trauma, isolation, and reproduction of violence, and how these experiences set the stage for work toward tikkun olam (repairing the world). We will compare and contrast theories and frameworks: Post Colonial thought, Queer theory, Cultural Studies, critical race theory, and critical analysis (deconstruction) that help shape an understanding of Judaism, its history, memory, beliefs, and practices.

REL-125 INTRODUCTION TO HUMAN RIGHTS 4

An exploration of the theoretical and historical foundations of human rights from a multidisciplinary perspective. Presents human rights as a framework of analysis and as a moral discourse. Examines group rights—for example, women, indigenous peoples, or inmates—and analyzes particularly challenging human rights problems such as genocide, torture, and immigrants' rights. (Cross-listed with POL/WS-125.)

REL-128 SUFFERING IN NON-WESTERN FILM 4

Wisdom in most traditions across the globe converges on the idea that suffering brings clarity and illumination. For Buddha, suffering is the first rule of life. Zen scholars posit that suffering is a privilege because it moves us towards thinking about essential things and shakes us out of our complacency. In this course, we will explore the concept of suffering through non-Western films that focus at answering the question: "Is there at the heart of suffering a powerful, redemptive, and transformative idea?"

REL-130 RELIGIONS OF INDIA 4

This course examines the beliefs and practices of the religious traditions of India, including Hinduism, Buddhism, Jainism, Sikhism, and Islam.

REL-131 ISLAM 4

The course will focus upon Islam. It will survey Islamic history, its distinctive forms of faith and practice, its roles in society, and its worldwide involvement in a host of issues related to social, economic, and political developments. The course will explore sympathetic, critical, and creative perspectives on Islam, particularly as related to the struggles of today's Muslim women. The course will include opportunities for experiential learning, primarily in the form of field trips to one or more Islamic communities in the Atlanta metropolitan area.

REL-132 BUDDHISM 4
This course examines the life and teachings of the Buddha, the religious institutions that he founded to carry on his doctrine and the ways that Buddhism later developed in India and spread through Asia and to the West.

REL-133 RELIGIONS OF CHINA AND JAPAN 4
This course examines the beliefs and practices of the religious traditions of China and Japan, including Confucianism, Daoism, Shinto, Zen Buddhism, and Tantric Buddhism.

REL-140 RELIGIONS OF AFRICA 4
Basic elements of African religious beliefs and practices. It aims to treat in a coherent, though summary way, the principal themes and topics of African religious teaching and to examine how the various themes and topics cohere with one another and influence African life. The course will survey African traditional religions, along with the impact of Islam and Christianity in Africa. (Cross-listed with AS-140.)

REL-141 ISLAMIC MYSTICISM 4
Broadly speaking Islam is said to have an "outer" and an "inner" dimension. This course will focus on the "inner" dimension of Islam. It is a survey course on Islamic spirituality and the varieties of Islamic mystical traditions and does not have any prerequisites. It is designed as a thematic and conceptual introduction to "inner" Islam. We will start with a short introduction to Islam and then proceed to the key terms and concepts such as 'inner,' 'spiritual,' 'esoteric,' and 'mystical.' Next we will cover historical origins of these traditions, then move to study its diverse practices, and end with looking at the challenges faced by Islamic mystical traditions in the present.

REL-143 HINDUISM 4
What are the main practices and beliefs of Hinduism? How did they originate historically and how have they evolved over time? How can we understand key Hindu concepts, such as caste or karma and how are they related to Hindu understandings of the cycle of transmigration? What do Hindus believe and do to achieve happiness in this life and to prepare for the next one? In order to answer these questions, we will explore the historical richness of Hindu doctrine and praxis.

REL-144 AFRICAN CHRISTIANITY 4
This course explores the historical, social, and political contexts of the origins and development of Christianity on the African continent from the first century C.E. to postcolonial time. (Cross-listed with AS-144.)

REL-195-199 TOPICS IN RELIGIOUS STUDIES 4
Religious studies courses numbered REL-195, 196, 197, 198 or 199 represent courses covering a special topic in religious studies that will be taught on a one-time basis, or courses cross-listed with religious studies that are offered by other disciplines. Topics vary year to year, including Buddhism in America (REL-195) and Philosophy of Religion (REL-199); course may be repeated for credit when content changes.

REL-210 RELIGION AND ECOLOGY 4
An interdisciplinary course that explores the relationship of world religions with nature, meaning, place, and ethics. Focus will be on notions of "the sacred earth," spiritual engagement with nature, approaches to environmental crises and climate change, interfaith collaborations, feminist ecotheologies, and areas of sustainability (food, soil, air, water, energy, lifestyle, technology, the future, etc.). This course is experiential and connected with the local environmental community through site visits and speakers. (Cross-listed with WS-210.)

REL-213 SOCIOLOGY OF RELIGION 4

Religion shapes and is shaped by the society in which it lives. This course will introduce students to basic concepts and methods used by sociologists to explore this relationship. Over the course of the semester, classic texts will acquaint students with the fundamental questions sociology has asked of religion, and contemporary accounts will model strategies by which one might analyze the current religious landscape of the United States. Students will link theory and practice by conducting their own sociological investigation of a local religious community. (Cross-listed with SOC-213.)

REL-214 ANTHROPOLOGY OF RELIGION: MYTH, RITUAL, AND SYMBOL 4

This course examines the nature of religious institutions, rituals, beliefs, and experiences. By drawing upon anthropological theories of religion and selected ethnographies, we seek to understand the complex interplay between the beliefs, practices, and experiences of religion(s) and the socio-cultural contexts in which they are embedded. How do religions relate to the social order? Are they reflections of it or contested sites upon which political, economic, and cultural struggles are fought? Is religion primarily a social or psychological phenomenon? What is the nature of religious rituals and what role do they play in the construction of identity? How do sex and gender inform the nature of religious experience? What are myths and symbols? In order to explore these questions, students will be asked to engage with the anthropological corpus of theoretical and ethnographic writings on religion. In addition, there will be an opportunity to apply these concepts to the students' own lived realities through field exercises that combine theoretical analysis with participant observation. (Cross-listed with ANT-214.)

REL-215 WHAT IS RELIGION? 4

What is religion and why do people practice it? This course explores the universality of religious beliefs, institutions, and practices across human societies. By investigating religion from philosophical, anthropological, biological, and psychological perspectives, students are introduced to some of the diverse ways that theoretical perspectives can illuminate the study of religion.

REL-219 TRANSATLANTIC VOODOO 4

Traces Voodoo/Vodun religious traditions from West Africa to the Caribbean and North America, including the history of European contact and the slave trade, European views of African religions, and the cultural and symbolic meanings of Voodoo spirits and dancing. (Cross-listed with AS/ANT-219.)

REL-221 ENGAGED JUDAISM 4

Engaged Judaism explores the histories, cultures, identities, religious and secular practices of critical thought, and notions of diaspora for Eastern European and Middle Eastern Jews. Students examine anti-Jewish oppression and Jewish involvement in social justice and human and civil rights movements.

REL-222 REPRESENTATIONS OF JEWS 4

This course considers the diverse representations of Jews in history, culture, art, religion, and politics. It explores an aspect of Jewish cultural studies that analyses how Jews and Jewishness are represented in the American public sphere and also globally through words, stories, images, exhibits, performances, and events.

REL-224 LEADERSHIP, FEMINISMS AND RELIGION 4

In most religious cultures, women as a group were denied an active and authoritative role in its formation and interpretation. This course will look at women's struggle with their respective religious traditions and examples where women did play a role in shaping the tradition. We will

explore the lives of women in multiple religious tradition: indigenous, Hindu, Buddhist, Jewish, Christian, and Islam. Together, we will explore some of the following themes: traditional religious knowledge production, patriarchy, feminism both as an analytical tool and as a social vision, women as moral agents, and development of feminist theories in various world religions, feminist critiques, and reforms presented. We will end the course by looking at concrete social issues, for example, sexual violence, abortion, pornography, and reproductive technologies to see how feminist in different religious tradition have influenced change. (Cross-listed with WS-224.)

REL-225 ENCOUNTERING RELIGION 4

In this course we will explore the concept of religion/s in scholarship and culture, engage theories and methods in religious studies, and use interdisciplinary tools to explore the religious worlds in Atlanta and beyond. Cultural studies and critical theories of a range of voices (feminist, postcolonial, queer) will converse with us about the concept of "religion." We will rethink ways to engage theories and methods in religious studies, grounding these practices in concrete, contemporary explorations, using a cultural studies lens and methodology. And we will make room to incorporate any significant current "happenings" in the world as part of our encounters.

REL-232 SOCIALLY ENGAGED BUDDHISM 4

Socially Engaged Buddhism will explore the religious and social phenomenon of Buddhist activism in Asia and the West. We focus especially on activists Chan Khong, Aung San Suu Kyi, Ariyaratne, the Dalai Lama, Thich Nhat Hanh, Dr. B. R. Ambedkar, Ariyaratne, Joanna Macy, and Fleet Maull, among others.

REL-233 TIBET THROUGH FILM AND LITERATURE 4

This course examines the construction of Tibet as a mythic object of fantasy in the Western imagination. Close attention will be given to the way Tibet has been portrayed in a variety of literary and film genres.

REL-235 JESUS IN HISTORY AND CULTURE 4

An examination of the quest for the historical Jesus, with an analysis of literary and cultural sources (especially from film, music, and art), and also the ethical implications of Jesus' life and message, from the 19th century to contemporary times.

REL-240 LIVES OF MUHAMMAD 4

Muslims believe Muhammad (570-632) to be the Prophet of Islam and the communicator of their Religion. In this course we will look at the legacy of Prophet Muhammad in four ways. (1) His sayings—Hadiths—are accepted as a second source of Islam after the Qur'an; we will look at the major works in this genre. (2) More importantly, Muslims see his life and character as a perfect example to be emulated; we will look at his position in Muslim thought as the ideal exemplar. (3) Next we will examine the lives of the women around Prophet Muhammad. (4) Finally, we will examine the biography of the Prophet with an eye to the motivations behind certain retellings of his story.

REL-244 WOMEN AND BUDDHISM 4

The question of women's place and standing within Buddhism remains problematic and sometimes contentious. In this course we will focus on women in Buddhist literature over time, in order to draw conclusions about women's place and status according to doctrinal sources. We will also focus on women in Buddhism, looking at the lives of contemporary Buddhist women, with the aim of understanding the values and concerns that sustain, drive, and empower them.

REL-251 GENDER, SEXUALITY, AND ISLAM 4

Gender and sexuality are crucial to understanding the political, social, and economic life in the world today. Gender and sexuality studies challenge a number of traditional, academic, and cultural perspectives. In this course, we will be using critical texts from a wide variety of disciplines to examine gender and sexuality in the Muslim context. Using gender and sexuality as our main lens of analysis, we will be able to tease out the complex relationships between religion and culture, and think about how particular constructions of culture have been pivotal to the reproduction of each of these social structures. In the final section of the course, we will look at transnational discourses that shape the way in which Islam and "the woman question" is imagined in relationship to gender and sexuality. We will also learn about Orientalism, colonialism, and the role of global inequalities.

REL-252 ISLAM AND/IN THE WEST 4

This course examines the interaction between Islamic and Western civilizations during the past fourteen hundred years. The first part of the course is devoted to the analysis of key terms and concepts that will serve as the foundation for the remaining parts of the course. Different concepts such as Islam, Shari'a, the nation state, free speech, rationality, democracy, and secularism will be discussed in their historical contexts. The second part of the course is structured chronologically and covers from the Middle Ages through the nineteenth century. In the final part of the course, we will survey the history of Islam in the West, with a focus on the United States and France, and examine case studies to discuss contemporary questions on political Islam, civilizational clash, and the future of coexistence.

REL-261 RACE AND RACISM THROUGH A BUDDHIST LENS: A MULTIMEDIA EXPLORATION 4

This multimedia course will offer an intensive exploration of how a social construct ("race"), when used as a tool of discrimination that advantages one social group over another ("racism"), inflicts tremendous harm and suffering. What insights can ancient Buddhist teachings provide to help us to recognize, and to transform, the challenges of racism, inequality, and other social justice issues we face today? Participants will read important pieces, watch films and documentaries, listen to diverse contemporary music, as well as do exercises and meditations aimed at helping them to gain insight into the origins and manifestations of the challenging and thorny issues of race and racism in our lives and in our world. (Cross-listed with AS-261.)

REL-263 RELIGION, ETHICS AND SOCIAL JUSTICE 4

In this course we will investigate how a variety of religious ethics and social justice theories and practices address past and current social, cultural, and political issues. We will learn about the ethical dimensions of individual and systemic practices in the context of religion, along with ethical reflection, decision making, and activism. Special focus will be on feminist and womanist approaches to ethics and women religious leaders. (Cross-listed with WS-263.)

REL-295-299 TOPICS IN RELIGIOUS STUDIES 4

Religious studies courses numbered REL-295, 296, 297, 298 or 299 represent courses covering a special topic in religious studies that will be taught on a one-time basis, or courses cross-listed with religious studies that are offered by other disciplines (examples include ENG-235/REL-299 Human and the Divine in World Literature; and ART-296/REL-296 Late Medieval Art and Devotion).

REL-303 QUR'AN: A THEOLOGICAL AND LITERARY STUDY 4

This course covers two aspects of the Qur'an as text: theological and literary. This first part of this course will introduce students to the moral and spiritual significance of the Qur'an in the lives of Muslims, who consider the Qur'an to be uncorrupted Divine speech. Some of the themes we will study from the Qur'an are: idea of God, Prophets, female Prophets, religious

pluralism, women, marriage, and sexuality. The second section of the course will consider the Qur'an as a literary masterpiece, which it is widely acknowledged as. The Qur'an makes use of a vast array of literary techniques and devices to present its message. For example, it tells stories, cites parables, uses unparalleled rhymed prose, uses masterful language on the level of words and phrases, satire, irony, draws character sketches, uses word play and ambiguity, and finally, since it was produced over two decades, it embodies a variety of stylistic variation. There exists in Arabic a large corpus of works that look at the literary features of the Qur'an, which we will read in translation in class. We will also read more contemporary literary theory and consider its applicability to the Qur'an. The hope of this course is that even those outside the faith can experience the beauty of the Qur'an.

REL-316 THE POLITICS OF THE APOCALYPSE 4

An interdisciplinary course that includes biblical studies, politics, ethics, literary criticism, philosophical and critical theory, social movements, history, art, music, dance, and film studies. We will consider the apocalyptic imagination and representations in religion, politics, and culture.
Prerequisite: one course in religious studies

REL-325 ETHNOGRAPHY OF RELIGION 4

This course will guide students as they pursue a semester-long independent ethnographic study of a religious community in the Atlanta area. Students will conduct participant observation fieldwork in a religious setting of their choosing. (Cross-listed with ANT-325.)
Prerequisite: One course in religious studies or anthropology

REL-334 SEX, GENDER AND EMBODIMENT IN BUDDHISM 4

This course examines the ways that different Buddhist societies have addressed the challenges of human sexuality, gender, and physical embodiment. Attention will be given to Buddhism in India, Tibet, and America. (Cross-listed with WS-334.)
Prerequisite: REL 232 or instructor permission

REL-370 COMMUNITY-BASED INTERNSHIP 4

The Community-Based Internship Course is an interdisciplinary academic course for students engaging in community-based leadership and service. Through readings in leadership theory in the class and with practical application under supervision in an organization, students will explore the work and issues of their organization in its local and broader contexts. Reflective analysis is a key part of this course and students will relate leadership theory and experience to their major disciplines. This course is an academic internship that links theory and systemic analysis to practical community-based service, ethics, and learning in a local organization. Approval and internship course paperwork approved by the Office of Internship and Career Development is required for registration. See the Special Curricular Opportunities section for more information.

REL-372 FICTION, FILM AND ORIENTALISM 4

Orientalism, as defined by Edward Said, is the ideology that promotes the "West-and-non-West" dichotomy and the idea that "Other are less human." Neo-Orientalism is savvier, and has a more complex and dualist nature, not all that is read or seen is neo-Orientalism narratives is wrong and pejorative, and most significantly, it is written not by outsiders about "the other" like in Orientalism, but by "authentic" insiders. Both narratives serve largely the same purpose, which is to dominate and subordinate both politically and intellectually the non-West. In this course, books and movies that have become bestsellers in the West will be analyzed for Orientalism and neo-Orientalism.

REL-380 CULTURE AND ETHNOGRAPHY OF AFRICA 4

This course offers an examination and appreciation of African cultures in the present context and in historical perspective. Course topics include kinship, gender, politics, religion, economics, and colonialism. Students read several ethnographies for an in-depth understanding of specific cultures. (Cross-listed with AS-380 and ANT-380.)
Prerequisite: ANT-101, ANT/REL/AS-219, SOC-101, AS-170, HIS-257, or AS/REL-140

REL-385 RELIGION, EDUCATION, AND ACTIVISM 4

In this course we will explore, through historical and current justice issues, the educational theories and practices of religious organizations, and grassroots movements for social change. Students will also engage and gain competence in the practice of human rights education through a variety of models of liberatory educational practices, including popular education, theatre for social change, community-based living, participatory action research, and movement building. Counts toward the Human Rights Minor. (Cross-listed with EDU-385.)
Prerequisite: one course in either religious studies or education

REL-395-399 TOPICS IN RELIGIOUS STUDIES 4

Religious studies courses numbered REL-395, 396, 397, 398 or 399 represent courses covering a special topic in religious studies that will be taught on a one-time basis, or courses cross-listed with religious studies that are offered by other disciplines (example HIS-396/REL-399 Race, Empire and Islam in Modern Central Asia).

REL-410 DIRECTED READING 1-4

Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

REL-440 DIRECTED RESEARCH 1-4

Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

REL-450 INTERNSHIP 1-4

For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

REL-465 SENIOR RESEARCH SEMINAR IN RELIGION 4

The focus of the seminar is on research, writing and peer editing in the field of religion. Students will focus on a specific research project and work with the instructor of the seminar, with consultation with a second faculty member when warranted by the research topic.
Prerequisite: Restricted to senior religious studies majors and minors

REL-490 SENIOR THESIS 4

A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

Sociology and Anthropology

Faculty

Linda Danavall, visiting assistant professor of sociology
Douglas J. Falen, professor of anthropology
Rachel Hall-Clifford, associate professor of anthropology and public health
Regine Jackson, Kathy Ashe ’68 and Lawrence Ashe Associate Professor of Sociology
Yvonne D. Newsome, professor of sociology

Sociology is the study of human social behavior and social processes. It encompasses all types and levels of social organization ranging from interpersonal and small group interaction to large-scale (such as institutional and global) levels of social organization. Anthropology is the study of humanity in all its complexity, from biological variation to cultural and linguistic diversity. In short, anthropology seeks to understand the varied ways that we are all human.

The Department of Sociology and Anthropology trains students to understand the social and cultural forces shaping the world in which we live, giving students the tools to question and engage with key social issues. The curriculum emphasizes written and oral communication, international experience, and internships. Students are trained in qualitative and quantitative research methods and acquire the practical skills by which sociologists and anthropologists investigate social phenomena**.**

Sociology and anthropology students are encouraged to participate in a local or overseas internship, to engage in cross-cultural research, to study abroad, and to pursue fluency in a foreign language.

Student Learning Outcomes

Students graduating with a Sociology and Anthropology major will be able to

- think critically by incorporating different theoretical approaches in interpreting social-cultural phenomena;
- demonstrate understanding of and appreciation for cultural and other diversities;
- demonstrate understanding of the relations between micro- and macro-level phenomena (face-to-face interactions, institutional structures, globalization, etc.);
- demonstrate understanding of human inequalities (including race, class, gender, sexual orientation, age, national, and ability, among others);
- effectively collect, analyze and present research data.

Requirements for the Sociology & Anthropology Major

Required discipline Courses
Anthropology: 101
Sociology: 101, 251
Anthropology 390, 391 or Sociology 390, 391
Three electives: two 300 level (one in each discipline), and one 200 level
Recommended course for the major: Sociology 206 (Psychology 206)

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Requirements for the Sociology & Anthropology Minor

Anthropology: 101

Sociology: 101 and 251
Anthropology or Sociology: 390
Four additional credits in anthropology or sociology

Courses

Sociology

SOC-101 INTRODUCTION TO SOCIOLOGY 4
Current sociological theory and research as they relate to primary units of social life, social processes and social institutions. Emphasis on relating concepts to contemporary American society.

SOC-206 RESEARCH STATISTICS 4
Basic theory, principles and applications of statistics in behavioral science research. (Cross-listed with PSY-206.)
Prerequisite: Any one of the following: PSY-101, PSY-102, ANT-101, ANT-202, PH-101, POL-101, POL-102, or SOC-101

SOC-211 MARRIAGE AND THE FAMILY 4
The family as a basic social institution. The range of alternative behaviors in contemporary family life. Role relationships within the family and changes in family patterns. Family organization in different social classes, ethnic groups, and utopian communities. (Cross-listed with WS-211.)
Prerequisite: SOC-101 or ANT-101

SOC-213 SOCIOLOGY OF RELIGION 4
Religion shapes and is shaped by the society in which it lives. This course will introduce students to basic concepts and methods used by sociologists to explore this relationship. Over the course of the semester, classic texts will acquaint students with the fundamental questions sociology has asked of religion and contemporary accounts will model strategies by which one might analyze the current religious landscape of the United States. Students will link theory and practice by conducting their own sociological investigation of a local religious community. (Cross-listed with REL-213.)

SOC-217 SCHOOLS AND SOCIETY 4
Education in cross-cultural perspective. The role of education in the transmission of values and culture. The conflict between family and school. The inequality of educational opportunity. (Cross-listed with EDU-217.)
Prerequisite: SOC-101 or ANT-101

SOC-221 SOCIAL PROBLEMS IN GLOBAL CONTEXTS 4
Examines competing definitions of and solutions to social problems. Topics vary, but may include issues related to wealth and poverty, racism, gender, work, family, education, and globalization.
Prerequisite: SOC-101 or ANT-101

SOC-225 URBAN LIVES 4
An exploration of social changes in urban settings in the United States, the Caribbean, and Western Europe, particularly the ways societal processes and social structures influence community and cultural life. Issues such as urban poverty, environmental pollution, "global city" formation and residential segregation will be discussed. (Cross-listed with AS-225.)
Prerequisite: SOC-101, AS-170 or ANT-101

SOC-230 RACE, CLASS AND GENDER 4
Survey of the history, basic theories and recent research integrating these key concepts for modern society. Systematic examination of the effects of these variables on different groups in society. (Cross-listed with WS-231 and AS-230.)
Prerequisite: SOC-101 or ANT-101

SOC-251 HISTORY OF SOCIAL THEORY 4
Introduction to theory in social science, review of the major theoretical constructs of the 19th century and application in modern social science.
Prerequisite: SOC-101 or ANT-101

SOC-295 TOPICS IN SOCIOLOGY 4
This course focuses on special topics that highlight emerging theoretical, methodological, and empirical issues in the discipline.
Prerequisite: SOC-101

SOC-301 COLLECTIVE BEHAVIOR AND SOCIAL MOVEMENTS 4
This course examines organized collective efforts to bring about social change. It applies social science research methods, perspectives, and case studies to evaluate the effectiveness of activists' practices and outcomes. Analysis will include, but is not limited to, U.S. and international collective action such as the civil rights, workers', environmental, and women's movements.
Prerequisite: SOC-101 or ANT-101

SOC-310 THE "OTHER" AFRICAN AMERICANS 4
Seminar on diversity within black America, focusing on the experiences of Caribbean, African, and Latin American immigrants. We consider the implications of reconceptualizing "the" black community as several overlapping communities made up of African-Americans, West Indians, diasporic Africans, and Afro-Latinos. (Cross-listed with AS-310.)
Prerequisite: SOC-101 or ANT-101 or AS-170

SOC-333 RACE AND PLACE IN THE NEW SOUTH 4
This course is designed for majors. By focusing on questions of race and place, we will examine the "New South" using an approach that is sensitive to issues of representation, local histories, and racial mythologies. As a class, our goal will be to develop a critical understanding of the region and its redevelopment in the post-Civil Rights Movement era. Our work will include, but is not limited to, issues of segregation, gentrification, "Latinization," and community organizing. Atlanta, the so-called capital of "New South," will be a particular focus. The central assignment for this class is an independent "place study" of a metro Atlanta neighborhood. Some field trips and film screenings will take place outside of class time. (Cross-listed with AS-333.)
Prerequisite: SOC-101 or ANT-101 or AS-170

SOC-356 COMPARATIVE BLACK FEMINISMS 4
Interdisciplinary analysis and critique of the history of ideas which make up African and African Diasporic feminist thought and practice. (Cross-listed with AS/WS-356.)
Prerequisite: SOC-101 or ANT-101 or WS-100

SOC-370 AFRICAN AMERICAN IMAGES IN POPULAR CULTURE 4
Emphasis given to the influence of race on U.S. culture and the interplay of race and culture with politics. Pervasive attention paid in this course to representations of women and to the intersections of race, class, sexuality, and gender. (Cross-listed with AS-370 and WS-377.)
Prerequisite: SOC-101 or ANT-101

SOC-390 FOUNDATIONS OF SOCIAL RESEARCH 4
Introduction to social research, including developing research questions, reviewing literature,

carrying out field research, and data analysis. Involves teamwork. Basic skills include kinship, ethnography, interviews and surveys. Topic varies by semester. (Cross-listed with ANT-390.)
Prerequisite: SOC-101, ANT-101, junior standing

SOC-391 SPECIAL AREAS IN SOCIAL SCIENCE INQUIRY 4
Topics vary by semester, according to professor teaching the course. Each student will design and carry out a research project. (Cross-listed with ANT-391.)
Prerequisite: SOC-390 or ANT-390

SOC-410 DIRECTED READING 1-4
Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

SOC-440 DIRECTED RESEARCH 1-4
Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

SOC-450 INTERNSHIP 1-4
For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

SOC-482 SOCIOLOGY SEMINAR 4
An exploration of important sociological research topics. Topics include issues related to the intersection of race, class and gender. Junior and senior sociology-anthropology majors only.

SOC-490 SENIOR THESIS 4
A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

Anthropology

ANT-101 CULTURAL ANTHROPOLOGY 4
Overview of cultural universals and cultural diversity, using comparative analysis of African, American, Asian, and other cultures. Examination of the impact of contact between cultures and the contemporary condition of indigenous peoples, using case studies (ethnographies), ethnographic film, and class activities.

ANT-122 FIRST CONTACT: SPACE EXPLORATION, SCIENCE FICTION, AND NATIVE PEOPLES 1
An interdisciplinary course that examines first contact between alien peoples, through the disciplinary perspectives of astronomy and anthropology. By reading and discussing first contact scenarios found in science fiction and the historical record, students will confront the logistical, ethical, and philosophical challenges involved in encountering new peoples. These challenges include questions about how to prepare for first contact, how to communicate between peoples, the ethics of exploration, reconciling cultural and religious differences, and the potential of first contact to create unequal power relations between peoples and technologies. (Cross-listed with AST-122.)
Prerequisite or corequisite: AST-120 or AST-121 or ANT-101

ANT-202 HUMAN ORIGINS 4
Overview of evidence of the biological, social, and ecological bases of human behavior, from

East African fossils to the present; modern biological variation and its effect on society. Examination of fossil material, artifacts and contemporary skeletal material. Theoretical explanations for physical and cultural development of humans and other primates, including evolution and ecology, with specific attention to the origins of race and gender and implications for contemporary society.

ANT-214 ANTHROPOLOGY OF RELIGION: MYTH, RITUAL, AND SYMBOL 4

This course examines the nature of religious institutions, rituals, beliefs, and experiences. By drawing upon anthropological theories of religion and selected ethnographies, we seek to understand the complex interplay between the beliefs, practices, and experiences of religion(s) and the socio-cultural contexts in which they are embedded. How do religions relate to the social order? Are they reflections of it or contested sites upon which political, economic, and cultural struggles are fought? Is religion primarily a social or psychological phenomenon? What is the nature of religious rituals and what role do they play in the construction of identity? How do sex and gender inform the nature of religious experience? What are myths and symbols? In order to explore these questions, students will be asked to engage with the anthropological corpus of theoretical and ethnographic writings on religion. In addition, there will be an opportunity to apply these concepts to the students' own lived realities through field exercises that combine theoretical analysis with participant observation. (Cross-listed with REL-214.)

ANT-219 TRANSATLANTIC VOODOO 4

Traces Voodoo/Vodun religious traditions from West Africa to the Caribbean and North America, including the history of European contact and the slave trade, European views of African religions, and the cultural and symbolic meanings of Voodoo spirits and dancing. (Cross-listed with AS/REL-219.)

ANT-220 NUTRITIONAL ANTHROPOLOGY 4

This course will introduce basic principles of nutritional anthropology and social epidemiology through engagement with current research on relevant biological processes and the distribution of nutritional status across human populations. Cross-cultural perspectives on nutrition, health, and body image will be explored and compared to American norms and ideals. United States food culture, economic history, and agricultural policy will be explored to gain an understanding of the genesis of the global obesity epidemic. The course will juxtapose obesity and undernutrition as functions of social, political, and economic inequality, and it will consider solutions to food insecurity based on a framework of environmental sustainability. (Cross-listed with PH-220.)

ANT-240 MEDICAL ANTHROPOLOGY 4

This course provides a introduction to medical anthropology, incorporating both cultural and biological approaches to the subfield. The course will examine the variation of experience, meaning, and response to human health and illness across cultures. Particular emphasis will be placed on the application of theoretical concepts in medical anthropology to public health and development work. (Cross-listed with PH-240.)
Prerequisite: ANT-101 or SOC-101 or PH-101

ANT-245 MARRIAGE, SEXUALITY AND POWER IN CROSS-CULTURAL PERSPECTIVE 4

This course reviews marriage around the world such as polygyny, monogamy, polyandry, and homosexual and heterosexual unions, and discusses the consequences for emotional bonds, power, sexuality, children, and financial arrangements. (Cross-listed with WS-245.)

ANT-295 TOPICS IN ANTHROPOLOGY 4

This course focuses on special topics that highlight emerging theoretical, cultural,

methodological, and empirical issues in the discipline.
Prerequisite: ANT-101

ANT-301 CONTEMPORARY CULTURES AND CONTROVERSIES IN LATIN AMERICA 4
This course focuses on understanding the legacies of colonial and neo-colonial relationships in Latin America through exploration of current controversies and social issues. The critical reading of ethnographies from throughout the region will be central to the course.
Prerequisite: ANT-101 or SOC-101

ANT-325 ETHNOGRAPHY OF RELIGION 4
This course will guide students as they pursue a semester-long independent ethnographic study of a religious community in the Atlanta area. Students will conduct participant observation fieldwork in a religious setting of their choosing. (Cross-listed with REL-325.)
Prerequisite: One course in religious studies or anthropology.

ANT-330 LINGUISTIC ANTHROPOLOGY 4
Introduces students to the anthropological study of language in human social life. In addition to examining the definition and origins of human language, students will learn phonetics and the social functions of language in the U.S. and elsewhere.
Prerequisite: SOC-101 or ANT-101

ANT-335 ANTHROPOLOGY OF HUMAN RIGHTS 4
Anthropology and human rights are fields that promote respect and protection of diverse and marginalized peoples around the world. How can anthropological theories and techniques be marshalled in the interest of human rights? What are the challenges to finding common ground between anthropology and human rights? This course explores the language, research, and philosophical positions underlying the work of anthropologists and human rights advocates. We will examine competing ethical positions and debates between universal rights and cultural relativism. Course topics will include cross-cultural approaches to issues such as LGBTQ rights, public health, international development, refugee rights, women's rights, civil rights, political freedom, genocide, indigenous rights, and religious freedom.
Prerequisite: any one courses from ANT-101, PH-101, PHI-101, SOC-101, PHI-112, or REL/POL/WS-125

ANT-340 WORLDS OF CULTURE: GLOBAL ETHNOGRAPHY 4
A sample of ethnographies offering detailed anthropological studies of a range of geographic regions and cultural themes. The course probes other cultures' ways of knowing and how they deal with religion, ecology, economics, kinship, gender, health, language, and globalization.
Prerequisite: ANT-101

ANT-345 ANTHROPOLOGY OF PUBLIC HEALTH 4
This course examines anthropological perspectives and practices for understanding public health and medicine. It considers a variety of health issues, discourses, knowledge, and practices among different societies and social strata within various societies. It likewise explores globalization's effects on health.
Prerequisite: SOC-101 or ANT-101

ANT-350 ANTHROPOLOGY OF VIOLENCE 4
This course explores violence across the modern world, including political, structural, symbolic, and "everyday violence." Case studies of genocide, ethnocide, femicide, and rape will be considered through a human rights framework, with particular emphasis on reparation, rebuilding, and prevention. (Cross-listed with PH-350.)
Prerequisite: SOC-101 or ANT-101 or PH-101 or REL/POL/WS-125

ANT-354 HUMAN CULTURE IN ANTHROPOLOGICAL PERSPECTIVE 4
Advanced course on anthropological understandings of culture and humanity. Students read ethnographies and theoretical works to examine different ways of understanding behavior.
Prerequisite: SOC-101 or ANT-101

ANT-371 WOMEN, HEALTH AND SOCIETY 4
Cross-cultural concepts of women's bodies and health, including reproduction and child care, health practitioners, and disease. Focus on gender, ethnic, and class differences in health, health concepts, and health practices. (Cross-listed with WS-371.)
Prerequisite: ANT-101 or SOC-101

ANT-372 AFFORDABLE AND SUSTAINABLE HEALTHCARE TECHNOLOGIES 4
This interdisciplinary course will provide an overview of the key issues involved in the introduction of sustainable healthcare technology in resource-constrained regions. The course combines lectures on critical concepts in affordable health care technology development and implementation, including context and needs evaluation, supply chain infrastructure and usability design, financial sustainability, and the ethics of low-cost healthcare provision, with practical learning. Through close faculty mentorship, small groups of students will work in mixed-discipline teams (in partnership with Emory University and Georgia Tech) to create a solution to an identified real-world health problem, such as delivering clean water or perinatal monitoring. Students will develop applications for mobile-based devices in recognition that such technologies are increasingly relied upon as a rapid route to implementing and deploying healthcare solutions (mHealth.) Organizations based in relevant resource-constrained settings will be identified who can provide feedback and detailed information important to the solutions; wherever possible, pilot implementation of student-developed apps will be facilitated with local partners at the conclusion of the course. (Cross-listed with PH-372.)
Prerequisite: PH-211 or PH/ANT-240 or SOC/ANT-390 or PHY/MAT-131

ANT-380 CULTURE AND ETHNOGRAPHY OF AFRICA 4
This course offers an examination and appreciation of African cultures in the present context and in historical perspective. Course topics include kinship, gender, politics, religion, economics, and colonialism. Students read several ethnographies for an in-depth understanding of specific cultures. (Cross-listed with AS/REL-380.)
Prerequisite: any one course from ANT-101, SOC-101, ANT/AS/REL-219, AS-170, HIS-257, or AS/REL-140

ANT-390 FOUNDATIONS OF SOCIAL RESEARCH 4
Introduction to social research, including developing research questions, reviewing literature, carrying out field research, and data analysis. Involves teamwork. Basic skills include kinship, ethnography, interviews and surveys. Topic varies by semester. (Cross-listed with SOC-390.)
Prerequisite: SOC-101, ANT-101, junior standing

ANT-391 SPECIAL AREAS IN SOCIAL SCIENCE INQUIRY 4
Topics vary by semester, according to professor teaching the course. Each student will design and carry out a research project. (Cross-listed with SOC-391.)
Prerequisite: SOC-390 or ANT-390

ANT-410 DIRECTED READING 1-4
Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

ANT-440 DIRECTED RESEARCH 1-4
Directed research courses are open to junior and senior majors to work with a faculty member

on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

ANT-450 INTERNSHIP 1-4

For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

ANT-490 SENIOR THESIS 4

A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

Spanish

Faculty

Patricia Andino, instructor of Spanish
Tabitha Humphrey, instructor of Spanish
Gisela Norat, professor of Spanish
Rafael Ocasio, Charles A. Dana Professor of Spanish
Michael Schlig, professor of Spanish
Patricia Andino, instructor of Spanish

Students who major or minor in Spanish study the Spanish language and explore cultural expressions of the Hispanic world. The course of study emphasizes written and oral communication that prepares student to function in a Spanish-speaking community.

The language courses (101-202) fulfill the college's specific standard requirement of proficiency in a foreign language at the intermediate level, and promote the appreciation of the cultural diversity that characterizes the Spanish-speaking world and Latina/o communities in the United States.

To be better prepared for language courses, students should have taken a few years of Spanish, including a course during their senior year in high school. Incoming students with more than one year of Spanish must take a placement test before enrolling in courses. No student with more than one year of high school Spanish may register for SPA 101.

The Spanish department encourages students to explore the lively Hispanic cultural life of metropolitan Atlanta. The department also recommends that students spend time abroad either through Agnes Scott's summer program in Oviedo, Spain, or through any of the approved programs in Spanish-speaking countries sponsored by the International Student Exchange Program, or other affiliated programs in Latin America and Spain. Recently, our students have completed semester or yearlong programs in Argentina, Chile, Costa Rica and Spain.

Students are also strongly encouraged to take part in the Global Study Tours, especially when trips are arranged to destinations in Spanish-speaking countries.

Student Learning Outcomes

Students graduating with a Spanish major will be able to

- demonstrate a broad view of the literatures and cultures of Spain, some Latin American countries, and U.S. Latino communities;
- demonstrate an understanding of the situation of selected marginalized social groups;
- demonstrate advanced skills in literary and cultural analysis;
- demonstrate advanced and effective writing skills;
- demonstrate advanced and effective listening and speaking skills.

Requirements for the Spanish Major

SPA-480 capstone and 28 additional credits beyond 202, excluding SPA 206. Majors must complete eight 4-credit, upper-level courses, of which at least four courses must be at the 300 level. Of the eight courses required for the major, at least four courses must be completed at Agnes Scott, including the senior capstone SPA-480. Credits from the Spanish department-sponsored summer program in Oviedo, Spain satisfy requirements toward the major if the student has completed SPA-202 prior to participation. Spanish majors are required to complete four courses from those offered by department faculty.

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Requirements for the Spanish Minor

A minor requires completion of 20 credits beyond SPA-202, excluding SPA-370 and 206. At least 12 credits must be from courses taught by department faculty. Credits from the Spanish department-sponsored summer program in Oviedo, Spain satisfy requirements toward the minor if the student has completed SPA-202 prior to participation.

Courses

SPA-101 ELEMENTARY SPANISH I 4
Fundamentals of Spanish for speaking, listening, writing and reading. Emphasis on proficiency achievement and cultural awareness of the Hispanic world. Not open to students with one or more years of Spanish in high school. All students with more than one year of Spanish are required to take the placement test.

SPA-102 ELEMENTARY SPANISH II 4
Continuation of 101. All students with more than one year of Spanish are required to take the placement test.
Prerequisite: SPA-101

SPA-201 INTERMEDIATE SPANISH I 4
Grammar review, conversation, listening, comprehension, composition and reading. All students with more than one year of Spanish are required to take the placement test.
Prerequisite: SPA-102

SPA-202 INTERMEDIATE SPANISH II 4
Continuation of SPA-201. All students with more than one year of Spanish are required to take the placement test.
Prerequisite: SPA-201

SPA-205 READING AND WRITING ABOUT THE HISPANIC WORLD 4
Continued study of Hispanic cultures with special emphasis on the development of conversational, written, and listening expression in Spanish.
Prerequisite: SPA-202 with a minimum grade of C-

SPA-206 SPANISH CULTURE IN SPAIN 2
Intermediate and advanced students will complement their studies at the University of Oviedo by completing weekly activities and projects while they visit sites, live with families, and study in Spain.
Prerequisite: SPA-102

SPA-209 ADVANCED CONVERSATION THROUGH FILM 4
This course focuses on short films as main medium to facilitate discussion of social issues regarding gender equity, immigration, poverty, political violence, and race relations. Grammar review and vocabulary building specific to each topic aim to provide students with the tools necessary to communicate effectively and engage in productive dialog.
Prerequisite: SPA-202

SPA-244 CONTEMPORARY SHORT STORIES 4
Traces the history and development of the genre with emphasis on examining the elements specific to the short story and the literary devices contemporary writers employ in their craft.
Prerequisite: SPA-205 with a minimum grade of C-

SPA-307 SPANISH CIVILIZATION AND CULTURE 4
Important historical events, trends and ideas of Spain from earliest times to the present.
Prerequisite: SPA-202 with a minimum grade of C-

SPA-308 LATIN AMERICAN CIVILIZATIONS AND CULTURES 4
The study of historical, political, social and cultural aspects that unify Latin America as a region from the pre-conquest to the present and an exploration of the diversity within countries and across borders.
Prerequisite: SPA-202 with a minimum grade of C-

SPA-316 HACIENDO LA AMÉRICA: SPANIARDS IN CONTEMPORARY LATIN AMERICAN FILM 4
This course will consider the motivations, consequences, and attitudes with which Spaniards travel to Latin America, how they are received by locals, and how these encounters are portrayed on film. A transnationalist approach will ask students to question traditional geopolitical approaches (i.e., Mexican, Spanish, Latin American) when evaluating cinematic production, audience consumption, and even identity.
Prerequisite: SPA-205 or 209

SPA-323 APPROACHES TO LITERATURE 4
Presentation of representative Latin-American and Spanish texts to foster reading, writing, and analytical skills.
Prerequisite: SPA-205 with a minimum grade of C-

SPA-327 INTRODUCTION TO THE LITERATURE OF SPAIN 4
A historic and thematic introduction to representative works of significant literary movements from the Middle Ages to present-day Spain.
Prerequisite: SPA-205 with a minimum grade of C-

SPA-361 20TH-CENTURY SPAIN 4
Examines how societal changes throughout the century are reflected in representative works of literature and other forms of artistic expression such as film and painting. Topics include the avant-garde, the dictatorship of Francisco Franco, the rise of mass media, and the transition to democracy.
Prerequisite: SPA-323

SPA-365 BLACK LITERATURE IN CUBA AND IN PUERTO RICO 4
This course provides an examination of the Caribbean literary movement of "negrismo." Literary texts and interdisciplinary readings examine the impact of ethnicity on Cuban and Puerto Rican national identities. More contemporary media illustrate the present role of Afro-Caribbean religious traditions, such as Santería.
Prerequisite: SPA-323

SPA-370 TOPICS IN LATINA/O LITERATURE 4
A critical analysis of a specific topic, genre, or period in Latino literature and other English-language media produced in the United States. May be repeated for credit when topic varies. (Cross-listed with WS-370 and/or ENG-370 when topic applies.)
Prerequisite: ENG-110

SPA-380 INTERDISCIPLINARY APPROACHES TO HISPANIC LITERATURES & CULTURES 4
Examination of selected aspects of the cultures of Spain and/or Latin America through the study of literature, film, mass media, social institutions, and movements. May be repeated for credit when the instructor/topic changes. (Cross-listed with WS-381 when topic applies.)
Prerequisite: SPA-323

SPA-395-399 TOPICS IN SPANISH 4

Spanish courses numbered SPA-395, 396, 397, 398 or 399 represent courses covering a special topic in Spanish that will be taught on a one-time basis, or courses cross-listed with Spanish that are offered by other disciplines. Example: ENG-360/SPA-395 All About Women on the Verge: Women and the Films of Pedro Almodóvar.

SPA-410 DIRECTED READING 1-4

Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

SPA-440 DIRECTED RESEARCH 1-4

Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

SPA-450 INTERNSHIP 1-4

For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

SPA-480 TOPICS IN HISPANIC THEMES 4

A detailed critical analysis of a specific topic, genre or period in Spanish or Latin American literatures, film, and other media. May be repeated for credit when topic varies. (May be cross-listed with WS when focus is on women.)
Prerequisite: SPA-323

SPA-490 SENIOR THESIS 4

A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

SUMMIT

Faculty

Elaine Meyer-Lee, associate vice president for global learning and leadership development, professor of psychology

Regine Jackson, faculty coordinator for global learning, Kathy Ashe '68 and Lawrence Ashe Associate Professor of Sociology

Nicole Stamant, faculty coordinator for digital in the curriculum, associate professor of English

Harold Thorsrud, faculty coordinator for leadership development, professor of philosophy

Courses

GBL-102 GLOBAL LEARNING: JOURNEYS 4

This 4-credit course is the core course in the Global Learning curriculum of SUMMIT. It introduces first-year students to global structures, systems, and processes and connects these concepts to first-hand immersion experiences. Drawing on a variety of disciplines, interests, and expertise, the course explores complex and interdependent relationships across the globe. Students will examine a set of global themes through common readings, dialogue and small-group discussions. These learning experiences will enable students to identify, describe, and evaluate critical assumptions surrounding global issues. This course also prepares students for their first-year immersion experience, providing them with the knowledge to recognize how global processes operate in a specific location, as well as the skills to engage in meaningful intercultural communication.

GBL-200 GLOBAL STUDY TOUR 2-4

Global Study Tours usually include an on-campus course focused on a specific topic within the context of a particular country, which is followed by an in-country experience. Depending on the topic, the course may also be listed elsewhere in the catalog under a department-specific prefix, in which case they are indicated by a course number of 200 in their respective departments. Prerequisites beyond 12 credits of Agnes Scott credit and corequisites vary depending on the selected Global Study Tour topic and country. Special fees are required for the international travel component. Consult with the Center for Global Learning.

LDR-101 LEADERSHIP PROLOGUE 4

LDR-101 seminars explore how the liberal arts inform good leadership. They engage every first-year student in the exploration of an interesting topic while providing the intellectual orientation and skills foundational to college learning and effective leadership. All LDR-101 seminars, regardless of topic, share specific learning goals based on the faculty's conviction that good leaders work well with others, think analytically, and communicate effectively. For these reasons, all LDR-101 seminars place special emphasis on five fundamental intellectual and leadership skills: critical thinking, writing, public speaking, digital literacy, and teamwork.

LDR-200 PROJECT LEADERSHIP 4

Leadership is best learned when we not only study leadership, but exercise it as well; when we not only read about theories, models, and skills, but also apply them to a meaningful, real-world project. In this course, students will draw upon their liberal arts education to design, develop, and present a team project that addresses a key challenge to the community, and present them to a review panel of judges. During the semester, students will conduct their own research on campus as well as gather and analyze data. They will explore team-work strategies, such as conflict resolution, decision-making, and communication. As a part of the course, students will attend two approved leadership workshops of their choice. Finally,

students will develop a proposal for a project, one that effectively communicates what the project is, why it is valuable, and how it can be implemented.
Prerequisite: LDR-101, or permission of instructor

SUM-370 SCHMIDT GLOBAL STUDENT LEADERS SEMINAR 2

Named in honor of former Agnes Scott President Ruth Schmidt (1982-1994), Schmidt Global Student Leaders are sophomores, juniors, and seniors selected to assist a Journeys faculty member in facilitating the course meetings for their section of Journeys and accompanying the class on the immersion experience in March (one SGSL per section). SUM-370 is a required two-credit internship course for all Schmidt Global Student Leaders. In addition to attending the meetings of the GBL-102 section to which they have been assigned (typically Tuesdays and Thursdays from 10:00-11:15 a.m.), student leaders will meet once a week for eight weeks before travel to the Journeys destination and two weeks after to discuss course content and leadership opportunities relevant to their role as Schmidt scholars. As the academic component of their SGSL award, attendance is mandatory. The seminar is intended to enrich their participation in GBL-102 and to connect their experiences as SGSLs with thoughtful reflection inside the classroom. Course may not be repeated.
Prerequisite: GBL-102; by application only. Internship course paperwork approved by the Office of Internship and Career Development is required for registration.

SUM-400 PORTFOLIO CAPSTONE 2

Students collect significant academic artifacts over the course of their time at Agnes Scott and enroll in this 2-credit course in the fall of their senior year. In class, students work together to reflect on the processes of individual artifact curation and to consider both the digital space itself and the roles of digital identity, copyright, and collaboration. Students curate the contents of their portfolio to highlight specific information and thereby communicate the knowledge, experiences, and skills of their choosing to a post-Agnes Scott audience.

Theatre and Dance

Faculty

Bridget Roosa, associate professor and director of the dance program
David S. Thompson, Annie Louise Harrison Waterman Professor of Theatre

Theatre

Theatre is perhaps the quintessential liberal art, taking for its subject matter what it means to be human. It promotes self-examination and self-discipline, fosters the development of artistic, analytical, critical, and organizational capabilities and stimulates the student to realize their full creative potential. Now, as in Shakespeare's day, theatre holds a mirror up to nature, allowing us to see ourselves and our place in the universe in a manner that is at once both immediate and timeless.

The curriculum integrates theory, history, and practice, including foundational training in acting, directing, dramatic writing, and design, and culminates in a senior capstone project. In addition, the department works closely with Blackfriars, a volunteer student theatre organization, to create a student-centered production program that encourages individual leadership and responsibility.

With the Winter Theatre, an intimate 310-seat auditorium with a modified-thrust stage, serving as laboratory and home, the department and Blackfriars mount one major production, a play for young audiences, and a number of student-generated projects annually.

Student Learning Outcomes

A student who graduates with a major in theatre will be able to

- demonstrate a conceptual understanding of acting, directing, dramatic writing, and theatrical design;
- demonstrate the ability to apply skills drawn from a study of acting, directing, dramatic writing, and theatrical design to practical settings;
- demonstrate an ability to compare personal, political, or cultural perspectives through the analysis of varied forms of theatrical creation.

Requirements for the Theatre Major

Required Courses 100, 131, 203, 250, 326, 340, 341, 395
Two of the following: 235, 303 or 304, 327, 350
One of the following: 400, 410 or 490, with department permission and approval
Major requires a minimum of 11 courses (44 credits) in the discipline.
Other requirements: A student electing a theatre major must play an active participatory role in the Agnes Scott theatre production program as determined by the department.

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Requirements for the Theatre Minor

THE-100 and four additional 4-credit courses, not including 108 or 117
The student may design her program with the department guidance and approval to reflect a particular interest or emphasis, including performance, design, dramatic writing, history and criticism, or some combination of the above. A student electing a minor in theatre must play an active participatory role in the Agnes Scott theatre production program as determined by the department.

Courses

THE-100 INTRODUCTION TO THE THEATRE 4
The study of drama and the practice of theatre as a performing art. Explorations of dramatic theory, dramatic literature, performance, and design.

THE-108 VOICE AND DICTION 4
Practices of effective voice and speech production, with an emphasis on articulation, pronunciation, flexibility, and effectiveness of the speaking voice leading to good usage in standard American English.

THE-117 INTRODUCTION TO PUBLIC SPEAKING 4
Techniques of effective oral communication including rhetorical theory and criticism, methods of organization, means of presentation and delivery, practiced in the context of group process and oral presentation.

THE-131 ACTING I 4
As a foundation in acting technique, exercises, and presentations contribute to the process of freeing the student's imagination and creativity for application to scene study and class performance.

THE-160 THEATRE IN ATLANTA 4
An appreciation course which includes trips to local theatre productions. Topics include the nature of theatre, the role of the audience, and writing about performances. Activities outside attending performances may include meeting with artists, rehearsal viewings, and backstage tours.

THE-161 THEATRE IN NEW YORK 4
An appreciation course which includes travel to New York to attend theatrical productions on Broadway. Topics include the study of theatrical centers, commercial theatre, publicity, and criticism. Activities outside attending performances may include meetings with theatre artists and backstage tours. Course enrollment requires additional travel fees.

THE-180 THEATRE FROM PAGE TO STAGE TO SCREEN 4
An online course that uses digital tools to explore types of theatre and compare performance across media forums. (Online-only course)

THE-203 DRAMATIC WRITING I 4
Principles of the craft of the playwright with an emphasis on dramatic structure and the resources of the theatre through the reading of play scripts and the writing of a one-act play. (Cross-listed with ENG-203.)

THE-205 TOPICS IN CREATIVE WRITING 4
Topics in creative writing, including courses taught by visiting writers. Specific topics will be announced before spring course selection. (Cross-listed with ENG-205 when the topic pertains to dramatic writing.)

THE-235 ACTING II: PERIOD STYLES 4
Text analysis, scene study, and acting theory with major emphasis on character and approach to plays from various styles or historical periods, including Victorian, Shakespearean, and Ancient Greek. Concentration on practice in the preparation and presentation of performance assignments.
Prerequisite: THE-131

THE-250 DESIGN FOR THE STAGE I 4
Principles of costume and scenic design for the theatre. Emphasis on basic composition, script

analysis, period research, rendering techniques, and execution of designs in a color medium.

THE-303 DRAMATIC WRITING II 4
Principles of the craft of the screenwriter with an emphasis on film structure and format through reading of screenplays and writing of a feature-length scenario. (Cross-listed with ENG-303.)
Prerequisite: THE/ENG-203

THE-304 DRAMATIC WRITING III 4
Television has long been a dominant cultural and commercial force. Increasingly, it has become a significant artistic endeavor as well. With the advent of cable and "post-cable" networks and a bewildering array of viewer platforms, its ubiquity is undeniable. Giving our students the opportunity to write a television script will enhance their ability to understand the nature of the form, appreciate what goes into good television writing, and potentially begin to prepare themselves for a career. (Cross-listed with ENG-304)
Prerequisite: THE/ENG-203 and THE/ENG-303 or permission of instructor

THE-322 THEATRICAL ORIGINS AND TRADITIONS 4
A consideration of the origin of theatre and the establishment of significant theatrical traditions in selected countries. Emphases include comparisons of European and Asian forms and theatre in social, civic, and religious contexts.

THE-323 MEDIEVAL AND RENAISSANCE THEATRE 4
An examination of the role of theatre in Western society from the fall of Rome through the 17th century. Emphases include the mutual influences among theatre companies, individual performers, religious institutions, and governmental structures.

THE-324 ROMANTICISM TO REALISM 4
A study of the development and influence of realism in theatrical presentation. Emphases include dramatic movements of the 18th through early 20th centuries, the shift from essentialism to observed reality, and reactions to realism and naturalism.

THE-325 CONTEMPORARY THEATRE 4
A study of current theatrical practice including background from significant movements in the 20th century. In addition to important American commercial productions, topics may include fringe and alternative theatre, international artists, and considerations of selected locales.

THE-326 DIRECTING I 4
Study in approaches to realizing a script in performance. Focus on text analysis, creation of a promptbook, and the presentation of directed scenes.
Prerequisite: THE-131

THE-327 DIRECTING II 4
Practical and creative application of directing theories and techniques through the analysis, audition, rehearsal, and public performance of a one-act play.
Prerequisite: THE-326

THE-340 WORLD DRAMA 4
Addressing forms ranging from traditional to experimental, this course will study dramatic texts from a broad selection of countries and cultural traditions. Class investigations will involve contextualizing each dramatic expression as a representation of, or reaction to, its milieu. In addition to material covered by the entire class, each student will have the opportunity to explore a playwright, culture, or dramatic style of her selection

THE-341 THEATRE TRAILBLAZERS 4
Using the work of visionary leaders as a springboard, this course will work across cultures and

eras to explore moments of creativity, innovation, and revolution in the development of theatre. In addition to the common course material, each student will have the opportunity to designate a theorist or artist as a theatrical trailblazer and for further investigation.

THE-350 DESIGN FOR THE STAGE II 4
Advanced principles of scenic and lighting design. Emphasis on proscenium design practice, theatrical drafting, mechanical perspective methods, and lighting equipment and design.
Prerequisite: THE-250; Required corequisite laboratory

THE-395 TOPICS IN THEATRE 4
Study in selected areas of theatre history, dramatic literature, dramatic theory, or performance theory. May be repeated if subject matter varies. (Cross-listed with Women's, Gender and Sexuality Studies and/or other discipline/s when topic applies.)

THE-400 SENIOR PROJECT 4
Culminating project in acting, directing, design, dramatic writing, research or other approved theatre-related endeavor. Open only to senior theatre majors with the instructor's permission.
Prerequisite: THE-131, 235 for acting; THE-326, 327 for directing; THE-250 or 350 for design; THE-203 or 303 for dramatic writing; appropriate courses from among THE-322, 323, 324, 325, 395 as determined by the department for research.

THE-410 DIRECTED READING 1-4
Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

THE-415 ADVANCED CREATIVE WRITING 4
Individual conferences with emphasis on sustained dramatic writing projects in theatre, film, or television. May be repeated if the subject matters varies.
Prerequisite: THE-203, instructor's permission

THE-440 DIRECTED RESEARCH 1-4
Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

THE-450 INTERNSHIP 1-4
For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

THE-490 SENIOR THESIS 4
A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

Dance

The dance major or minor experiences dance as a cultural endeavor in the liberal arts tradition. This program prepares the student to dance and perform in a variety of settings and combines the discipline of dance with other areas of study.

One-credit dance-technique courses (111, 112, 113, 211, 212, 213, 311, 312 and 313) may be counted toward the physical education requirement. If the student elects this option, the course will carry no credit and will be graded on a pass/fail basis. Courses taken to fulfill the physical education requirement cannot apply to the dance minor.

Student Learning Outcomes

A student who graduates with a major in dance will be able to

- demonstrate a physical and conceptual understanding of dance techniques, concepts, artistry, and terminology and apply them in performance;
- demonstrate dance literacy, which includes the ability to use Labanotation and analysis;
- demonstrate command of the choreographic tools necessary to creating and directing their own work;
- demonstrate a kinesthetic awareness of how to use the body as an instrument in creating expressive and unique movements through improvisation;
- demonstrate compositional elements such as space, time, energy, and intent in the creation of a piece of choreography;
- demonstrate advanced concepts of composition such as ABA, rondo, canon, theme and variation, and use of site-specific choreography;
- critically analyze the elements of a dance performance or production.

Requirements for the Dance Major

The dance major requires a minimum of 40 credit hours in the discipline. Course requirements are as follows:

1. Dance Technique: 14 hours drawn from the studio courses:
   DAN-111, 112, 113, 211, 212, 213, 311, 312, 313
   Students are required to achieve advanced-level proficiency in two techniques (ballet, modern, or jazz). Dance technique courses may be repeated for credit. Courses used for Physical Education credit may not count toward the Dance Major. (Note that dance students typically enroll in one or two credits of technique courses per semester.)
2. Each of the following courses:
   THE-131; DAN-314 (taken twice), 315, 317, 340
3. One of the following:
   THE-325 or DAN-308 (taken through ARCHE at Emory University)
4. One of the following: DAN-400 or 410

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Requirements for the Dance Minor

The dance minor requires a minimum of 20 credit hours in the discipline. Course requirements are as follows:

1. A minimum of four credits in dance technique (studio coursework):
   The dance minor must reach standing in the advanced level (300 level) in one dance technique (ballet, modern or jazz). The dance minor must reach standing in the intermediate level (200 level) in one other dance technique, typically one to two credits.

2. DAN-15, DAN-317, THE-131
3. One of the following:
   DAN-308 (taken through ARCHE at Emory University), DAN-340, or THE-325

A dance minor is encouraged to pursue active participation in the Studio Dance Theatre, the Agnes Scott student dance company.

All dance majors and minors must audition for Dance Program faculty to determine proper placement in studio coursework.

Courses

DAN-111 INTRODUCTION TO BALLET 1
Introduction to ballet technique, terminology, and history

DAN-112 INTRODUCTION TO MODERN DANCE 1
Introduction to modern-dance technique and improvisation

DAN-113 INTRODUCTION TO JAZZ DANCE 1
Introduction to jazz dance elements along with jazz technique, terminology, and history

DAN-211 INTERMEDIATE BALLET 1
Intermediate ballet technique, terminology, and history

DAN-212 INTERMEDIATE MODERN DANCE 1
Intermediate modern dance technique, improvisation, and elements of contemporary are emphasized.

DAN-213 INTERMEDIATE JAZZ DANCE 1
Intermediate elements of jazz dance are explored along with jazz technique, terminology. and history

DAN-240 DANCE KINESIOLOGY 4
A study the basic anatomy of bodies in motion by comparing normal and deviated skeletal and muscular systems. Primary emphases include the understanding of physical systems and the detection and prevention of injuries.

DAN-308 HISTORY OF DANCE 4
Explorations from origins of dance to the present with concentration on court dance and beginnings of ballet through modern and contemporary forms

DAN-311 ADVANCED BALLET 1
Advanced ballet technique and terminology.

DAN-312 ADVANCED MODERN DANCE 1
Advanced modern dance technique, improvisation, and contemporary forms

DAN-313 ADVANCED JAZZ DANCE 1
Advanced elements of jazz dance and jazz technique

DAN-314 DANCE PERFORMANCE 1
Supervised rehearsal and performance resulting in a public presentation. May be repeated once for credit.

DAN-315 CHOREOGRAPHY I 4
Exploration of skills and techniques necessary for students to develop dance compositions

DAN-316 TOPICS IN CHOREOGRAPHY 2
This abbreviated version of Choreography I will explore skills and techniques necessary to develop dance compositions.

DAN-317 CHOREOGRAPHY II 4

Exploration of all ranges of dance composition using the elements of levels, space, time, rhythm, dynamics, textures, and styles

DAN-340 LABANOTATION 4

Labanotation is one form of documenting dance using abstract symbols to describe what the body does to perform movement. Students learn basic symbols and concepts to allow them to read and document movement phrases.

DAN-400 SENIOR PROJECT 4

Culminating project in dance performance, choreography, dance research, or other dance-related endeavor. Open only to senior dance majors with the instructor’s permission.

DAN-410 DIRECTED READING 1-4

Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

DAN-440 DIRECTED RESEARCH 1-4

Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

DAN-450 INTERNSHIP 1-4

For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

DAN-490 SENIOR THESIS 4

A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

Women's, Gender, and Sexuality Studies

Faculty

Kelly Ball, assistant dean for graduate and extended programs and assistant professor of women's, gender, and sexuality studies

Elizabeth Hackett, associate professor of women's, gender, and sexuality studies and philosophy

Shannan Palma, director of writing and digital communications and visiting assistant professor of women's, gender, and sexuality studies

Mona Tajali, assistant professor of international relations and women's, gender, and sexuality studies

Lauran Whitworth, assistant professor of women's, gender, and sexuality studies

Women's, Gender, and Sexuality Studies (WGSS) critically examines women's lives and employs gender and sexuality as primary categories of analysis, both in themselves and in relationship to other factors such as ability, age, class, ethnicity, nationality, race, and religion. Women's , Gender, and Sexuality Studies exposes students to feminist scholarship from around the world and across the disciplines, and approximately one-third of Agnes Scott faculty members teach courses in the department.

In WGSS classrooms, controversial issues are approached from various viewpoints, inspiring lively debate and critical thinking. Program goals include increased knowledge about women, gender, and sexuality, a commitment to social justice, honed critical-thinking skills, effective oral and written expression, and heightened self-awareness.

The WGSS program encourages students to explore the connections between feminist theory and practice by requiring an internship as part of the major. Majors and minors also are encouraged to enhance their knowledge of women, gender, and sexuality globally by studying abroad.

The liberal education provided by Agnes Scott and in WGSS focuses on intellectual inquiry and developing habits of mind that will enrich students' lives well beyond their college years. Much of the knowledge and many skills honed here also have straightforward applications in employment contexts. Upon graduation, WGSS majors commonly work in organizations dedicated to social justice, pursue graduate study or law school, work in social service or nonprofit organizations, work with agencies and businesses that focus on women and LGBTQ issues, or teach.

Student Learning Outcomes

Students graduating with a WGSS major will be able to

- demonstrate knowledge of basic feminist ideas/analyses, which necessarily includes analysis of not only gender, but race/ethnicity, class, sexuality, nationality, and ability;
- demonstrate understanding of the multi-racial, multi-ethnic and global nature of feminism;
- demonstrate understanding of the relationship between feminist practice and feminist theory;
- demonstrate understanding of the interdisciplinary and multidisciplinary nature of women's studies;
- demonstrate advanced knowledge in women's, gender, and sexuality studies.

Requirements for the Women's, Gender, and Sexuality Studies Major

I. Core Courses: WS-100, 200, 340, and a for-credit internship (WS-390, WS-450, or REL-370).

II. Elective Courses (six)

Topical: Three courses that share a common theme (at least one of which must be a WS course

that serves to link the non-WS courses to WGSS), plus three WS courses of the student's choosing. At least three of the six must be at the 300-level or higher. (Must be approved by the WGSS department.)

OR

Divisional: Six WS courses, at least two from the humanities/arts list and two from the social sciences/natural sciences list that is maintained by the WGSS department chair. At least three of the six must be at the 300 level or higher.

III. Global Diversity: One course with a non-U.S. focus as designated on a list maintained by the WGSS department chair.

The minimum number of credits required for the major is 40.

NOTE: The Agnes Scott depth standard requires that a minimum of 16 credits toward a major must be completed in Agnes Scott 300 or 400 level academic courses.

Requirements for the Women's, Gender, and Sexuality Studies Minor

Required Courses: WS-100, 340

Three additional courses chosen in consultation with the director; 201 is highly recommended.

Courses

WS-100 INTRODUCTION TO WOMEN'S STUDIES 4

Using feminist perspectives and scholarship, this interdisciplinary course examines the experiences of women in the United States, analyzes institutions and practices that affect women, and develops connections to women in other cultures.

WS-110 INTRODUCTION TO QUEER STUDIES 4

This course introduces students to the interdisciplinary field of queer studies. Drawing from queer theory, feminist scholarship, and lesbian, gay, bisexual, and transgender history, we will examine how intersecting categories such as race, class, gender, regionalism, and nationalism influence how queerness is understood and experienced.

WS-125 INTRODUCTION TO HUMAN RIGHTS 4

An exploration of the theoretical and historical foundations of human rights from a multidisciplinary perspective. Presents human rights as a framework of analysis and as a moral discourse. Examines group rights—for example women, indigenous peoples, or inmates—and analyzes particularly challenging human rights problems such as genocide, torture, and immigrants' rights. (Cross-listed with REL-125 and POL-125.)

WS-201 INTERSECTIONAL RESEARCH METHODS 4

This course introduces students to research methods, critical techniques and theoretical approaches commonly utilized by Women's, Gender, and Sexuality Studies scholars.
Prerequisite: 100 or permission of the instructor

WS-202 PSYCHOLOGY OF SEXUAL BEHAVIOR 4

Study of psychological determinants and consequences of human sexual behavior. Attitudinal and emotional factors will be emphasized. (Cross-listed with PSY-202.)
Prerequisite: PSY-101 or PSY-102

WS-210 RELIGION AND ECOLOGY 4

An interdisciplinary course that explores the relationship of world religions with nature,

meaning, place, and ethics. Focus will be on notions of "the sacred earth," spiritual engagement with nature, approaches to environmental crises and climate change, interfaith collaborations, feminist ecotheologies, and areas of sustainability (food, soil, air, water, energy, lifestyle, technology, the future, etc.). This course is experiential and connected with the local environmental community through site visits and speakers. (Cross-listed with REL-210.)

WS-211 MARRIAGE AND THE FAMILY 4
The family as a basic social institution. The range of alternative behaviors in contemporary family life. Role relationships within the family and changes in family patterns. Family organization in different social classes, ethnic groups, and utopian communities. (Cross-listed with SOC-211.)
Prerequisite: SOC-101 or ANT-101

WS-215 MODERN ARCHITECTURE 4
Consideration of the key developments in architecture and urban design from the mid-19th century through post-modernism. (Cross-listed with ART-215.)
Prerequisite: ART-150 or permission of instructor

WS-216 TOPICS IN BLACK WRITING 4
(When topic falls under Women's Studies). Exploration of the varieties of American and international black writing across literary periods (for example, Black Women Writers or The Literature of the African Diaspora). (Cross-listed with AS/ENG-216.)

WS-217 TOPICS IN LITERATURE AND EMPIRE 4
(When topic falls under Women's Studies). Exploration of themes of colonization and imperialism across periods and genres—for example, The Adventure Novel, Narratives of the Empire and Orientalist Texts and Contexts. (Cross-listed with ENG-217.)

WS-218 QUEER LITERATURE 4
Definitions of identity based on sexuality are relatively recent; in this course, we will survey the historical and social construction of gay, lesbian, bisexual, transgendered, and queer identities in literature. Situating texts into frames of literary, social, and cultural representations of queerness, we will historicize the development of non-heteronormative sexual and gender identities in an effort to illustrate that our contemporary ideas about sexuality and LGBTQ identities are informed by various academic disciplines, cultural influences, and political ideologies. (Cross-listed with ENG-224.)

WS-219 WOMEN IN WORLD MUSIC 4
An historical and sociological overview of the various roles women have played in music in cultures around the world as composers, performers, teachers, entertainers, and patrons, etc., from antiquity to the present day, with emphasis on non-Western traditions. It is highly recommended that students take MUS-106 prior to enrolling in this course. (Cross-listed with MUS-219.)

WS-220 EUROPEAN WOMEN SINCE THE MIDDLE AGES 4
Experiences of and ideas about European women in the public and private spheres from the late Middle Ages through the 20th century. (Cross-listed with HIS-220.)

WS-221 TOPICS IN WOMEN AND LITERATURE 4
Women as authors and subjects in literature. Gender as a central factor of analysis. (Cross-listed with ENG-220.)

WS-222 HUMAN RIGHTS IN MUSLIM CONTEXTS 4
Is Islam compatible with human rights? We will analyze various debates surrounding this issue,

exploring key actors and factors in state-society relations, conceptualizations of Middle Eastern politics, Muslim culture, and human rights. The course will present various debates on key rights issues, including minority and women's rights, and explore the impact of transnational activist networks on domestic human rights concerns. (Cross-listed with POL-222.)

WS-223 DIVERSITY, DEMOCRACY AND EDUCATION 4
The study of models of education that respect human diversity especially as these relate to ethnic, cultural, gender, class, and linguistic identity. Examination of how the conception of diversity informs transformative educational policy and practice. (Cross-listed with EDU-220.)

WS-224 LEADERSHIP, FEMINISMS AND RELIGION 4
The roles of women in shaping religious history from the ancient to the modern period, accompanied by the development of feminist theories in various world religions. Primary historical writings and theological statements, as well as contemporary cultural expressions. (Cross-listed with REL-224.)

WS-225 TOPICS IN WOMEN'S HEALTH 4
This course will examine women's health issues from scientific and sociopolitical perspectives. (Cross-listed with PH-225.)

WS-226 MULTIDISCIPLINARY PERSPECTIVES ON PUBLIC HEALTH PROBLEMS: MATERNAL AND REPRODUCTIVE HEALTH 4
This course introduces students to multiple disciplinary perspectives on maternal and reproductive health topics, including pregnancy and childbirth, family planning, and reproductive technologies. Covers socio-cultural, biological, environmental and historical influences on maternal and reproductive health, as well as intervention strategies. (Cross-listed with PH-226.)

WS-229 TOPICS IN FILM STUDY (when topic applies to WGSS) 4
Approaches to film from the viewpoints of history, genre and technique. Topic example is "Intersectional Approaches to Media Studies." (Cross-listed with ENG-230.)

WS-230 PSYCHOLOGY OF WOMEN: CRITICAL PERSPECTIVES ON RACE, CLASS, AND GENDER 4
The purpose of this class is to provide students with an introduction to the psychology of women through an intersectional theoretical framework. Throughout the course, students will learn how the field of psychology and related social sciences have studied the effects of social, cultural, and political influences on the socialization of girls and women. Students will explore how such paradigms, specifically the intersections of race, class, and gender, affect psychological, social, and environmental outcomes for girls and women, nationally and internationally. (Cross-listed with PSY-230.)
Prerequisite: PSY-101 or PSY-102

WS-231 RACE, CLASS AND GENDER 4
Survey of the history, basic theories, and recent research integrating these key concepts for modern society. Systematic examination of the effects of these variables on different groups in society. (Cross-listed with AS/SOC-230.)
Prerequisite: SOC-101 or ANT-101

WS-235 GENDER AND THE LAW 4
This course examines key aspects of U.S. constitutional and statutory law that deal with gender. Possible topics include: legal guarantees of sex and race equality, marriage, employment discrimination (including sexual harassment), affirmative action, rape, domestic violence, reproductive rights, pornography, and prostitution.

WS-242 A MULTICULTURAL HISTORY OF AMERICAN WOMEN 4
Experiences of and ideas about women in the United States since the colonial period, with special emphasis on how gender has historically intersected with women's race, class, ethnic, sexual, and regional identities. (Cross-listed with HIS-242.)

WS-243 SEXUALITY, GENDER, AND POWER IN GREECE AND ROME 4
This course examines sexuality and gender as discourses of power in Greece and Rome through a variety of primary literary and material culture sources. Simultaneously, it will introduce modern scholarly approaches to these issues, including Foucauldian analysis; feminist theory; queer studies; and gender theory. (Cross-listed with CLA-243.)

WS-245 MARRIAGE, SEXUALITY AND POWER IN CROSS-CULTURAL PERSPECTIVE 4
This course reviews marriage around the world, such as polygyny, monogamy, polyandry, and homosexual and heterosexual unions, and discusses the consequences for emotional bonds, power, sexuality, children, and financial arrangements. (Cross-listed with ANT-245.)

WS-252 AFRICAN-AMERICAN WOMEN'S HISTORY 4
An examination of African American women's experiences from slavery to the present, considering the changing historical conditions under which black women challenged racism and sexism and fought for self-determination and autonomy. (Cross-listed with AS/HIS-252.)

WS-263 RELIGION, ETHICS AND SOCIAL JUSTICE 4
In this course we will investigate how a variety of religious ethics and social justice theories and practices address past and current social, cultural, and political issues . We will learn about the ethical dimensions of individual and systemic practices in the context of religion, along with ethical reflection, decision making, and activism. Special focus will be on feminist and womanist approaches to ethics and women religious leaders. (Cross-listed with REL-263.)

WS-295 TOPICS IN WOMEN'S, GENDER, AND SEXUALITY STUDIES 4
A detailed, critical analysis of a specific topic in Women's, Gender and Sexuality Studies. Previous topics have included: Theorizing the Female Body, Women in Families, Marginalized Women Redefining Feminism, and Audre Lorde: Challenging and Transforming Feminist Thought. Course may be repeated for credit when subject matter warrants.
Prerequisite: WS-100

WS-301 FEMINISM AND SEXUALITY 4
Feminism is understood by many to have implications for understanding not only gender, but sexuality as well. This course explores these implications by investigating such issues as the social construction of sex, gender, and sexuality; heterosexuality as a site of women's oppression; lesbianism as feminist practice; and queer theory.
Prerequisite: one course in Women's, Gender, and Sexuality Studies

WS-303 BLACK, QUEER, AND TRANS LIVES IN THE AMERICAS 4
This upper-level undergraduate seminar explores how members of the interatlantic African diaspora address issues of gender, sexuality, and racialized embodiment while navigating everyday lived experience. Our intersectional analyses will focus on Black, queer, and trans communities in the Americas and their commitment to dismantling racist, sexist, heteropatriarchal, transphobic, elitist hegemonic structures. (Cross-listed with AS-303.)
Prerequisite: WS-110 or permission of instructor

WS-304 WOMEN AS ARTISTS AND PATRONS FROM THE 12th TO THE 17th CENTURIES 4
Introduction to the role of women as both creators and sponsors of works of art. Not only were women the ambivalent object of portrayal from Eve to the Virgin, but also a force behind the pen and parchment. In monastic settings, women copied and illuminated manuscripts and when

promoted to abbess, could become as powerful as Hildegard of Bingen. Queens and aristocratic women were avid patrons in the later Medieval period. By the Renaissance and Baroque periods, we encounter a host of painters and sculptors whose names have finally joined the ranks of the "old masters." (Cross-listed with ART-304.)
Prerequisite: ART-150 and a 200-level art course, or permission of instructor

WS-306 AUTHORIAL STUDIES 4
(When topic is Women's Studies.) Focuses on the work of one or two major figures in context—for example, Chaucer, Milton, Austen, Richardson, and Fielding or Morrison. (Cross-listed with ENG-306.)

WS-307 WOMEN AND GENDER IN THE MIDDLE EAST 4
This course is an overview of themes related to gender and women throughout the history of the Middle East, from the rise of Islam to the present. The course will cover the place and role of gender relations and women in religion, state, and society. Specific topics include the place of women in Islamic foundational texts, the shaping of gender relations in early Islamic society and jurisprudence, the role of women and family in Islamic empires, as well as the effect of imperialism on families and societies of the Middle East. Starting with the nineteenth century, we will explore the question of gender through the themes of migration, modernization, nationalism, sexuality, feminism, state formation, decolonization, the rise of political Islam, the "global war on terror," and finally the Arab uprisings. (Cross-listed with HIS-307.)

WS-310 STUDIES IN EARLY LITERATURE (when topic is Women's Studies) 4
Thematic or generic studies in medieval and early modern literatures. Topic example "Queering the Renaissance." (Cross-listed with ENG-310).

WS-312 TOPICS IN THEATRE 4
Study in selected areas of theatre history, dramatic literature, dramatic theory, or performance theory when topic applies to Women's Studies. May repeat if subject matter varies. (Cross-listed with THE-395.)

WS-313 GENDER POLITICS 4
Engagement with the theoretical and empirical literature on women, gender, and politics. Topics include representation, sexuality, and reproductive politics and gender politics at the local and global levels. Uses feminist theory to understand politics. (Cross-listed with POL-313.)
Prerequisite: one 100-level POL course, POL-226 strongly recommended

WS-317 STUDIES IN RESTORATION AND 18TH-CENTURY LITERATURE 4
Thematic, generic or period studies. Topic examples "The Colonial Imagination" or "Forms of Fiction." (Cross-listed with ENG-317.)

WS-322 STUDIES IN 19TH-CENTURY LITERATURE 4
Thematic, generic or period studies including courses that combine British and American literature. Topic examples "Victorian Historicism," "The Realist Novel," or "19th-Century Poetry." (Cross-listed with ENG-322.)

WS-325 STUDIES IN AFRICAN-AMERICAN LITERATURE 4
Thematic, generic or period studies. Topic examples "The African-American Novel" or "Major African-American Writers." (Cross-listed with ENG/AS-325.)

WS-330 GENDER AND EDUCATION IN GLOBAL PERSPECTIVE 4
Focuses on the intersection of education and gender, drawing on interdisciplinary research in global development and gender studies. Examines theoretical perspectives, policies, and strategies for making education more equitable globally. (Cross-listed with EDU-330.)
Prerequisite: one course in Education or permission of instructor

WS-333 WOMEN AND THE POLITICS OF SOCIAL CHANGE IN MUSLIM CONTEXTS 4
The course examines the increasingly visible role played by women in political, religious, and social movements in Muslim contexts, focusing on diverse forms of activism and organization. We will analyze social movement theory and debates about the (in)compatibility between rights/gender equality and Islam as well as specific issues such as family rights, violence against women, religious expression, and women's political representation. (Cross-listed with POL-333.)

WS-334 SEX, GENDER AND EMBODIMENT IN BUDDHISM 4
This course examines the ways that different Buddhist societies have addressed the challenges of human sexuality, gender, and physical embodiment. Attention will be given to Buddhism in India, Tibet, and America. (Cross-listed with REL-334.)
Prerequisite: one course in Asian Religions

WS-340 CONTEMPORARY FEMINIST THEORY 4
A cross-disciplinary study of feminist theorists representing a variety of approaches. (Cross-listed with PHI-340.)
Prerequisite: WS-100 or any philosophy course

WS-343 FAMILY, LOVE AND MARRIAGE IN PREMODERN EUROPE 4
The social and cultural history of families, love and marriage in Europe prior to 1800. Topics include: family and marriage structures; developing gender identities; sexuality; patriarchy; childhood, adolescence and old age; family planning; celibacy and virginity; family, sex and law. (Cross-listed with HIS-343.)

WS-344 STUDIES IN AMERICAN LITERATURE 4
Thematic, generic or period studies. Topic examples "The American Renaissance" or "American Realism and Naturalism." (Cross-listed with ENG-345.)
Prerequisite: 200-level literature course

WS-345 STUDIES IN GENDER AND SEXUALITY 4
Exploration of constructions and representations of gender and sexual identities in literature. Topic examples "Lesbian Novel" and "Victorian Sexualities." (Cross-listed with ENG-340.)

WS-347 RENAISSANCE ITALY: IDEAS, CULTURE, AND LIVED EXPERIENCE 4
This class explores the intellectual and artistic movements of the Renaissance and the society that gave rise to these movements by considering how changes in culture, politics, religion, and the economy influenced daily life while shaping art, literature, and science. (Cross-listed with HIS-347.)

WS-350 STUDIES IN MODERNISM 4
Thematic or generic studies. Topic examples "Modern Poetry" or "Virginia Woolf and Modernism." (Cross-listed with ENG-350 when topic applies.)

WS-351 TOPICS IN CONTEMPORARY GERMAN LIFE AND THOUGHT 4
This course investigates the memory of the Holocaust and its impact on postwar German politics, society, and culture through a series of memoirs and autobiographies. (Cross-listed with GER-351.)
Prerequisite: GER-210

WS-352 GLOBAL FEMINISMS 4
This interdisciplinary course explores global/transnational feminist issues as individual and collective practices and as organized movements. (Cross-listed with POL-352.)
Prerequisite: WS-100 or POL/WS/REL-125 or POL/WS-222 or permission of the instructor

WS-354 CHINESE WOMEN ON FILM: HISTORY AND THE CINEMATIC IMAGINATION 4
This course examines the history of women and gender in China as depicted in film. Emphasis will be placed on the ways in which modernization, imperialism, and globalization have shaped women's roles and representations of women throughout the 20th century. (Cross-listed with HIS-354.)

WS-355 STUDIES IN 20TH-CENTURY AND CONTEMPORARY LITERATURE 4
Studies of themes in recent literature. Topic examples "Postmodernism," "Transatlantic Literature" or "Postwar Literature." (Cross-listed with ENG-355.)

WS-356 COMPARATIVE BLACK FEMINISMS 4
Interdisciplinary analysis and critique of the history of ideas which make up African and African Diasporic feminist thought and practice. (Cross-listed with SOC/AS-356.)
Prerequisite: SOC-101 or ANT-101 or WS-100

WS-360 STUDIES IN FILM AND MEDIA (WHEN TOPIC APPLIES TO WOMEN'S STUDIES) 4
Thematic, aesthetic, generic, historical, cultural, or theoretical explorations of issues in film and media studies. (Cross-listed with ENG-360.)

WS-365 DISSENT AND PROTEST IN MUSLIM CONTEXTS 4
People all across the Muslim world are challenging authorities and seeking social and political change. This course examines contentious politics, in the form of protest, dissent, and social movements that arise in Muslim contexts. While the first part of the course introduces students to key concepts of social movement theory and contentious politics as developed by political sociologists and comparativists, the latter weeks of the course will analyze case studies mostly from the region commonly known as the Middle East and North Africa (MENA.) Together we will examine the factors that lead to contentious politics with an emphasis on structural constraints and opportunities for social and political activism in authoritarian and semi-democratic contexts. We will analyze why some forms of contentious politics lead to social movement development, as in feminist, environmentalist, and religious political movements in many Muslim contexts, while others such as some of the recent pro-democratic uprisings fail in delivering lasting political and electoral change. We will also explore the relation between Islamic activism and social movements, by looking at some the different ways groups have used Islam to mobilize support and as a blueprint for social and political transformation, and examine some of the reasons why some movements use violence. (Cross-listed with POL-365.)

WS-370 TOPICS IN ETHNIC AMERICAN LITERATURE 4
A critical analysis of a specific topic, genre, or period in Latina/o literature and other English-language media produced in the United States. May be repeated for credit when topic varies. (Cross-listed with SPA-370 and ENG-370 when topic applies.)
Prerequisite: ENG-110

WS-371 WOMEN, HEALTH AND SOCIETY 4
Cross-cultural concepts of women's bodies and health, including reproduction and child care, health practitioners, and disease. Focus on gender, ethnic, and class differences in health, health concepts, and health practices. (Cross-listed with ANT-371.)
Prerequisite: ANT-101 or SOC-101

WS-375 HISTORY OF WOMEN IN THE NEW SOUTH 4
Political, social and economic experiences of Southern US women since the Civil War, with special attention to issues of gender, race, class, and sexuality. Students will conduct oral history and original research and will explore perceptions and misperceptions of Southern womanhood. (Cross-listed with HIS-375.)

WS-377 AFRICAN AMERICAN IMAGES IN POPULAR CULTURE 4
Emphasis given to the influence of race on U.S. culture and the interplay of race and culture with politics. Pervasive attention paid in this course to representations of women and to the intersections of race, class, sexuality, and gender. Cross-listed with SOC-370 and AS-370.
Prerequisite: SOC-101 or ANT-101

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

WS-381 TOPICS IN HISPANIC THEMES 4
A detailed critical analysis of a specific topic, genre, or period in Spanish or Latin American literatures, film, and other media. May be repeated for credit when topic varies. Topic example "Latin American Women's Writing." (Cross-listed with SPA-380.)
Prerequisite: SPA-323

WS-390 THE WORLD AS CLASSROOM 4
Students in this class will draw on 10 hours per week in an internship setting of their choosing to enrich their participation in a weekly seminar that utilizes feminist frameworks to connect learning outside the classroom with thoughtful reflection and grounded theory inside the classroom. Approval and internship course paperwork approved by the Office of Internship and Career Development is required for registration. See the Special Curricular Opportunities section for more information. Students may not take WS-390 more than once.
Prerequisite: Permission of the instructor.

WS-395 ADVANCED TOPICS IN WOMEN'S, GENDER, AND SEXUALITY 4
A detailed, critical analysis of a specific topic in Women's, Gender, and Sexuality Studies designed for students with significant background in Women's, Gender and Sexuality Studies and/or advanced undergraduates.
Prerequisite: WS-340 or permission of instructor

WS-396 TOPICS IN FRENCH LITERATURE AND CULTURE 4
Topic changes by semester, as determined in advance by the instructor and in consultation with the French faculty. This course may be repeated as specific content varies. (Cross-listed with FRE-396 when topic applies to Women's, Gender and Sexuality Studies.)
Prerequisite: FRE-230, any one of FRE-241, FRE-242, FRE-243

WS-410 DIRECTED READING 1-4
Directed reading courses are open to qualified juniors and seniors to pursue reading outside a program's listed courses. See the Special Curricular Opportunities section for more information.

WS-440 DIRECTED RESEARCH 1-4
Directed research courses are open to junior and senior majors to work with a faculty member on a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

WS-450 INTERNSHIP 1-4

For juniors and seniors who want a more-focused academic component to accompany their internship, the independently designed 450 may be an option. Students must identify a faculty sponsor and complete detailed paperwork for approval from the Office of Internship and Career Development. See the Special Curricular Opportunities section for more information.

WS-490 SENIOR THESIS 4

A senior thesis gives students the opportunity to write a thesis about a project related to particular field of intellectual or artistic interest. See the Special Curricular Opportunities section for more information.

Physical Education and Athletics

Agnes Scott recognizes that physical activity is an essential component of the total growth, health, and education of students. Physical education is required of all students in the academic program, not only for physical well-being, but to develop lifetime activities for health fitness and recreation.

One semester of physical education is required for graduation. This requirement is in addition to the 128 academic credits required. One-credit dance-technique courses (111, 112, 113, 211, 212, 213, 311, 312, 313) may count toward the physical education requirement. If the student elects this option, the course will carry no credit and will be graded on a pass/fail basis. Courses taken to fulfill the physical education requirement cannot apply to the dance minor.

The Robert W. Woodruff Physical Activities Building provides quality facilities for classes, NCAA intercollegiate sports, club sports, recreation and intramural program activities. Facilities include a basketball court and volleyball courts; an eight-lane, 25-meter competition swimming pool; an all-weather six-lane track and soccer field; and six tennis courts.

Fitness & Health Assessment

PED-101 PERSONAL HEALTH AND FITNESS

This course examines current health and wellness issues related to personal health in today's society. Students will explore the principles, concepts and values of physical fitness, proper nutrition, and stress management, and the dangers attached to negative lifestyle behaviors. Students will learn to evaluate personal nutritional habits, fitness and stress levels, and then identify their areas of interest and learn how they can make improvements. They will implement successful habits, which will improve the quality of their lives.

Lifetime Activities

PED-110 ARCHERY/BADMINTON

The Archery instruction (half the semester) is designed for the beginner or novice. Students learn to use compound bows and shoot at a fixed target. Students learn basic techniques of archery emphasizing the care and use of equipment, range safety, stance and shooting techniques, scoring and competition.

The Badminton instruction (half the semester) is designed to introduce the student to the strategies, rules and skills of beginning badminton. Fundamentals such as grips, positioning, underhand strokes, overhead strokes, and tournament play in singles and doubles will be taught.

PED-120 BEGINNING SWIMMNG

For novice swimmers or non-swimmers only. Focus on principles of breathing, flotation, and propulsion. Instruction in four strokes.

PED-121 YOGA

Students will study Classical Yoga through practice of Asanas (poses), Pranayama (breathing), Meditation and the principles of Yoga philosophy. This class will focus on merging meditative movement with the breath in order to cultivate increased awareness or a greater sense of being in the moment.

PED-123 TENNIS

This course provides an opportunity for students to learn fundamentals in tennis including forehands, backhands, serves and volleys. You will also learn rules of the game, scoring, and proper tennis etiquette.

Varsity Intercollegiate and Club Sports

Varsity student-athletes and approved club-sport participants fulfill the physical education requirement by participating on varsity athletic teams or approved club sports. For club-sport activities, the chair of physical education department must approve participation for credit prior to initial engagement in the activity. Team selections for competitive play are made each preseason by the head coach and her/his assistants. The prerequisite for all Varsity courses listed below is instructor's permission and/or team tryouts.

PED-200 VARSITY BASKETBALL TEAM

PED-202 VARSITY CROSS COUNTRY TEAM

PED-205 VARSITY SOCCER TEAM

PED-207 VARSITY TENNIS TEAM

PED-209 VARSITY VOLLEYBALL TEAM

PED-212 VARSITY SOFTBALL TEAM

Agnes Scott College Faculty

Nicole Ackerman (2013)
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Ph.D., Stanford University

Lauren Albin (2018)
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Patricia Andino (2000)
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M.A., Georgia State University

Charlotte Artese (2003)
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B.A., Yale University
Ph.D., Northwestern University

Elizabeth Bagley (2006)
Director of Library Services
A.B., Mount Holyoke College
M.Ln., Emory University

Reem Bailony (2016)
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B.F.A., University of Connecticut
M.F.A., University of Massachusetts

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B.S., University of Wisconsin, Parkside
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MBA, Florida Agricultural and Mechanical University
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J.D., Georgia State University College of Law

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Professor of Education
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M.A., The Institute of Education, University of London
Ph.D., The Institute of Education, University of London

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M.A., Stanford University
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B.A., Fordham University
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Eleanor G. Morris (2008)
Associate Professor of Political Science
B.S.F.S., Georgetown University
M.A., Georgia State University
Ph.D., Georgia State University

Robin M. Morris (2010)
Associate Professor of History
B.A., Queens University of Charlotte
M.A., University of Mississippi
M.Phil., Yale University
Ph.D., Yale University

Yvonne D. Newsome (1998)
Professor of Sociology
B.A., University of Memphis
M.A., University of Memphis
Ph.D., Northwestern University

Gisela Norat (1993)
Professor of Spanish
B.S., St. Peter's College
B.A., Montclair State College
M.A., New York University, Madrid
Ph.D., Washington University

Rafael Ocasio (1989)
Charles A. Dana Professor of Spanish
B.A., University of Puerto Rico
M.A., Eastern New Mexico University
Ph.D., University of Kentucky

Philip Adegboye Ojo (2003)
Professor of French
B.Ed., University of Ibadan, Nigeria
M.A., University of Ibadan, Nigeria
Ph.D., University of Oregon

Ruth Uwaifo Oyelere (2018)
Associate Professor of Economics
B.Sc., University of Ibadan
M.Sc., University of California
Ph.D., University of California

Shannan Palma (2018)
Faculty Director of Writing and Digital Communication and Visiting Assistant Professor of Women's, Gender, and Sexuality Studies
B.A., Ohio State University
Ph.D., Emory University

Amy E. Patterson (2013)
Assistant Professor of Public Health
B.A., Williams College
M.H.S., Johns Hopkins University
Ph.D., Emory University

Jing Paul (2015)
Assistant Professor of Chinese
B.A., Hubei University
M.A., Wuhan University
M.A., Georgia State University
Ph.D., University of Hawai'i at Manoa

Janelle Peifer (2015)
Assistant Professor of Psychology
B.A., Wake Forest University
M.Ed., University of Virginia
Ph.D., University of Virginia

Bonnie M. Perdue (2013)
Associate Professor of Cognitive Neuroscience and Psychology
B.S., University of Georgia
M.S., Georgia Institute of Technology
Ph.D., Georgia Institute of Technology

John F. Pilger (1979)
William R. Kenan Jr. Professor of Biology
B.S., University of Southern California
Ph.D., University of Southern California

Tina Pippin (1989)
Wallace M. Alston Professor of Bible and Religion
B.A., Mars Hill College
M.Div., Candler School of Theology
M.Th., Southern Baptist Theological Seminary
Ph.D., Southern Baptist Theological Seminary

Li Qi (2005)
Professor of Economics
B.S., University of International Business and Economics, China
Ph.D., University of Pittsburgh

Ruth E. Riter (1999)
Professor of Chemistry
B.S., Tennessee Technological University
M.S., Tennessee Technological University
Ph.D., Vanderbilt University

Srebrenka Robic (2006)
Professor of Biology
B.S., Beloit College
Ph.D., University of California, Berkeley

Lock Rogers (2008)
Associate Professor of Biology
B.S., University of Georgia
Ph.D., University of Kentucky

Bridget Roosa (2002)
Associate Professor of Dance, Director of Dance Studies
B.A., Southern Methodist University
M.F.A., Florida State University

Rachel L. Rossetti (2013)
Associate Professor of Mathematics
B.A., Wheaton College
Ph.D., University of North Carolina, Chapel Hill

Nell Ruby (1999)
Professor of Art
B.A., Rice University
M.F.A., Washington University

Michael Schlig (1998)
Professor of Spanish
B.A., Dickinson College
M.A., Middlebury College
Ph.D., University of Texas, Austin

Patricia Higino Schneider (2008)
Associate Professor of Economics
B.A., Federal University of Pernambuco, Recife, Brazil
M.S., Federal University of Pernambuco, Recife, Brazil
M.A., University of California, Santa Cruz
Ph.D., University of California, Santa Cruz

Catherine V. Scott (1984)
Professor of Political Science
B.A., University of Florida
M.A., Emory University
Ph.D., Emory University

Katherine A. Smith (2003)
Professor of Art History
B.A., University of Georgia
M.A., New York University
Ph.D., New York University

Jason Solomon (2010)
Associate Professor of Music
B.M., University of Georgia
M.M., University of Georgia
Ph.D., University of Georgia

Qiao Chen Solomon (2008)
Associate Professor of Music
B.A., Capital Normal University, China
M.A., University of Limerick, Ireland
D.M.A., University of Georgia

Holloway Sparks (2019)
Visiting Assistant Professor of Political Science
B.A., Davidson College
M.A., University of North Carolina, Chapel Hill
Ph.D., University of North Carolina, Chapel Hill

James Stamant (2014)
Visiting Assistant Professor of English
B.A., State University of New York, Geneseo
B.A., State University of New York, New Paltz
M.A., State University of New York, New Paltz
Ph.D., Texas A&M University

Nicole Stamant (2011)
Associate Professor of English
B.A., Sweet Briar College
M.A., Texas A&M University
Ph.D., Texas A&M University

Mona Tajali (2015)
Assistant Professor of International Relations and Women's, Gender, and Sexuality Studies
B.A., University of Florida
M.A., University of Manchester
Ph.D., Concordia University

David S. Thompson (1998)
Annie Louise Harrison Waterman Professor of Theatre
B.A., University of Tennessee
M.F.A., University of Tennessee
Ph.D., University of Texas, Austin

Harald Thorsrud (2006)
Professor of Philosophy
B.A., University of Nevada, Reno
M.A., University of Nevada, Reno
Ph.D., University of Texas, Austin

Willie Tolliver Jr. (1996)
Professor of English
B.A., Williams College
M.A., University of Chicago
Ph.D., University of Chicago

Benjamin Twagira (2019)
Assistant Professor of History
B.A., La Roche College
M.A., Georgetown University
M.A., University of Wisconsin, Madison
Ph.D., Boston University

T. Leon Venable (1983)
Associate Professor of Chemistry
B.S., Davidson College
Ph.D., University of Virginia

Paul Wallace (2013)
Instructor of Physics
B.S., Furman University
Ph.D., Duke University

Lauran Whitworth (2019)
Assistant Professor of Women's, Gender, and Sexuality Studies
B.A., University of Georgia
M.A., Ohio State University
Ph.D., Emory University

Thomas E. Will (2006)
Associate Professor of Economics and Organizational Management
B.A., Duke University
M.A., Clemson University
Ph.D., University of Georgia

Sarah H. Winget (2005)
Professor of Chemistry
B.S., University of Newcastle upon Tyne
D.Phil., University of Oxford

James S. Wiseman (2005)
Professor of Mathematics
S.B., Massachusetts Institute of Technology
M.S., Northwestern University
Ph.D., Northwestern University

Shu-chin Wu (2005)
Associate Professor of History
B.A., Fu Jen Catholic University
M.A., University of Wisconsin, Madison
Ph.D., University of Wisconsin, Madison

Abraham Zablocki (2007)
Associate Professor of Religious Studies
B.A., Amherst College
M.A., Cornell University
Ph.D., Cornell University

Leocadia Zak (2018)
President of the College
B.A., Mount Holyoke College
J.D., Northeastern University

Emeritae/i Faculty

(Dates in parentheses indicate the beginning and ending of service at Agnes Scott College.)

Juan A. Allende, Ph.D.
(1993-2011)
Associate Professor of Political Science

Sarah Blanshei, Ph.D.
(1990-1997)
Dean of the College, Professor of History

Sandra T. Bowden, Ph.D.
(1968-2006)
Charles A. Dana Professor of Biology

Arthur L. Bowling Jr., Ph.D.
(1977-2011)
Associate Professor of Physics

Christabel P. Braunrot, Ph.D.
(1976-1995)
Associate Professor of French

Jack T. Brooking, Ph.D.
(1974-1985)
Annie Louise Harrison Waterman Professor of Theatre

Lerita Coleman Brown, Ph.D.
(2000-2013)
Ayse I. Carden Distinguished Professor of Psychology

Michael J. Brown, Ph.D.
(1960-1962; 1965-1998)
Charles A. Dana Professor of History

Mary Brown Bullock ’66, Ph.D.
(1995-2006)
President of the College

Gail Cabisius, Ph.D.
(1974-2004)
Associate Professor of Classical Languages and Literatures

Frances Clark Calder ’51, Ph.D.
(1953-1969; 1974-1986)
Adeline Arnold Loridans Professor of French

Penelope Campbell, Ph.D.
(1965-2004)
Charles A. Dana Professor of History

Eileen L. Cooley, Ph.D.
(1988-2015)
Professor of Psychology

Steven R. Guthrie, Ph.D.
(1985-2015)
Professor of English

Brenda A. Hoke, Ph.D.
(1993-2011)
Associate Professor of Sociology

Linda L. Hubert ’62, Ph.D.
(1968-2004)
Professor of English

Gué Pardue Hudson ’68, M.A.T.
(1974-2008)
Dean of Students

Mary K. Jarboe ’68, B.A.
(1974-2002)
Registrar

Judith B. Jensen, M.L.S.
(1977-1993)
Librarian

Calvert Johnson, D.M.
(1986-2011)
Charles A. Dana Professor of Music, College Organist

Elizabeth Kiss, Ph.D.
(2006-2018)
President of the College

Robert A. Leslie, Ph.D.
(1970-2005)
Professor of Mathematics

Myrtle H. Lewin, Ph.D.
(1983-2011)
Professor of Mathematics

Jennifer A. Lund, Ph.D.
(2000-2018)
Associate Dean for International Education and Assistant Professor of Education

Theodore K. Mathews, Ph.D.
(1967-2004)
Professor of Music

Dennis McCann, Ph.D.
(1999-2011)
Wallace M. Alston Professor of Bible and Religion

Terry S. McGehee, M.F.A.
(1976-2006)
Professor of Art

Jack L. Nelson, Ph.D.
(1962-1995)
Professor of English

Lillian Newman, M.Ln.
(1948-1991)
Associate Librarian

Richard D. Parry, Ph.D.
(1967-2006)
Fuller E. Callaway Professor of Philosophy

Marie Sophie Huper Pepe, Ph.D.
(1951-1986)
Charles A. Dana Professor of Art

Patricia G. Pinka, Ph.D.
(1969-2003)
Professor of English

Martha W. Rees, Ph.D.
(1990-2003; 2008-2011)
Professor of Anthropology

Régine P. Reynolds-Cornell, Ph.D.
(1986-1997)
Adeline Arnold Loridans Professor of French

Lawrence H. Riddle, Ph.D.
(1989-2019)
Professor of Mathematics

Sara L. Ripy, Ph.D.
(1958-1989)
Professor of Mathematics

Donna L. Sadler, Ph.D.
(1986-2017)
Professor of Art

Dudley Sanders, M.F.A.
(1979-2018)
Professor of Theatre

Edmund J. Sheehey, Ph.D.
(1987-2004)
Hal and Julia T. Smith Chair of Free Enterprise

Karen J. Thompson, Ph.D.
(1992-2016)
Associate Professor of Biology

Peggy Thompson, Ph.D.
(1985-2016)
Ellen Douglass Leyburn Professor of English

John A. Tumblin Jr., Ph.D.
(1961-1990)
Professor of Sociology and Anthropology

Ingrid Wieshofer, Ph.D.
(1970-2004)
Professor of German

Isa D. Williams, Ph.D.
(1995-2011)
Director of Community-based Learning and Partnerships, Associate Professor of Women's Studies

Harry E. Wistrand, Ph.D.
(1974-2011)
Professor of Biology

Rosemary Lévy Zumwalt, Ph.D.
(2001-2011)
Vice President for Academic Affairs and Dean of the College, Professor of Anthropology

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Assistant Dean for Graduate and Extended Programs, Assistant Professor of Women’s, Gender, and Sexuality Studies.

Gail Meis, B.S.
Registrar

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Karen C. Goff, B.A., M.Div.
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Senior Associate Dean of Students

Honi Migdol, B.S., M.Ed., Ed.D.
Associate Dean of Integrative Leadership and Co-curricular Experiences

Karissa Tedesco, B.A., M.S.Ed.
Assistant Dean for Student Development

Michelle Hamm, B.S., Psy.D.
Director of the Wellness Center

Whitney Booth Lockard, B.A., M.Div.
Julia Thompson Smith Chaplain and Director of Religious and Spiritual Life

Robert Sparks, B.S., M.S., Ed.D.
Director of Student Conduct and Community Standards

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Yves-Rose Porcena, B.A., M.A., D.B.A.
Vice President for Equity and Inclusion

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Vice President for College Advancement

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Vice President for Business and Finance

Lai Chan, B.S., M.B.A.
Controller

Karen Gilbert, B.S.
Associate Vice President for Human Resources

Henry Hope, B.S.
Director of Public Safety

David Marder, B.S.
Director of Facilities

COMMUNICATIONS AND MARKETING

Danita Knight, B.A.
Vice President for Communications and Marketing

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Vice President for Enrollment and Dean of Admission

Aimee Kahn-Foss ’08, B.A.
Director of Admission

Patrick N. Bonones, B.P.A.
Director of Financial Aid

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Oxford College of Emory University
Oxford, Georgia

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Atlanta, Georgia

Elizabeth Rhett Jones ’73
Atlanta, Georgia

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Associate Dean of Admission
Emory University
Atlanta, Georgia

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Vice President, Community Marketing
Coca-Cola North America
Atlanta, Georgia

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Norfolk, Virginia

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John’s Creek, Georgia

Elizabeth McGregor Simmons ’74
Pastor Emerita

Davidson College Presbyterian Church
Davidson, North Carolina

Bernie Todd Smith ’71x
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Naples, New York, and Tampa Florida

Joanne D. Smith
Executive Vice President and
Chief Human Resources Officer
Delta Air Lines
Atlanta, Georgia

John R. Swallow
President
Carthage College
Kenosha, Wisconsin

Pamela A. Tipton ’86
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Goizueta Business School
Emory University
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Indiana University School of Dentistry
Indianapolis, Indiana

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Kathleen Blee Ashe ’68
Atlanta, Georgia

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JoAnn S. Delafield ’58
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Decatur, Georgia

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Atlanta, Georgia

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Windermere, Florida

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Davidson, North Carolina

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McDowell, Virginia

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Atlanta, Georgia

Clair M. Muller ’67
Atlanta, Georgia

Suzella B. Newsome ’57
Atlanta, Georgia

M. Lamar Oglesby
Atlanta, Georgia

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Davidson, North Carolina

Mildred L. Petty ’61
Atlanta, Georgia, and
Asheville, North Carolina

Susan M. Phillips ’67
Niceville, Florida

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Decatur, Georgia

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Naples, Florida

O. Benjamin Sparks
Richmond, Virginia

Jean Hoefer Toal ’65
Columbia, South Carolina

Sara E. Vagliano ’63
New York, New York

David L. Warren
Washington, District of Columbia

John H. Weitnauer
Atlanta, Georgia

Dan C. West
Atlanta, Georgia

Robert C. Williams
Topsham, Maine

2019-2020 Academic Calendar

FALL SEMESTER 2019

International students arrive	Monday, August 19
International student orientation	Tuesday-Thursday, August 20-22
New student orientation/Legacy	Thursday-Monday, August 22-26
Returning students arrive	Sunday, August 25
Opening Convocation and Senior Investiture	Tuesday, August 27
First day of classes	Wednesday, August 28
Labor Day Holiday	Monday, September 2
Last day to add or drop classes using AscAgnes	Monday, September 2
90% Institutional Refund Date for Withdrawals	Tuesday, September 3 (by 4:30pm)
Last day to add a Fall class or change to audit	Friday, September 6
50% Institutional Refund Date for Withdrawals	Tuesday, September 17 (by 4:30pm)
Last day to drop a Fall class without W grade	Tuesday, September 17
25% Institutional Refund Date for Withdrawals	Tuesday, October 8 (by 4:30pm)
Fall break	Thursday-Sunday, October 10-13
Last day to drop a class with W grade or change to P/F	Wednesday, October 30**
Thanksgiving break	Wednesday-Sunday, Nov. 27-Dec. 1
Last day of classes	Monday, December 9
Reading day	Tuesday, December 10
Exams	Wednesday-Monday, December 11-16

SPRING SEMESTER 2020

All students arrive	Monday, January 13
First day of classes	Tuesday, January 14
Last day to add or drop classes using AscAgnes	Friday, January 17
Martin Luther King Jr. Holiday	Monday, January 20
90% Institutional Refund Date for Withdrawals	Tuesday, January 21 (by 4:30pm)
Last day to add a Spring class or change to audit	Friday, January 24
50% Institutional Refund Date for Withdrawals	Monday, February 3 (by 4:30pm)
Last day to drop a Spring class without W grade	Monday, February 3
25% Institutional Refund Date for Withdrawals	Tuesday, February 18 (by 4:30pm)
Founder's Day	Friday, February 21
Journeys / Peak Week	Monday-Friday, March 9-14
Spring Break	Monday-Friday, March 16-21
Last day to drop a class with W grade or change to P/F	Thursday, April 2**
Spring Holiday	Friday-Sunday, April 10-12
Spring Annual Research Conference	Tuesday, April 28
Last Day of Classes	Wednesday, May 6
Reading day	Thursday, May 7
Senior final exams	Thursday-Tuesday, May 7-12
Final exams	Friday-Wednesday, May 8-13
Baccalaureate	Friday, May 15
Commencement	Saturday, May 16

SUMMER 2020

Session I

First day of classes ..... Tuesday, May 26
Last day to add a class ..... Thursday, May 28
Last day to drop a class without W grade ..... Monday, June 1
Last day to drop a class with W grade ..... Wednesday, June 10
Last day of classes ..... Tuesday, June 23
Reading day ..... Wednesday, June 24
Final exams ..... Thursday, June 25

Session II

First day of classes ..... Monday, June 29
Last day to add a class ..... Thursday, July 2
Last day to drop a class without W grade ..... Monday, July 6
Last day to drop a class with W grade ..... Wednesday, July 15
Last day of classes ..... Tuesday, July 28
Reading day ..... Wednesday, July 29
Final exams ..... Thursday, July 30

** *After this date, students who withdraw from a class or withdraw from the college will earn grades of WF. The WF grade calculates just like F grades for the semester and cumulative grade point averages.*

Directions to Campus

BY AIR

Hartsfield-Jackson Atlanta International Airport is serviced by 30 airlines. The airport provides nonstop service to 56 markets in 40 different countries, as well as nonstop service to 155 domestic markets. For 80 percent of the U.S. population, the flight is two hours or less. For international passengers, non-stop and one-stop single plane service is offered from 58 cities around the world. Taxi fare from the airport is approximately $42. Uber and Lyft service is also available.

BY SUBWAY

Agnes Scott's campus is a short three-block walk from Atlanta's subway system, known as MARTA. Take the East-West line to Decatur Station. Exit the terminal on the Church Street side and head south (toward the corner of Trinity and Church streets). Use the pedestrian tunnel to pass beneath the railroad tracks; you will emerge at the College Avenue entrance to campus.

BY CAR

From I-75 (mileage approximate)
Take I-75/85 to the Freedom Parkway exit.
Continue on Freedom Parkway (at the fork, bear to the left) until it ends at Ponce de Leon Avenue.
Turn right and follow W. Ponce de Leon toward Decatur.
At the traffic light immediately following arched railroad trestle, bear to the right as W. Ponce de Leon forks to the right. (2.8 miles)
Turn right onto W. Trinity Place. (0.5 miles)
Turn right onto N. McDonough Street. (0.6 miles)
Follow N. McDonough across the railroad to Agnes Scott College. (0.3 miles)

From the North on I-85 (mileage approximate)
Take I-85 to the Clairmont Road exit.
Turn left onto Clairmont Road.
Turn right onto Commerce Drive. (4.9miles) (Disregard directional sign pointing left; continue right.)
Turn left onto W. Trinity Place. (0.4 miles)
Turn right onto N. McDonough Street. (0.1 miles)
Follow N. McDonough Street across the railroad to Agnes Scott College. (0.3 miles)

From the East on I-285 or I-20 (mileage approximate)
Take I-285 to Stone Mountain Freeway, Highway 78 exit.
Go west on Highway 78. (Street name changes to Scott Boulevard.)
Turn left onto Clairmont Road (4.1 miles)
Turn right onto Commerce Drive. (0.7 miles) (Disregard directional sign pointing left; continue right.)
Turn left onto W. Trinity Place (0.4 miles)
Turn right onto N. McDonough Street (0.1 miles)
Follow N. McDonough Street across the railroad to Agnes Scott College. (0.3 miles)

VISITOR PARKING

Visitor parking at Agnes Scott is on the "Main Loop" in front of the campus on E. College Avenue and in the West Parking facility on S. McDonough Street.