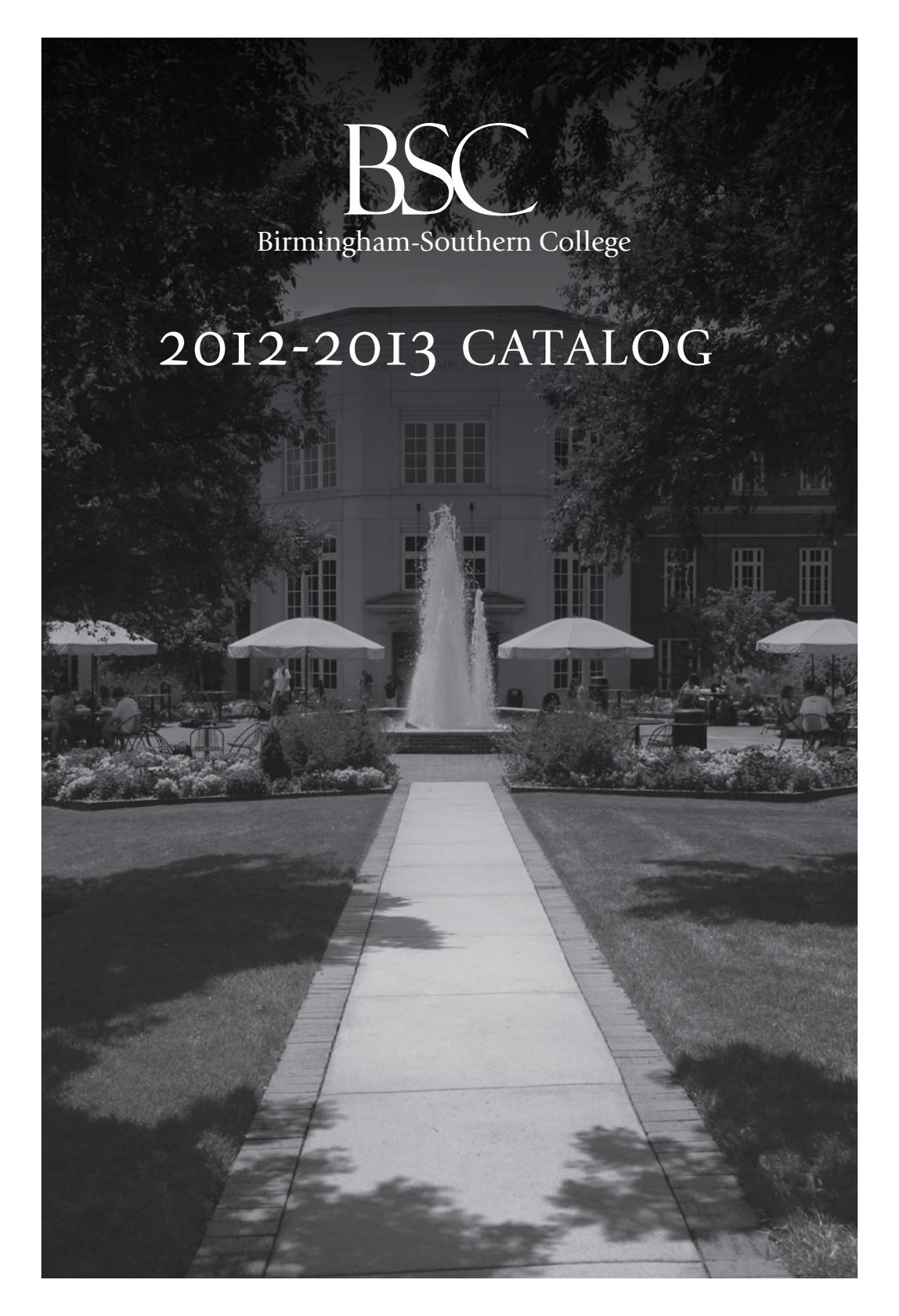


BSC

Birmingham-Southern College

2012-2013 CATALOG

NORTON CAMPUS CENTER



BSC

Birmingham-Southern College

2012-2013 CATALOG

All information in this catalog pertains to the 2012-2013 academic year and is correct to the extent that the information was available during its preparation. However, Birmingham-Southern College reserves the right to change course offerings, tuition, fees, rules governing admission, requirements for graduation and the granting of degrees, and any other regulations affecting its students. Such changes are to take effect whenever the administration deems it necessary, whether or not there is actual notice to individual students. Given budgetary considerations and the decision to publish this catalog every year, the College chooses to tell students about interpretations or policy changes as they occur from time to time. Such information is made available through student publications or other means.

Each student is responsible for fulfilling the degree requirements in effect during his or her first year of enrollment at the College or under the requirements of any one catalog in effect during the period of his or her enrollment. The requirements specified by a student's catalog of entry are applicable for a maximum of seven years. After that time, a student is responsible for fulfilling any other requirements in force.

BIRMINGHAM-SOUTHERN COLLEGE CATALOG
(USPS 056-880)

August 2012

Vol. XCI

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CORRESPONDENCE DIRECTORY

Administrative Affairs and General Matters

Concerning the College The President

Academic Information The Provost

Academic Records and Transcripts The Dean of Records

Admission Information for

Prospective Students The Associate Vice President for Admission

Financial Aid The Director of Financial Aid

Financial Matters The Vice President for Finance

Gifts and Bequests The Vice President for
Institutional Advancement

Student Life Information The Vice President for
Student Development

Correspondence concerning the various subjects listed above should be sent to the appropriate College official at the following address:

BIRMINGHAM-SOUTHERN COLLEGE

Birmingham, Alabama 35254

Telephone: 205-226-4600

National: 800-523-5793

Birmingham-Southern College Web Site:

<http://www.bsc.edu>

Birmingham-Southern College does not discriminate on the basis of race, color, national origin, ethnic origin, sex, sexual orientation, age, disability or status as a protected veteran in employment or the rights, privileges, programs, and activities generally accorded or made available to students at the school, administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. This statement of non-discrimination applies to educational programs, educational

policies, admissions policies, educational activities, employment, access and admission, scholarship and loan programs, and athletic and other school-administered programs.

Any person having inquiries concerning compliance with implementation of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 or other civil rights laws should contact one of the following individuals, who BSC has designated to handle inquiries regarding non-discrimination policies: Title IX Coordinator, David Eberhardt, Vice President for Student Development, Norton Campus Center, Room 230, 205-226-4722; Section 504 Coordinator/Disability Access and Accommodation, Jason Peevy, Counselor/Coordinator of Academic Accommodations, Norton Campus Center, Counseling and Health Services, Room 252, 205-226-4727; or EEO/AA Officer, Susan Kinney, Director of Human Resources, Munger Hall, Room 308, 205-226-4645.

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INTRODUCTION

BSC

MISSION OF THE COLLEGE

Birmingham-Southern College provides a liberal arts education of distinctive quality. The College challenges students to think independently, to examine the arts and sciences aesthetically and critically, and to communicate clearly. It fosters the advancement of scholarship, personal and resourceful learning, and comprehensive advising.

The total educational experience at Birmingham-Southern College focuses on individual students and their intellectual and ethical development, and offers opportunities for spiritual and physical well-being. The academic program challenges students to understand a range of disciplines and requires the in-depth study of one. The College is distinguished by a dedicated faculty, undergraduate scholarship and research, exploration term, leadership studies and service-learning, cross-cultural opportunities, and on- and off-campus mentor relationships.

Birmingham-Southern College operates under the auspices of the Alabama-West Florida and North Alabama Conferences of the United Methodist Church, with its most responsible service to the Church being to perform its educational mission with distinction.

HISTORY OF THE COLLEGE

Birmingham-Southern College is the result of a merger of Southern University, founded in Greensboro, Alabama, in 1856, with Birmingham College, opened in 1898 in Birmingham, Alabama. These two institutions were consolidated on May 30, 1918, under the name of Birmingham-Southern College.

In 1824, the General Conference of the Methodist Episcopal Church recommended that each conference establish a seminary of learning under its regulation and patronage. Not until 1854 did the Alabama Conference undertake to carry out this recommendation of the superior body. In that year, a committee was appointed to select a site for the proposed college and to procure funds for its establishment and maintenance. The charter was granted by the State of Alabama on January 25, 1856, and the first meeting of the Board of Trustees was held on March 17, 1856; January 25 is therefore known as Charter Day for the College, and March 17 has been designated as Founder's Day.

After the State was divided into two Methodist conferences, the North Alabama Conference, in 1883, joined with the Alabama Conference in the support of Southern University.

At the session of the North Alabama Conference held at Tuscaloosa in November 1896, work was begun toward establishing a college within the bounds of this conference. In the fall of 1897, the foundation for the first building was laid in Birmingham. In April 1898, a president was elected and a faculty was chosen and organized. The Conference then surrendered its interest in Southern University and, in September 1898, the North Alabama Conference College (later named Birmingham College) opened its doors to students.

For twenty years the two colleges were maintained by the Methodists of Alabama. Finally, on May 30, 1918, through their appointed commissioners, the two conferences consolidated these institutions under the name of Birmingham-Southern College. With no loss of time from the regular work at either place, the consolidation was effected, and the new institution opened its doors in Birmingham on September 11, 1918. Since that time, Birmingham-Southern College has grown rapidly and is now a fully accredited institution in every way.

Birmingham-Southern has consistently sought academic distinction. In 1937, its standards were recognized by the nation's leading academic honor society, Phi Beta Kappa, which granted the College a charter to establish Alabama Beta.

ACCREDITATION AND MEMBERSHIPS

Birmingham-Southern College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4558) to award bachelor's degrees. In addition, the College is on the list of institutions approved by the following organizations:

- Alabama State Department of Education
- American Chemical Society
- National Association of Schools of Music
- National Council for Accreditation of Teacher Education
- University Senate of the United Methodist Church

Listed below is a selection of organizations in which the College holds membership:

- Alabama Independent Colleges and Universities
- American Association of Colleges for Teacher Education
- American Council on Education
- Annapolis Group
- Association of American Colleges and Universities
- Association of Governing Boards of Universities and Colleges
- Council for Advancement and Support of Education
- Council for Higher Education Accreditation
- Council of Independent Colleges
- Council on Undergraduate Research
- Higher Education Data Sharing Consortium
- International Association of Methodist Related Schools, Colleges, and Universities
- National Association of Independent Colleges and Universities
- National Association of Schools and Colleges of the United Methodist Church
- National Collegiate Athletic Association
- Southern Association of Colleges and Schools
- Southern University Conference

CONSORTIAL ASSOCIATIONS

Birmingham-Southern College is a member of Associated Colleges of the South, a consortium of nationally-ranked liberal arts institutions. Other members of the consortium are Centenary College, Centre College, Davidson College, Furman University, Hendrix College, Millsaps College, Morehouse College, Rhodes College, Rollins College, Southwestern University, Spelman College, Trinity University, University of the South, University of Richmond, and Washington and Lee University.

Locally, Birmingham-Southern is a member of the Birmingham Area Consortium for Higher Education (BACHE). Other members are Miles College, Samford University, the University of Alabama at Birmingham, and the University of Montevallo.

PHILOSOPHY OF EDUCATION

A Liberal Arts Curriculum

We believe the best educational experiences we can provide for you are those that allow you to develop skills that will serve you throughout a lifetime of learning. Consequently, we offer a curriculum founded upon a rich and acknowledged liberal arts tradition. All of our bachelor degree programs provide a common foundation of general education requirements designed to support the educational goals of the College.

You may choose to major in any of the recognized disciplinary or interdisciplinary areas or, in consultation with a faculty committee, you may design your own major to aid in any specific academic interest or goal you might have. This option for allowing students to participate in designing their own academic programs is one that we believe not only encourages enthusiasm and responsibility but also adds to the intellectual vitality of the College. We also provide for tutorials and independent study in which you may pursue a topic of special interest in close cooperation with a faculty member.

There is historically recognized a common body of knowledge and skills possessed by well-educated people. Our degree requirements are framed with that body of knowledge and skills in mind, and our courses are intended to foster and preserve it. At the same time, we work hard to keep our programs flexible, our courses up-to-date, and our outlook toward education innovative. Therefore, three other types of learning experience are available: practicums and internships in off-campus and non-traditional settings, international experiences, and exploration term projects.

The College operates on a four-one-four academic calendar, which means that students enroll in four courses in the fall, one in the winter, and four in the spring. The exploration term each January offers students an opportunity for intense investigation of a particular subject for a period of approximately four weeks. It may be a project proposed by a faculty member or one designed personally by you and a faculty sponsor; it may be held on campus or anywhere off campus, domestic or foreign; it may be an overall introduction to a subject area or a specialized interest investigated in depth. Whatever the project you choose, exploration term is a time intended to provide you with a unique opportunity for creative, experiential, and independent study.

Statement On Academic Freedom

It is the policy of Birmingham-Southern College to adhere to the principles of academic freedom and tenure expressed in the "1940 Statement of Principles on Academic Freedom and Tenure" agreed upon by representatives of the Association of American Colleges and the American Association of University Professors, and subsequently endorsed officially

by their respective associations and by numerous other organizations within the profession. The AAUP Statement reads, "Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society."

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

(1) Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(2) Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(3) College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Personal Attention

Our obligation as a liberal arts college is to help you develop your capacity to make and communicate responsible decisions based on information accurately gathered and astutely analyzed. Guiding you to that end, the faculty will direct you in developing your skills in reading, writing, and speaking; in understanding the methods and principles of the sciences and their significance in the modern world; in cultivating appreciation of the arts; in understanding and appreciating our spiritual, social, political, and economic institutions and heritage; and in achieving competence in at least one field of knowledge that will help prepare you for a profession or vocation.

Our faculty comprises a talented and well-qualified group of men and women who recognize effective teaching as their primary obligation

to the College. In class they present knowledgeable, up-to-date material pertinent to their disciplines and strive to engage students with that material. Out of class they make themselves available for student inquiries, individual instruction, and directed research. We believe personal attention to your individual academic concerns and needs is an essential factor in the effectiveness of our teaching and in the continuance of a healthy, inquisitive, intellectual environment.

While the faculty in general will be concerned with your scholastic progress, you will be assigned one faculty member in particular to be your advisor. This person will work with you in planning your course schedules and in evaluating your progress toward your degree.

Because of its size, Birmingham-Southern enjoys a small faculty-student ratio. That, combined with a genuine concern on the part of the faculty for the total—intellectual and personal—welfare of our students, creates an atmosphere in which many advisor-advisee relationships become ones of friendly understanding and mutual respect. Especially during your first year we encourage you to consult freely and frequently with your advisor in adapting to all aspects of campus life.

Library and Information Services

The Charles Andrew Rush Learning Center / N.E. Miles Library is a center for scholarship on campus. In support of the educational mission and values of Birmingham-Southern College, the Library is committed to serving the intellectual and creative needs of the college community. The Library strives to provide access to high quality information resources, to educate its patrons, and to provide a space that is conducive to study, research and learning.

The facility houses a collection of more than 267,000 volumes selected to support instruction and research at the College. In addition to books and periodicals, the collections include online databases, e-books and e-journals, audio and video recordings, government documents, microfilm, and microfiche. The Library is a partial government documents depository. Special collections house the College archives, Methodist archives, and rare books. Digitized collections include BSC yearbooks dating back to 1907, as well as a number of student publications. The Library's online catalog, databases, and many other resources may be accessed from on or off campus via the Internet.

The Library offers a range of teaching and learning environments. Conference rooms, seminar rooms, research carrels, an auditorium with video and computer projection facilities, an electronic classroom, a learning technology center, and a screening room are among the facilities for individual and group study, research, and instruction. Copying and printing services are also available. Computer workstations are provided for the use of library patrons, and wireless Internet access is available throughout the building.

Professional librarians provide a variety of reference and information services. They assist students in learning to locate, evaluate, and use information—in any format—and support them in their research. Library orientation and instruction classes are taught by librarians to assist students in developing sound research techniques and information literacy skills. Staff oversee the maintenance and circulation of the collection and ensure the smooth operation of the facility.

The Library is a member of several state, regional, and national library cooperatives and networks, including the Network of Alabama Academic Libraries (NAAL), the Associated Colleges of the South (ACS), and the regional library network LYRASIS. Excellent interlibrary loan service is available to students and faculty. Through an inter-institutional borrowing agreement, students and faculty of the College may use the libraries at other academic institutions in the Birmingham area.

Academic Resource Center

In addition to academic support from faculty, the College supports you through the Academic Resource Center (ARC). ARC provides academic support services to students, faculty, and staff at the College and has a cross-curricular emphasis, providing services that complement one another and share in the goal of advancing student academic success and faculty and staff development. Through the Writing Center, Math Lab, Modern Foreign Language Lab, and in conjunction with the library, ARC offers training, tutoring, and general assistance in a wide range of concepts, skills, and practices relevant to academic achievement, with a special emphasis on information fluency.

Special Counseling

The College also provides a Counseling and Health Services Center staffed and equipped to give assistance in a variety of areas including personal counseling, testing of aptitudes and vocational interests, and career counseling. Additionally, the College provides pre-professional guidance through special advisors in the arts, behavioral and social sciences, church-related vocations, economics and business administration, education, health careers, and law.

Student Government

The Student Government Association of Birmingham-Southern College, chartered to operate under a constitution developed by students, faculty, and administrators and approved by the Board of Trustees, is to a large measure responsible for the self-governance of the student body. The SGA strives to create and to maintain a well-balanced intellectual, educational, and social program for all students.

Honor Code

Members of the Birmingham-Southern College community operate under an Honor Code, pledging they will not lie, cheat, or steal. One of the SGA's most significant responsibilities is the selection of the Honor Council, which handles any cases involving students who are accused of violating the Honor Code. If it determines that a student has violated the Honor Code, the Council imposes appropriate penalties. This process serves as an important force in maintaining the academic integrity of the entire college community. Through this system of self-governance, students play an integral role in providing a campus atmosphere in which each may develop intellectually and socially with maturity and a sense of self-esteem. Since high standards of conduct are essential for the well-being of the total community, and since violations could result in penalties ranging from reprimand to dismissal from the College, the Honor Code is fully explained during orientation. Students are also provided with a copy of the *Student Handbook*, which details the provisions of the Honor Code as well as social regulations and policies.

A Closing Message

One final point of information we would like to provide concerns finances. Birmingham-Southern's annual tuition and fees remain below the national average and significantly below the tuition and fees of most comparable private colleges in the South. Furthermore, to help you meet these expenses we offer more than twenty-one million dollars in financial aid for eligible students from all sources. During recent academic years, more than ninety percent of our students received some form of financial aid from either institutional, outside, federal, or state sources. Aid is also available through the Alabama Student Grant Program for Alabamians enrolled in in-state private colleges.

At Birmingham-Southern we take pride in our tradition of providing a high-quality liberal arts education; we are pleased with our continued ability to take a flexible approach to maintaining proven educational goals and standards; and we value mutual respect among all segments of our college population. Now that you have an idea of who we are and what we represent, we hope you will read further in our catalog and consider carefully our degree requirements, curriculum, and co-curricular activities. We hope you will choose to be an active member of our community.

General Charles C. Krulak
President
Birmingham-Southern College



ACADEMIC
POLICY

BSC

GENERAL INFORMATION

Academic Calendar

The academic calendar is divided into two terms, a fall term of approximately 14 weeks beginning in late August and concluding with the Christmas holidays, and a spring term of approximately 14 weeks beginning in early February and concluding around the middle of May. The month of January is an exploration term during which students engage in an academic project under the supervision of a faculty member. There is also a summer term for a variety of academic programs on campus, including regular coursework and undergraduate research.

Faculty Advisors

Comprehensive advising is an integral part of the academic program at Birmingham-Southern College. We aim to provide students with the resources and skills that will enable them to achieve full potential in and out of college. Each student has a faculty advisor who assists him or her with academic matters, with the consideration and setting of goals, and with learning to make decisions. The faculty advisor also serves as a resource person for the numerous services (such as career and personal counseling) and programs that are available to aid in the student's academic, career, and personal development. The student and the faculty advisor have a shared responsibility in the advising process. Ultimately, it is the student's responsibility to know the requirements for graduation.

Students opting to participate in the four-year graduation guarantee should meet with their advisors prior to making any schedule changes. Failure to consult with the faculty advisor prior to adding or dropping courses will lead to the four-year graduation guarantee becoming void.

Students are encouraged to remain with their initial advisor for at least one year. They may be reassigned at any time, however, at their own request, at their advisor's request, or at the discretion of the Provost. Change-of-advisor forms are available in all of the academic offices, or online at the Records Office website.

Classification of Students

Students who are candidates for a bachelor's degree are classified as follows: *first-year students*, if they have completed fewer than eight units (regular units, excluding exploration units); *sophomores*, if they have completed at least eight but fewer than 16 units; *juniors*, if they have completed at least 16 but fewer than 24 units; and *seniors*, if they have completed at least 24 units but have not completed all degree requirements. Transient students and special students are classified as "not candidate for degree" students.

COURSEWORK

Academic Load

The basic measure of academic credit at Birmingham-Southern College is a unit, which reflects time spent both in the classroom and in preparation for class meetings. Enrollment in three units is the minimum required for full-time status during a regular term. During the fall and spring, a full-time student's normal load is four full-unit courses or the equivalent. During the summer term, the normal full-time load is two full-unit courses. During the exploration term, the normal full-time load is a project credited as one full-unit course.

Academic Overload

If a student has attained a minimum grade point average of 3.00 and obtained the written permission of the student's academic advisor and the advisor's department chair, then the student may enroll in a maximum of five units during the fall and spring terms, and a maximum of three units during the summer term. There is an additional charge for any extra units beyond 4.5 units. During the fall and spring terms, a student may register for an additional half-unit beyond normal load without the written permission of his or her academic advisor. No overload is permitted during the exploration term.

Registration

A student who was not enrolled in the College during the previous term is expected to register on the specified registration day for the fall, exploration, spring, or summer term. After the end of the second week of classes, no student may register for credit. Exceptions occasionally are made to allow a student to register late for a course the student is taking, but, for some reason, is not yet registered for. This is done only with the professor's verification that the student has been attending class from the start of the term, and with the approval of the Provost.

Near the end of each term, currently enrolled students register for the following term. Students register for the summer and fall sessions during the spring term prior to those terms; students register for the exploration and spring terms during the fall term prior to those terms. Students are required to confirm their registration on the confirmation date for that term. Any student who fails to confirm may be dropped from the courses for which he or she registered.

A student who contracts an exploration term project or an individualized study must obtain his or her advisor's approval of the project; obtain approval of the faculty member who is to direct the project and that faculty member's department chair; and submit the contract form to the Office of Exploration Term and Contract Learning.

Audited Courses

With the approval of his or her faculty advisor and the instructor teaching the course, a student may audit a course instead of taking it for credit. Such a student is expected to attend class regularly and meet any other conditions set by the instructor. If the student does not meet these conditions, the course will not be entered on his or her transcript. A fee of \$475 is charged per audited unit.

Non-Graded Courses

College or university coursework applied toward general education requirements or major or minor requirements must be graded. Under certain circumstances, students may elect to have other coursework evaluated as satisfactory or unsatisfactory ("S" or "U") in lieu of receiving letter grades. The letter grade equivalent of "S" is "C" or above. All credits evaluated as "S" count in the total required for graduation, but both "S" and "U" evaluations are disregarded in any computation of quality points. All elections outlined below must be exercised by the current deadline for adding a course. Once such an election has been made, it may not be reversed.

Certain exploration term projects may be evaluated as "S" or "U." Any exploration term project used to satisfy general education requirements must receive a letter grade. Senior exploration term projects in the major must receive a letter grade.

Students who have accumulated at least 16 units of credit in residence at Birmingham-Southern College may elect to receive evaluations of "S" or "U" at the rate of no more than two per year in the projects and courses listed below. Transfer students may elect to receive evaluations of "S" or "U" at the same rate after earning a total of 16 units of college credit, eight of which must have been earned at Birmingham-Southern College.

(1) At the election of the individual student, free elective courses, defined as those that are not applied in satisfaction of general education requirements or the major or minor requirements may be evaluated as "S" or "U."

(2) Unless a discipline specifies otherwise, all off-campus projects shall be evaluated as "S" or "U."

(3) Teaching Experiences (courses numbered 298, 398, 498) may be evaluated with a letter grade or as "S" or "U" at the discretion of the instructor.

No more than six units earned at Birmingham-Southern College, including exploration term units, may be evaluated as "S" or "U."

Adding and Dropping Courses

A student who has registered for any term may add or drop courses on the confirmation date for that term without an additional fee. A fee of \$30 is charged for each change after two weeks from the first day of class for a regular term (fall, spring) unless the change is requested by the College.

To add or drop a course or to select grading options, a student must present to the Records Office a change-of-course form. After the first week of classes, a student must obtain the instructor's signature to add a course. From the beginning of any regular term up until the end of the second week of classes, a student may drop a course or elect the "S"/"U" or "audit" options. After the fourth week of classes and up until the end of the seventh week of classes, if a student drops a course, he or she will receive a grade of "W."

If a student drops a course after the end of the seventh week of classes, he or she will receive a grade of "F" or "U" unless special permission for a "WP" or "WF" is granted by the Provost. Such permission will be granted only in the most exceptional circumstances (e.g., medical), and only before the last day of classes in the term. Should such permission be granted, the student must drop *all* courses he or she has been enrolled in during the term.

The Veteran's Administration considers it unsatisfactory progress for a veteran or a person eligible for veteran's benefits to withdraw from a course after mid-term.

During the exploration term, a student may not add a project, or drop a project without a grade of "W," after the third day of the term. After the ninth day of the term, a student who drops a project will receive an "F" or "U" unless he or she receives special permission from the Provost as stipulated above. These restrictions apply equally to corporate and independent study projects.

Students should consult the academic calendar for specific dates regarding the deadlines discussed above.

Class Attendance

The College expects regular class attendance in all courses. Faculty members may establish such attendance requirements as they deem academically sound. Veterans must attend classes regularly to remain eligible for V. A. benefits. A student who misses two successive classes of any course because of illness should notify the Office of Health Services, which will relay such information to members of the faculty. Health Services does not provide excuses for class absences. Faculty or staff members in charge of activities that require students to miss classes should provide faculty and the Office of Student Development the names of

student participants in the activity. Nevertheless, it is the responsibility of each student to consult with his or her instructor and to make up all work missed because of class absences.

No student is authorized to attend a class or to receive credit unless properly registered for the course and unless his or her account with the Office of Student Accounts has been settled.

Observance of Religious Holidays

Birmingham-Southern College is committed to the spiritual development of a diverse student body. The College makes every reasonable effort to allow students to observe religious holidays of obligation without academic penalty. Holidays of obligation are those holidays during which the observant person, according to religious practice, cannot work. Within the first fifteen days of the term, students should review course syllabi for potential religious conflicts, notify professors of potential conflicts, and make arrangements concerning missed work. Any questions or concerns can be addressed to the Provost or Chaplain of the College.

Academic Accommodation

A student may request academic accommodation for a learning disability or challenge by submitting a "Request for Academic Accommodation" form to the Counseling and Health Services Office, along with appropriate documentation from a certified professional in the field of learning disabilities. The Personal Counselor/Accommodations Coordinator reviews the materials and passes along relevant information to the student's advisor and each instructor at the beginning of each term. The student is responsible for discussing his or her needs with each instructor at the beginning of each term. Birmingham-Southern will make accommodations, within reason, to aid in a student's academic success, but general education requirements will not be waived.

Mid-term Assessments

Approximately six weeks into each fall and spring term, faculty members assess the progress of the students in their classes. First-year students receive mid-term assessments regardless of their level of performance. Sophomore, junior, and senior students receive mid-term assessments at the discretion of their instructor, particularly when their performance in a class at mid-term is the equivalent of a "C-" or lower. All students who receive mid-term assessments are expected to consult personally with their advisor and, if appropriate, with their professor in order to discuss particular problems and possible solutions. Mid-term assessments are available on TheSIS. First-year students should meet with their advisors about their mid-term assessments.

Final Examinations

Students are expected to take final examinations at regularly scheduled times. If a student is unable to attend a scheduled examination because of illness or other serious cause, he or she will be permitted to take a delayed examination if an acceptable excuse is presented to the instructor of the course. When possible, the instructor's permission to take a delayed examination should be obtained prior to the time scheduled for the examination. Students should not expect to take an exam early unless faced with exceptional circumstances. It is the responsibility of the student to contact the course instructor to make arrangements for taking any examination outside of the regularly scheduled time.

Graduating seniors may be exempted from final examinations if they have at least a 3.00 cumulative grade point average, at least a "B" in the course in question, and if the course professor approves. Near the end of each term, the Records Office will send faculty a list of graduating seniors who have at least a 3.00 cumulative grade point average.

Communicating Concerns to the College

Students with concerns or complaints not discussed elsewhere in this catalog should address their concerns in writing to the following individuals: for complaints that are academic in nature, the Assistant Provost; for complaints not academic in nature, the Vice President for Student Development. Students are encouraged to consult the *Student Handbook* for further specific information regarding various concerns and complaints.

Mark S. Schantz
Provost
Birmingham-Southern College



GRADING SYSTEM

Definition of Grades

The system of grading, indicating the relative proficiency a student attains in various courses, is as follows:

A—distinctive
B—very good
C—satisfactory

D—lowest passing grade
F—failure

S—satisfactory (“C” or above)

U—unsatisfactory (“C-” or below)

AP—advanced placement

IB—international baccalaureate

A student who receives a grade of “F” or a “U” in any course will receive no credit for that course and is not eligible for re-examination in it.

The following additional notations may be made on a student’s grade report or transcript:

N — no grade reported

O — credit omitted until completion of course extending beyond one term

W — withdrawal without grade

WP— withdrawal with a grade of “D” or above (assigned for a medical withdrawal when a student withdraws from all courses after the end of the seventh week of classes)

WF— withdrawal with a grade of “F” (assigned for a medical withdrawal when a student withdraws from all courses after the seventh week of classes)

X — incomplete laboratory or other assignments postponed with permission of the instructor

Y — absent from final examination

Z — audit

Quality Points

For a full-unit course carried throughout a term, the following quality points are awarded for grades:

A = 4.00

A- = 3.67

B+ = 3.33

B = 3.00

B- = 2.67

C+ = 2.33

C = 2.00

C- = 1.67

D+ = 1.33

D = 1.00

F = 0.00

Satisfactory (“S”), unsatisfactory (“U”), advanced placement (“AP”), and international baccalaureate (“IB”) evaluations are disregarded in any computation of quality points.

Quality points earned in fractional-unit courses are that fraction of those awarded for a corresponding grade in a full-unit course. Equivalent credit in semester hours and the corresponding quality points on a semester hour system may be obtained by multiplying the course unit of credit by four and also by multiplying the quality points earned by four. Equivalent credit in quarter hours may be obtained by multiplying the course unit of credit and also the number of quality points earned by six.

Incomplete Grades

If because of illness, emergency, military service, or reasonable cause a student cannot complete work for a course, the student may request in writing that the instructor assign an incomplete grade for the course ("X," "Y," "O," or "N"). If the instructor approves the request, the student must complete the coursework prior to the last day of classes of the subsequent regular term, or a grade of "F" will be recorded for the course. An incomplete grade cannot be continued after the subsequent regular term unless special arrangements have been made with the instructor and the appropriate department chair. Even with the approval of the instructor, the incomplete grade may not continue for more than three regular terms (excluding exploration and summer), after which time a permanent grade of "F" will be recorded for the course. A student cannot graduate with an incomplete grade on his or her transcript.

Waiver of Grades

Students who have been absent from college for a period of five or more years may, upon admission or readmission, choose to have all prior grades and credits removed from computation of their total credits and their grade point average. This grade waiver option must be requested upon admission or readmission, and it may not be repeated.

All requests for waiver of grades exercised under the option described above are supervised by the College Admissions Committee. This committee reserves the right to request appropriate academic information and to interview candidates for admission or readmission to help ascertain their ability and determination to succeed in their academic work.

Students who have been absent from college for a period of three or more years may, upon admission or readmission, choose to have certain grades and credits removed from computation of their total credits and their grade point average. For each sequential set of three units that have a grade point average of 2.50 or better earned at the College upon readmission, up to two units of grades and credits in which grades of "D" or "F" were earned may be removed. A maximum of four units or credits may be removed under this grade waiver option. All requests for waiver of grades under the option described in this paragraph are supervised by the Provost.

Courses Repeated and Redeemed

Any course repeated is done with the understanding that the last grade earned will take precedence over all previous grades earned. All work attempted and all grades earned will be shown on the student's transcript. A student who has passed a course with a grade of "C" or higher may only repeat the course on an audit basis. A student who has earned a grade of "C-" or below in a course may redeem the course under the following conditions:

(1) A course may be redeemed only by repeating the same course at Birmingham-Southern College.

(2) Before a course taken elsewhere may be redeemed, the Dean of Records and the chair of the appropriate department must approve the choice of the course to be taken.

(3) No credit will be granted for the first time the course was taken, and the first course will be listed on the student's transcript as "redeemed." The grade from the first course will appear on the transcript but will not be used to compute the student's grade point average.

(4) A student may redeem a course a second time, but in such a case both the second and third grade will be used to compute the student's grade point average.

(5) A student receiving a grade of "C-" or below in a first-year explorations in scholarship seminar may redeem the unit from the regular curriculum. The course chosen to redeem the unit must be approved by the faculty member whose course is being redeemed, the student's advisor, and the chair of the department of the faculty member whose course is being redeemed. In the case of redemption, no credit will be granted for the original course. It will remain listed on the transcript as "redeemed." If redeemed, the grade for the original course will appear on the transcript but will not be used to compute the student's grade point average. The first-year explorations in scholarship seminar requirement will be satisfied by virtue of enrollment regardless of the grade earned.

Grade Appeal Policy

Birmingham-Southern College supports the academic freedom of faculty members in assigning students a final grade. If a student believes an error has been made in the calculation or recording of a final grade, he or she should immediately alert the professor. Beyond such errors, formal appeals of final grades are granted only when there is **clear and convincing** evidence that the final grade was "arbitrary and capricious, irrational," or "made in bad faith" [*Susan M. V. New York Law School*, 556 N.E. 2nd 1104, 1107 (1990), 76 N.Y. 2nd 241, 557 N.Y.S. 2nd 297]. Students should understand that an allegation that a final grade was arbitrary and

capricious, irrational or made in bad faith is a *serious* charge and should not be made unadvisedly.

If a student wishes to appeal a final grade, he or she must contact the professor no later than 30 days after the beginning of the next regular term. If this consultation fails to resolve the issue, the student may contact the appropriate Department Chair, who will then contact the professor concerned. If the complaint remains unsettled, the student may file a written appeal with the Provost on a form provided by the Office of Academic Affairs. After reviewing the appeal, the Provost, at his or her discretion, may deny the appeal or may request that the Faculty Advisory Committee select a three-person committee from the full-time faculty of the College. Two members of this committee must come from the department involved, and the third will come from outside the department. The committee will determine its own procedures and review the case with the following stipulation: the burden of proof for demonstrating a breach of standards rests with the student.

When the review is complete, the committee will notify the Provost of its decision. The Provost will have the final decision in determining whether a change of grade is necessary. The Provost will inform the student in writing of the decision and send copies of this same letter to the committee, the faculty member, and the appropriate Department Chair.

TRANSFER CREDIT

Coursework at Other Institutions

A student admitted as a transfer may receive credit for courses completed at another accredited institution that are related in content and rigor to courses offered at Birmingham-Southern College. In the case of international transfer students with courses taken outside the United States, the transfer institution must be recognized as degree-granting by the home country. Students must ensure that an official transcript from the transfer institution is forwarded to the Office of Academic Records at Birmingham-Southern College. Developmental, orientation, vocational, and correspondence courses are not transferable. A Birmingham-Southern College course equivalent designation (or "000" for non-equivalent courses) is listed on the transcript. Semester hours are divided by four and quarter hours by six to equal unit values.

Regularly enrolled Birmingham-Southern College students may not take courses at other institutions, either in residence or through extension, without the written consent of the Provost. Consent forms are available in the Academic Records Office. Students who have completed more than 16 units may not take courses at a junior or community college, but may, at the discretion of disciplinary faculty and with written consent of the Provost, enroll in courses at other four-year institutions.

Alternative Types of Credit

A student may earn up to 16 units in the alternative methods listed below. A maximum of four units may count toward graduation requirements. Additional units may count toward major or minor requirements (at the discretion of the disciplinary faculty) or count as free electives.

Prior Learning Credit

Students may earn prior learning credit in subject areas that accord with the liberal arts goals and programs of the College. A student who wishes to receive such credit should contact the Office of the Provost for application procedures.

Credit by Examination

Students may earn credit by examination in the three areas below.

(1) At the discretion of the disciplinary faculty, a student may earn credit by examination in the subject areas that correspond to courses listed in this catalog. A student who wishes to earn credit in this way should contact a member of the faculty in that discipline.

(2) A student may earn credit through the Advanced Placement (AP) program. AP scores accepted by the College may be applied toward graduation requirements, including the academic areas requirement, and major or minor requirements, but not towards Explorations Curriculum requirements. For each AP score accepted, a grade of "AP" is entered on a student's transcript along with the Birmingham-Southern College courses for which he or she is given credit. For a table of AP scores and course credits, see below.

<u>Discipline</u>	<u>Units Accepted</u>	<u>College Credit</u>	<u>AP Score Required</u>	<u>Credited Course</u>
Art	4	—	—	—
(General)	1	1	4 (submitted portfolio)	AR 111 or 112
(Drawing)	1	1	4 (submitted portfolio)	AR 150
(Photography)	1	1	4 (submitted portfolio)	AR 120
(Art History)	1	1	4	ARH 215 or ARH 216
Biology	1	1	4	BI 115
Chemistry	2	2	4	CH 120
Comparative Politics	1	1	4	PS 238
Economics	2	1 (macro) 1 (micro)	4 4	EC 201 EC 202
English*	2	1 (gram) 1 (lit)	5 5	EH 102 EH 200
Environmental Studies	1	1	4	ES 150
History*	2	1 (Euro) 1 (Amer)	4 4	HI 103 HI 151 or 152
Latin	2	1 (gram) 1 (lit)	4 4	LA 201 LA 245
Mathematics	2	1 2	4 (AB) 4 (BC)	MA 231 MA 231 & 232
Music Literature	1	1	3	MU 121
		1	4	MU 123
Music Theory	1	1	4	MU 150

<u>Discipline</u>	<u>Units Accepted</u>	<u>College Credit</u>	<u>AP Score Required</u>	<u>Credited Course</u>
Physics	2	1 1	5 (C-M) 5 (C-E&M)	PH 121 PH 122
Political Science	1	1	4	PS 101
Psychology	1	1	4	PY 101
Spanish	2	1 (gram) 1 (lit)	4 4	SN 220 SN 280
Statistics	1	1	4	MA 207

**elective credit only*

(3) A student may earn credit through the International Baccalaureate (IB) Program. IB scores accepted by the College may be applied toward graduation requirements, including the academic areas requirement, and major or minor requirements, but not towards Explorations Curriculum requirements. For each IB score accepted, a grade of "IB" is entered on a student's transcript along with the Birmingham-Southern College course(s) for which he or she is given credit. For a table of IB scores and course credits, see below (all scores are for the higher level exams unless otherwise noted).

<u>Discipline</u>	<u>Units Accepted</u>	<u>College Credit</u>	<u>IB Score Required</u>	<u>Credited Course</u>
Art	Credit considered on an individual basis			
Biology	1	1	6	BI 115
Chemistry	2	2	6	CH 120
Economics*	1	1	6	EC 201
English*	2	1 1	6 6	EH 102 EH 200
History*	1	1	6	HI 151 or 152

Discipline	Units Accepted	College Credit	IB Score Required	Credited Course
Mathematics	1	1 (higher advanced standard)	6	MA 231
Music Literature	Credit considered on an individual basis			
Philosophy	1	1	6	PL 201
Physics	2	2	6	PH 121&122
Spanish	1	1 (standard)	5	SN 220
	1	1 (higher)	5	SN 280
Theatre	1	1	5	ThA 100

**elective credit only*

ACADEMIC PROGRESS

Normal Academic Progress

Students are expected to make consistent progress toward a degree. Full-time students must complete graduation requirements within five calendar years, half-time students within ten years. Satisfactory progress on units attempted is measured in increments as outlined below.

Full Time

1 st Year	5 units
2 nd Year	12 units
3 rd Year	20 units
4 th Year	28 units
5 th Year	36 units

Half Time

1 st Year	3 units	6 th Year	20 units
2 nd Year	6 units	7 th Year	24 units
3 rd Year	9 units	8 th Year	28 units
4 th Year	12 units	9 th Year	32 units
5 th Year	16 units	10 th Year	36 units

Transfer students and students who change majors or elect to pursue a second major will be allowed 150% of the time stipulated above for completing degree requirements.

Satisfactory progress is also measured by grade point average. The minimum acceptable grade point average at the end of the first year is 1.50. At the end of the sophomore year it is 1.80. At the end of the junior year and thereafter it is 2.00.

Four-Year Graduation Guarantee

Because of the strength of the College's academic advising and the careful planning of annual course offerings, students are guaranteed to graduate within four years if they satisfy additional guidelines. If the College fails to offer courses required for a specific major or an academic advising error leads to the necessity for an additional course or courses in the fifth year, the College will cover the cost of tuition plus any course fees for the necessary courses. Students who do not satisfy these specific requirements can also graduate within four years, but are not guaranteed to do so. The guidelines below apply only to the guarantee and not to any specific graduation requirements listed elsewhere in this catalog.

To qualify for this guarantee, students must meet the following guidelines:

- (1) Complete four consecutive academic years at the College. While the College encourages all students to study abroad, not all study abroad opportunities provide the coursework necessary to satisfy all requirements within four years. As a result, students considering study abroad must consult with the Office of the Provost to determine if the four-year graduation guarantee will remain in force.
- (2) Meet with their assigned academic advisor at least once each term, and follow their academic advisor's recommendations. To ensure that students meet the requirements for the four-year graduation guarantee, students must consult with their academic advisors before making any schedule changes. Failure to discuss schedule changes, such as those made during the drop/add period at the start of each term, voids the four-year graduation guarantee.
- (3) Pursue a single major and declare that major according to the timetable below. While it is possible to complete some majors in less time, the College cannot guarantee the completion of all academic requirements in four years unless students declare the major by the term listed. Similarly, if a student changes the major once declared, the guarantee will no longer remain in force. Students majoring in education or music education should be aware that state certification requirements may extend the time needed to complete a degree beyond four years.

The following majors must be declared at the beginning of the first year: art (all studio art majors), biology-psychology, chemistry, education (all degree programs), music (all majors and degree programs), music education, and musical theatre.

The following majors must be declared by the end of the first year: art history, biology, business administration, economics, English, history, international studies, mathematics, philosophy, physics, political science, psychology, religion, sociology, sociology-political science, and sociology-psychology.

The following majors must be declared by the end of the second year: Spanish and theatre arts.

- (4) Maintain status as a full-time student, complete four units per term in at least six of the eight regular terms offered during the student's four-year residency, and complete one course in two exploration terms.

- (5) Pass all attempted courses with a grade of "C-" or better, and maintain a grade point average of at least 2.00, both cumulative and in the major.
- (6) Register each term at the first time made available to the student by the Records Office.
- (7) Take courses at regularly scheduled class times, even if scheduled times or courses are not the student's first choice.
- (8) Fulfill all graduation requirements as outlined elsewhere in this catalog.
- (9) Comply with all College standards, regulations, and procedures, from the date of matriculation through the date of final graduation.

Academic Probation

A student will be placed on academic probation for any one of the following reasons:

- (1) Failure to make at least a 1.00 grade point average in any term.
- (2) Failure to meet the academic year grade point requirement for the Birmingham-Southern average and cumulative average.
- (3) Failure to satisfy the Provost of the College that satisfactory progress is being made toward a degree.

During the probationary period, a student may not hold any student office, participate in intercollegiate athletics, or make any public appearances as a representative of the College.

A student remains on probation for at least one term excluding the exploration term. To be removed from probation, a student must successfully complete at least three full-unit courses or the equivalent during a regular term, or two full-unit courses during a summer term, and must satisfy the Provost that he or she is making consistent progress toward a degree by meeting the academic year grade point average requirements.

A student who has not been removed from probation after the required time may be allowed to remain in college on probation if, in the judgment of the Provost, the student has made reasonable progress toward attaining the required academic year grade point average. Although the Provost may allow a student to remain in college on probation beyond the required probationary period, a veteran or other eligible person may not receive V.A. educational benefits for more than one term or the equivalent while on probation.

Academic Suspension

A student who is on academic probation will be suspended for academic reasons if at the end of any term the student fails to satisfy the Provost that he or she is making reasonable progress toward a degree. A student on academic suspension is not permitted to engage in an exploration term project or to enroll in the College during the regular term or summer term that follows immediately the date of suspension. Courses taken at another institution during academic suspension are not transferable to Birmingham-Southern College.

Disciplinary Suspension

A student on disciplinary suspension is not permitted to engage in an exploration term project or to enroll in the College during a regular term or summer term that occurs during the time of suspension. Similar to the Academic Suspension policy, courses taken at another institution during disciplinary suspension are not transferable to Birmingham-Southern College.

Academic Dismissal

A student who has been readmitted to the College after academic suspension may be dismissed from the College for academic reasons if he or she continues to fail to make satisfactory progress toward a degree.

Withdrawal from the College

A student who is enrolled during any term may withdraw from the College only with permission of the Provost. A student who discontinues studies without permission of the Provost will receive an "F" in all courses that term.

In order to obtain permission to withdraw, a student should first consult the Office of the Provost and then complete the withdrawal form and proper check out. If the student must withdraw for medical reasons, his or her request must be supported by a physician's certificate.

The College reserves the right to require at any time the withdrawal of any student whose conduct or academic standing it regards as undesirable, either for the sake of the student or the College.

See catalog section Admission to the College under Refunds for information on refund of tuition to which a student may be entitled upon withdrawal.

Student's Leave of Absence

A student may apply for a leave of absence from the College for a specified period of time for purposes related to the educational program of the College or for other reasons approved by the Provost. Students may receive a leave of absence for medical reasons, including pregnancy, as provided by Title IX of The Higher Education Act. If the student does not return to the College after the specified period of the leave, the student must apply for readmission.

Application for Degrees

Formal application for a degree should be filed with the Records Office before the beginning of the term in which the candidate expects to complete degree requirements. Failure to file such application may delay graduation.

A graduation fee of \$200 is charged each applicant for any degree. This fee covers costs of the student's diploma and academic regalia and is added to the bill for the last term of residence. All financial obligations to the College must be discharged prior to graduation.

Commencement

The College holds an annual commencement at the end of each spring term. Students approved to graduate are strongly encouraged to participate. Students who have not completed all graduation requirements by the end of spring term may participate in commencement if they have two or fewer units yet to complete, have three or fewer approved lecture and arts events yet to complete, and have at least a 1.90 overall grade point average.

Students who participate in commencement but have not yet completed graduation requirements will not receive a diploma at commencement, but will be handed a diploma cover only. Their names will be printed in the program. Therefore a student may participate in only one commencement ceremony. If, after declaring to participate, the student, without informing the Academic Records Office at least four days prior to the commencement date, does not participate in the ceremony, that student is ineligible to participate in any subsequent ceremony. The student's actual diploma insert will be mailed after the next May commencement following the completion of requirements. The degree-conferred date on the student's final transcript will be the date at the end of the term of completion. All obligations and college duties must be discharged prior to graduation in order to receive a diploma.

ACADEMIC RECORDS

The Right to Privacy

The privacy of student records is protected under the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). The Dean of Records has the institutional responsibility for interpreting both the Act and the rules and regulations issued by the Department of Education to enforce this Act. Under FERPA, students have the right to see their educational records at any time, and the right to request a change if there is an error in any record. FERPA addresses two types of information: directory information and non-directory information.

Directory information includes the student's name, address, e-mail address, telephone listing, major field of study, dates of attendance, degrees and awards received, most recent previous educational agency or institution attended, participation in officially recognized activities and sports, and a photograph. A student's directory information is usually provided to anyone who requests it, including persons outside the College. A student may withhold his or her directory information by notifying the Dean of Records in writing within ten days of the first day of classes for a particular term. A request to withhold directory information remains in effect as long as the student continues to be enrolled, or until the student files a written request with the Dean of Records to discontinue the withholding. Each student is responsible for keeping the College informed of his or her correct mailing address, both school and home. Any change in address should be updated by the student through the address change function on TheSIS. Parent address change information should be submitted to the Records Office using the change of address form located on the Records Office home page.

Non-directory information includes the student's academic status and other academic information, such as transcripts, midterm assessments, course grades, and class attendance. Students must give permission to allow their academic information to be disclosed to any individual. Faculty and staff with a "need-to-know" (i.e., academic advisors and administrators), however, have access to this information without the student's permission. Students may sign a FERPA *Academic Privacy Rights Waiver* form, giving a designated individual (usually a parent or guardian) access to their academic information. FERPA also allows academic information to be shared with parents/guardians who certify their student is claimed as a dependent. The waiver form is available at the Records Office website (<http://www.bsc.edu/records/pdfs/APWaiver.pdf>).

The Academic Records website provides a FERPA tutorial that fully explains the policy (<http://www.bsc.edu/records/ferpa/tutorial.cfm>).

Transcripts

Students or alumni requesting transcripts of their academic records should submit a transcript request form to the Dean of Records well in advance of the time the transcript is needed. Request forms are available on the College's website. All financial and other obligations and duties must be satisfactorily discharged before a transcript is issued. A minimum of seven working days should be allowed for processing transcript requests. Various fees apply depending upon the delivery option selected.

ACADEMIC HONORS

Dean's List of Distinguished Students

The Dean's List of Distinguished Students is compiled by the Dean of Records at the end of both the fall and spring terms. It consists of the names of those students who have maintained a grade point average of 3.50 or higher on work attempted during the term. To qualify for the Dean's List, a student must take at least four full units and receive a letter grade of "C" or higher for each of the courses in which he or she has enrolled. No student is eligible for the Dean's List in any term during which he or she has received an incomplete grade ("X," "Y," "O," or "N"), or a grade of "S."

Honors at Graduation

The final, cumulative grade point average is calculated to three decimal places and rounded to the nearest hundredth. Students who during their academic careers establish a grade point average of 3.50 are graduated *cum laude*; those who establish a grade point average of 3.75 are graduated *magna cum laude*; and those with a grade point average of 3.90 are graduated *summa cum laude*.

Academic Awards

The following is a partial list of awards granted at the close of each academic year for outstanding scholarship and achievement. These and other awards and recognitions are presented on Honors Day, held during the spring term. At the Honoring Scholarship Conference held in conjunction with Honors Day, students present their scholarly research and musical and artistic works.

The Acton Award is given to a student or students who are deemed to have reached a level of excellence in the field of mathematics.

The Alpha Lambda Delta Scholarship Award is awarded each year to an outstanding junior member of Alpha Lambda Delta.

The American Bible Society Award, a Greek-English New Testament, is given annually by the American Bible Society to the senior student who has done the most outstanding work in Biblical studies.

The American Institute of Chemists Award is awarded to the outstanding senior chemistry major each year.

The Analytical Division of American Chemical Society awards a subscription to the journal *Analytical Chemistry* to an outstanding junior who displays interest and aptitude for a career in analytical chemistry.

The Bell Teaching Award honors graduates in education earning a teaching certificate who will be employed in teaching in the year following graduation. The cash awards are used to enhance first-year teaching materials.

The Birmingham-Southern College Arts Council Award for Academic and Creative Excellence in Theatre Arts is given to an outstanding senior theatre arts major. The student must have maintained a cumulative grade point average of 3.30 and must have contributed substantially to all areas of production.

The Senior Biology Award goes to the senior biology major with the highest overall grade point average.

The Rutherford Ray Black Teacher Education Award is awarded to the most outstanding senior in the Teacher Education Program.

The Louise H. Branscomb Award is given to a rising senior in the Teacher Education Program who demonstrates a commitment to teaching youth and a desire to develop skills toward that end.

The Chemical Rubber Company Award is given to a first-year chemistry student for outstanding achievement.

The College Theatre Award for Theatrical Excellence is presented for excellence in production in the areas of performance and technical theatre.

The English Award for Achievement in Literary Study honors the senior English major whose study of literature shows unusual industry, achievement, and depth of understanding.

The J. David Fraley Award is presented annually by the faculty of history to a senior history major who has written the most distinguished paper for that year in the departmental senior seminar.

The Paul Franke Memorial Award in Philosophy is given for outstanding work in philosophy.

The John Marshall Gersting Awards in Economics and Business Administration are awarded each year to the graduating economics major and the graduating business administration major with the highest grade point average.

The Robert Hewlin Jackson Achievement Award is given each year to that student in the graduating class who has made a distinguished record in his or her junior and senior years and who has also shown the greatest improvement in academic achievement over the record of his or her first two years.

The Robert Hewlin Jackson Award for Meritorious Scholarship is given each year to that student whose overall academic record in college places him or her at the top of the graduating class.

The Hubbs Award honors a student who best exemplifies the twin principles on which Birmingham-Southern College was founded in 1856: academic excellence and selfless service. Preference is given to juniors, but a sophomore or senior may be chosen.

The Kurt Lewin/Richard McCallum Award in Psychology is presented annually by the psychology faculty to the outstanding senior in psychology.

The Kappa Mu Epsilon Award in Mathematics is awarded each year to a senior member of Kappa Mu Epsilon who has either a major in mathematics or an individualized major involving mathematics. The recipient is selected on the basis of scholarly attainment in mathematics and service to Kappa Mu Epsilon.

The Raymond J. MacMahon Award is given to a senior art major who has demonstrated superior accomplishment both in studio art and in overall academic achievement.

The Richebourg G. McWilliams English Award honors the senior English major whose literary study has shown unusual personal engagement, industry, and intellectual growth.

The National Alpha Lambda Delta Award is a book presented to the graduating member of Alpha Lambda Delta, a national honor society for first-year students, who has maintained the highest grade point average.

The J. Stephen Noser Interfraternity Scholarship Award is given to the fraternity that has maintained the highest academic average during the calendar year.

The Panhellenic Pledge Scholarship Cup is awarded annually by Alpha Chi Omega to the sorority pledge group making the highest average during its pledge term.

The Panhellenic Scholarship Award recognizes the sorority with the highest active grade point average for the fall term.

The Ursula Clark Parson Endowed Scholarship is given by the English faculty to a worthy female student beginning her sophomore year who is concentrating her studies in the field of creative writing. The scholarship provides financial support to the student for three years or until graduation, whichever occurs first.

The Mary Jean Parson Endowed Scholarship is an award given to a worthy female student interested in theatre. The scholarship provides financial support to the student for three years or until graduation, whichever occurs first.

The Phi Alpha Theta Award is given annually to the graduating senior, regardless of major, who has demonstrated excellence in the study of history at Birmingham-Southern College.

The Phi Eta Sigma Award goes to the senior member of Phi Eta Sigma who has maintained the highest grade point average during a four-year college career.

The Phi Eta Sigma Scholarship Award is a plaque given to the fraternity pledge class with the highest grade point average for the year.

Dr. Arnold Powell Award for Excellence in Theatre Arts is a merit award made annually to an outstanding student in theatre arts.

The President's Award recognizes a student or a small group of students who embody much of what is meant by a liberal arts education. These are students who write well, think critically, and truly express and articulate their values through their work and actions.

The Turnipseed-Ikenberry Scholarship is awarded to rising juniors or seniors who are majoring in physics, mathematics, or history, and who have demonstrated outstanding academic achievement. Selection is made by a faculty committee appointed by the Provost.

The Wall Street Journal Student Achievement Award is given to the senior majoring in economics or business administration who, in the opinion of the discipline faculty, has the traits needed for a successful career in the business world.

The Dorothy Ward Scholar is named each year by the faculty of modern foreign languages from among the students studying Spanish.

Honor Societies

Alpha Epsilon Delta recognizes excellence in pre-medical scholarship.

Alpha Lambda Delta is a scholarship honorary for first-year students.

Beta Beta Beta is an honorary society whose members are biology majors with above-average scholastic records.

Eta Sigma Phi selects members who distinguish themselves in the study of the classical languages.

Kappa Delta Epsilon, a national education honorary, recognizes outstanding work in the field of education.

Kappa Mu Epsilon recognizes excellence in the field of mathematics.

Mortar Board, an honorary society for senior women and men, recognizes eminence in scholarship, leadership, and service.

Omicron Delta Kappa elects its members from men and women in the junior and senior classes, recognizes leadership in scholarship, athletics, student government, social and religious affairs, publications, music, speech, and dramatic arts.

Order of Omega recognizes fraternity and sorority members who have attained a high standard of leadership. Open to any member of a Birmingham-Southern College fraternity or sorority who is at least a junior or senior, has at least an overall grade point average equivalent to the all-fraternity or all-sorority average, and has held leadership positions on campus.

Phi Alpha Theta, international honor society in history, elects members on the basis of outstanding scholarship achievement in the study of history and the maintenance of a distinguished overall scholastic record.

Phi Beta Kappa, national honorary scholarship fraternity, established the Beta of Alabama Chapter at Birmingham-Southern College in 1937. Election to Phi Beta Kappa is based on scholarly achievement in a broad program of intellectual interest within the context of a liberal education. High grades alone, particularly if earned in a narrowly conceived vocational or pre-professional program, are not sufficient reason for election. Students are elected by the resident members of Phi Beta Kappa after a careful analysis of grades and course distribution.

Candidates for election must be pursuing a liberal arts degree of adequate breadth; candidates for degrees other than Bachelor of Arts or Bachelor of Science are considered only if they have fulfilled the general program for the liberal arts degree. Election is limited to those students who will complete degree requirements by the June following election. At no time may Phi Beta Kappa elect more than ten percent of the graduating class to membership; students with less than a 3.40 grade point average may not be considered for membership, although the criteria for election are somewhat different for transfer students.

Phi Eta Sigma is a national scholarship society for first-year students.

Phi Sigma Iota elects its members from students who have distinguished themselves in the study of foreign languages at the advanced level.

Pi Kappa Lambda honors outstanding music majors in their junior or senior years, promotes excellence in individual music performance and scholarship, and promotes activities in the area of music.

Pi Tau Chi recognizes academic accomplishment by students of religion.

Psi Chi seeks to advance the science of psychology and to encourage, stimulate, and maintain scholarship of the individual members of all fields, particularly in psychology.

Sigma Tau Delta recognizes excellence in the field of English literature and writing.

COURSES
OF STUDY

BSC

GRADUATION REQUIREMENTS

Degrees Conferred

Birmingham-Southern College confers the earned undergraduate degrees of Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Musical Arts, Bachelor of Music Education, and Bachelor of Science.

Requirements for any Bachelor's Degree

To earn any bachelor's degree offered by the College, a student must complete the following requirements:

(1) Total units: pass a minimum of 32 units or the equivalent, including two exploration terms. No more than two exploration terms may count toward graduation.

(2) General education: successfully complete the Explorations Curriculum Requirements listed in the following section of this catalog.

(3) Major: successfully complete a concentration consisting of a minimum of eight units. For the Bachelor of Arts degree or the Bachelor of Science degree, no more than 20 units in a disciplinary or interdisciplinary major and its supporting courses (including exploration terms) may be presented toward the 32 units required for graduation.

(4) Academic areas: complete at least one regular term unit in each of four academic areas: fine and performing arts (art, art history, theatre, music), social sciences (economics, political science, psychology, sociology), natural sciences (astronomy, biology, chemistry, physics), and humanities (Asian studies, Arabic, Chinese, Classics, English, French, Hebrew, history, Latin, philosophy, religion, Sanskrit, Spanish; excluding EH 102 or EH 208, and language courses at or below the intermediate level). These courses may be used to fulfill general education and major requirements.

(5) Grade point average: earn a minimum grade point average of 2.00 (a "C" average) on all work completed at Birmingham-Southern College and a minimum grade point average of 2.00 on all work completed for a major or minor. Students who have transferred to Birmingham-Southern College from another institution must have a minimum cumulative 2.00 average, a minimum 2.00 average on all work completed at the College, and a minimum 2.00 average on all courses in the major and minor that are completed at Birmingham-Southern College.

(6) Lecture and arts events: attend 24 approved lecture and arts events. A list of approved lectures, performances, recitals, and events, will be published through print and electronic means. Transfer students must attend at least three events for each term they attend Birmingham-Southern College.

(7) Residency: complete at least two years of work (18 units, including two exploration terms) at Birmingham-Southern College. A student who has transferred to Birmingham-Southern College from another institution must complete at least five units in his or her major discipline, and, if declaring a minor, earn at least half of the required units at Birmingham-Southern College.

If a student has completed the requirements for one baccalaureate degree at Birmingham-Southern College, he or she must earn at least eight regular units and one exploration term unit of additional credit in residence at Birmingham-Southern College, and must satisfy all requirements for graduation, in order to complete a second baccalaureate degree. *Completion of two majors alone does not warrant the awarding of two separate degrees to graduating students.*

(8) Discharge all obligations and college duties.

Explorations Curriculum Requirements

The Explorations Curriculum at Birmingham-Southern emphasizes what students will be able to do as a result of their education. In our view, students who successfully complete a program in the liberal arts from Birmingham-Southern College will be able to do the following:

- (1) communicate effectively
- (2) solve problems creatively
- (3) engage their social and political world
- (4) connect their coursework to the wider world
- (5) engage in self-directed teaching and learning

These five values embody a liberal arts educational experience and cannot be accomplished through any one discipline or by any one academic area. Many areas share similar approaches or examine similar content; at the same time, disciplines and areas of study are different precisely because they study different materials and approach those materials with different methods.

These similarities and differences in content and methods, we believe, provide generative ground for purposeful exploration and renewed insight. Learning in a liberal arts context is a creative endeavor, one that is best understood as an exploration, whether that exploration addresses ongoing problems considered for many millennia or identifies new, emerging problems unique to citizens of the twenty-first century.

Because we assume these five values require familiarity with multiple disciplines—both the knowledge accumulated in those disciplines and the approaches taken by them—students in the Explorations Curriculum are expected to explore a wide range of disciplinary and interdisciplinary approaches. Likewise, we invite students to seek out connections between the coursework required for general education, the coursework required for a disciplinary or interdisciplinary major, and the wider community.

In order to assist students in their purposeful exploration, we have designed a general education curriculum around each of the five values mentioned above. There is no one way to satisfy these requirements. Students should use this framework to craft their own unique exploration.

Advanced Placement (AP) or International Baccalaureate (IB) credits may not be used to fulfill Explorations Curriculum Requirements, but may be used towards graduation requirements, including the academic areas requirement. For additional information, see the Transfer Credit section of this catalog.

Students may use individual courses to fulfill only one requirement, regardless of the number of designations assigned to a specific course. The following is a list of the course designations described in the requirements and indicated in course registration materials:

CE – Creative Expression
 CI – Community Interests
 ES – Explorations in Scholarship First-Year Seminar
 GP – Global Perspectives
 IA – Interpretation or Analysis
 QA – Quantitative Analysis
 SM – Scientific Methodologies
 WR – Writing Reinforcement

Regularly enrolled Birmingham-Southern students must fulfill learning outcomes designation requirements with scheduled courses taken at the College. See also the Transfer Credit section of this catalog.

A listing of courses with learning outcomes designations can be found on the College website under the Explorations Curriculum. The *Schedule of Classes*, published by the Office of Academic Records, will serve as the official record of learning outcomes designated courses for each term.

- (1) *Effective Communication*. Students should be able to communicate effectively in written, oral, and artistic forms to a variety of audiences. Students develop these skills in three courses:
 one first-year seminar in writing and critical thinking (EH 102 or EH 208)
 one writing reinforcement course within the major (WR)
 one course in creative expression outside the major (CE)
- (2) *Creative Problem Solving*. We expect students to be able to identify and solve problems using a variety of methods. They further develop these abilities through four courses from a range of disciplines:
 one course in quantitative analysis (QA)
 one course in scientific methodologies (SM)
 two courses from two different disciplines in the interpretation or analysis of people, societies, artifacts, or theories (IA)
- (3) *Civic Engagement*. The fully engaged citizen articulates his or her place in the world by attending to historical, social, economic, and geographical differences; such a citizen is equally capable of attending to competing interests by weighing the costs of privileging one perspective over another. To assist students in refining this attention, we invite them to participate in three courses or experiences among the following, with no more than two of the three coming from any one option:
 courses in a foreign language
 courses whose primary concerns are the understanding of subject matter within a global perspective, be that a cultural, political, social, economic, historical, linguistic, or aesthetic framework (GP)
 courses whose primary interests are in competing ethical, moral, or community interests (CI)

- a study abroad experience for at least one fall or one spring term (no more than one may be counted toward the three) in a program approved by the Sklenar Center
- an approved travel experience during the exploration term (no more than one may be counted toward the three) (GP or CI)

(4) *Connectivity*. Creative insight and generative problem solving frequently occur by connecting previously disconnected areas of thought. In this vein, we expect students to be able to identify and employ connections within one academic area, among academic areas, and between the academy and the wider world. Two courses, one at the beginning and one at the conclusion of the Explorations Curriculum, assist in developing this ability:

- one designated first-year explorations in scholarship seminar (ES)
- one connection in scholarship senior experience, which serves as the capstone within the major and includes a required public presentation

(5) *Self-Directed Teaching and Learning*. In any exploration, unplanned, unscripted, or non-routine events frequently provide the most memorable experience. Recognizing the difficulty in scripting the unscripted, we hope to foster such unplanned insights by providing a space for students to engage in independent study, seek out new opportunities and experiences, and actively pursue those experiences based on their own interests and concerns by enrolling in three courses beyond their other general education requirements and outside their major requirements.

Exploration Term

Exploration term refers to a period of four weeks during January that provides an opportunity for innovation and experimentation for both students and faculty. The courses and projects offered during the exploration term may vary in content and technique, but they all share the goal of providing an opportunity for exploration not possible during a regular term, including opportunities for study-travel or focused creative production. In addition to faculty-led projects, students are encouraged to use initiative and imagination to develop their own contracted projects through the Office of Exploration Term and Contract Learning.

First-year students must enroll in an exploration term course listed in the Exploration Term Bulletin. They may not contract individualized exploration projects.

Following the first year of study, students may contract individualized exploration projects. Contracted projects meet the same academic standards as courses listed in the Exploration Term Bulletin and must be supervised by faculty members from Birmingham-Southern College. Each contracted project must be approved by the project sponsor, the student's faculty advisor, the appropriate department chair, and the Exploration Term and Contract Learning Committee.

Students must complete at least two exploration terms. Each project counts as a full unit. Projects used to fulfill Explorations Curriculum requirements must receive a letter grade. For those majors where the exploration term is used for the senior project, the senior project must receive a letter grade. A transfer student who meets only the minimum residency requirements for a degree must complete two exploration projects.

All exploration projects are recorded on permanent records and class schedules according to discipline abbreviations (including "GEN" for those projects outside of the disciplines offered at the College). If required for the major, senior exploration projects will be recorded as 499; all other projects will be recorded as 299. Each fall a published Exploration Term Bulletin lists projects offered in the upcoming term; all disciplines typically offer projects.

ACADEMIC MAJORS

Declaration of a Major

Students may major in any of the areas listed below. Before the end of the sophomore year, preferably during spring registration, a student must make a formal declaration of his or her proposed major. Students should be aware that certain majors may require more than eight regular terms to complete.

Disciplinary Majors

Art (Bachelor of Fine Arts in drawing, painting, photography, printmaking or sculpture; Bachelor of Arts in studio art)
 Art History
 Biology
 Business Administration
 Chemistry
 Economics
 Education (Bachelor of Science in elementary/collaborative education K-6; certification in secondary education 6-12, visual art P-12, music education P-12)
 English
 History
 Mathematics
 Music (Bachelor of Arts, Bachelor of Music Education, Bachelor of Music, Bachelor of Musical Arts)
 Philosophy
 Physics
 Political Science
 Psychology
 Religion
 Sociology
 Spanish
 Theatre Arts

Interdisciplinary Majors

Asian Studies
 Biology-Psychology
 History-Political Science
 International Studies
 Media and Film Studies
 Musical Theatre
 Sociology-Political Science
 Sociology-Psychology
 Urban Environmental Studies

Students who double major with one major being disciplinary and the second being interdisciplinary and overlapping in content with the first major may count a course explicitly required by both majors towards each major but may not count elective courses within one major towards satisfaction of the requirements of the other major.

Dual Degree Programs

Engineering
Environmental Studies
Nursing

INDIVIDUALIZED MAJORS

Individualized majors are designed in consultation with a faculty committee consisting of at least three faculty members representing the various disciplines involved. One of these committee members is designated chair. The student must present a proposal to the committee outlining objectives for the major, and a suggested program comprising no fewer than eight and no more than 20 units with at least six units in one discipline, if possible above the introductory level. It must also include at least one and preferably two courses that provide a synthesis of the areas covered in the major (one of these courses may be the senior exploration term project). There shall be a distribution of 100-400 level courses with several 300-400 level courses included, at least one of which shall be at the 400 level. EH 102 and exploration term projects should not be listed in the areas of concentration as these are requirements of the College. The student shall accompany the proposal with a brief statement establishing a rationale for the major that indicates why existing majors and minors fail to meet the student's academic objectives. The proposal shall also be accompanied by an endorsement by the committee chair. Before approving the program, the committee will advise the student and make any necessary revisions. The program is then drawn up into a contract. Once the committee as well as the Exploration Term and Contract Learning Committee have approved it, the contract is sent to the Provost for final approval.

Students interested in individualizing a major should submit the completed proposal, signed by the student's faculty committee, by the end of the first term of the junior year. All negotiations for the major should be completed prior to the end of the junior year. Any changes made in the major after it has been approved must be initialed by the committee chairperson. An individualized major does not exempt students from the degree requirements of the College. For further information contact the Office of Exploration Term and Contract Learning or a faculty member in one of the disciplines of concentration.

ACADEMIC MINORS

Students may concentrate additional studies in any of the areas listed below. Minors are not required for graduation, but students who pursue a minor should do so thoughtfully, and should declare it prior to the end of the junior year. Students must maintain at least a 2.00 grade point average in the minor, and none of its course requirements may be evaluated "S" or "U." In addition, no courses counted toward the major may be counted toward a minor unless specifically exempted from this exclusion. Exemptions appear in the descriptions of majors found in the Curriculum section of this catalog.

A student who elects to pursue a minor is encouraged to spread his or her elective courses over the remaining disciplines in order to gain the benefits of a broad liberal arts education.

Disciplinary Minors

- Art
- Art History
- Biology
- Business Administration
- Chemistry
- Classics (classical civilization and Latin)
- Economics
- English (literature and writing)
- History
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Religion
- Sociology
- Spanish
- Spanish for the Workplace
- Theatre Arts

Interdisciplinary Minors

- Asian Studies
- Gender and Women Studies
- Latin American Studies
- Urban Environmental Studies

CURRICULUM

The College's curriculum is designed to provide a four-year academic program for each student. It consists of courses numbered in an orderly sequence ranging from the first-year level to the senior level.

The abbreviations in parentheses after the names of disciplines ("AR" for art, etc.) are those used by the College for permanent records and class schedules. The bachelor's degree designations to the right of names of disciplines (Bachelor of Arts, etc.) indicate those degrees awarded by the College for completing major requirements in the discipline.

The figure in parentheses after each course indicates the amount of credit given for the course: a full-unit course (1), a half-unit course ($\frac{1}{2}$), a quarter-unit course ($\frac{1}{4}$). Units of credit earned at Birmingham-Southern College may be translated into conventional semester-hour credits by multiplying the indicated figure by four. They may be translated into conventional quarter-hour credits by multiplying the indicated figure by six.

Prerequisites for courses follow the course descriptions; if no designation appears after a course description, that course has no prerequisites.

Typically, courses are scheduled for two or three days per week, for approximately fourteen weeks each term. Not all courses conform to this schedule; the College recognizes that different kinds of learning experiences may require different contexts for learning. Students should consult the class schedule as they plan their courses each term.

A "Common Hour" is built into the schedule on Tuesdays and Thursdays for special programs, speakers, and College community activities.

DISCIPLINARY MAJOR AND MINOR REQUIREMENTS

Art (AR) and Art History (ARH) Bachelor of Arts, Bachelor of Fine Arts

Steven F. Cole, James Neel, Kevin Shook, Timothy B. Smith, Kathleen Spies, Pamela Venz

The faculty of art offers courses that introduce students to the visual arts, both as observers and participants. Beginning courses are open to students with no previous training. In addition, there are three programs for those who wish to concentrate in art. One leads to the B.F.A. degree in drawing, painting, photography, printmaking, or sculpture. The second program leads to the B.A. degree in studio art with emphasis in drawing, painting, photography, printmaking, or sculpture. A third program leads to the B.A. degree with a major in art history. Tutorial or contracted courses cannot substitute for required art history courses.

With the approval of his or her advisor, an art major may elect a maximum of two teaching experiences in the area of concentration. This is done in either the sophomore, junior, or senior year by enrolling in AR 298, 398, or 498.

Students with a studio concentration must demonstrate that they are competent to undertake college-level work in the visual arts. Students in the B.F.A. or B.A. in studio art may enroll in 400-level studio concentration courses upon approval of a proposal to study advanced subject matter, concepts, and techniques.

Upon completion of the art major, students will be able to

- demonstrate knowledge and conceptual understanding of the visual arts,
- apply knowledge of the visual arts creatively,
- communicate visually,
- develop an analytical and interpretative approach to the visual arts,
- solve problems and make decisions relevant to the visual arts.

Upon completion of the art history major, students will be able to

- utilize art historical terminology and techniques,
- analyze artworks within a social-historical context,
- explain theoretical models and practical research methodologies in the discipline,
- demonstrate written and oral communication skills.

Major Requirements

B.F.A. in Studio Art (17 units):

AR 111

AR 112

AR 150 and 250

four units in art history (ARH), at least two of which must be from ARH 114, 215, or 216

five units of studio art at the 300 level or above; at least three of these units must be in the area of concentration (drawing, painting, photography, printmaking or sculpture); at least two of these units must be outside the area of concentration (drawing, painting, photography, printmaking, or sculpture)

AR 372

AR 471 and 472

AR 499

Maintain a 3.0 GPA in all studio art (AR) and art history (ARH) courses

B.A. in Studio Art (13 units):

AR 111

AR 112

AR 150 and 250

four units in art history (ARH), at least two of which must be from ARH 114, 215, or 216

three units in studio art at the 300 level or above in at least two different disciplines (drawing, painting, photography, printmaking, or sculpture)

AR 372

AR 471

B.A. in Art History (12 units):

ARH 114

ARH 215

ARH 216

six additional units in art history (ARH), with at least two focused on art pre-1800 and at least two on art post-1800

two units in studio art (AR) at the 100 level

ARH 473

Minor Requirements

Studio Art (5 units):

AR 111 or 112

AR 150

ARH 215 or 216

two units in studio art (AR) at the 300 level or above

Art History (5 units):

ARH 215

ARH 216

two additional units in art history (ARH)

one unit in studio art (AR) at the 100 level

Studio art majors with art history minors and art history majors with studio art minors may use ARH 215 and/or ARH 216 to satisfy both major and minor requirements. However, art history courses at the 300 level and above cannot be used to satisfy both major and minor requirements.

*Courses in Studio Art***AR 100 First Experiences in Studio Art (1)**

A first-year level, team-taught introduction to the five studio art disciplines of drawing, painting, printmaking, photography and sculpture. After a one-week introduction and analysis of studio approaches and applications, the course introduces the five disciplines through five two-week concentration sessions. The course does not count towards art major requirements. Materials fee required. Fall.

AR 101 Basic Painting (1)

A studio course dealing with the fundamental principles of oil painting, accompanied by supplemental exercises aimed at developing elementary drawing skills. Fall, Spring.

AR 105 American Landscape Painting (1)

A studio experience in painting that explores the historical uses of the landscape genre to comment on scientific, philosophical, theological, and/or political issues. This course cannot be used to satisfy major or minor requirements in art or art history.

AR 111 Two-Dimensional Design (1)

A studio course emphasizing structural and proportional organization through problems in line, tonal contrast, and color relationship, employing a variety of materials. Fall, Spring.

AR 112 Three-Dimensional Design (1)

A studio course emphasizing composition and construction techniques through a series of three-dimensional projects. Fall, Spring.

AR 120 Photography from Pin Hole to Pixels (1)

An introduction to the production and understanding of photography, its history and its impact on the way in which we view the world. Camera required (no phone cameras). No previous experience in photography is required. This course cannot be used to satisfy major or minor requirements in art or art history.

AR 130 Printmaking: The Art of Communication (1)

An integrated curriculum of history and studio techniques in printmaking. The course emphasizes printmaking's historical and contemporary impact on communication media and the art world. This course cannot be used to satisfy major or minor requirements in art or art history. Materials fee required. Spring.

AR 150 Drawing I (1)

A studio course dealing with basic principles of drawing. This course emphasizes drawing skills and perception. Fall, Spring.

AR 222 Camera Mechanics and Composition (1)

A studio experience investigating the manual controls of the Single Lens Reflex Camera (SLR), both film and digital, and the aesthetic effects of those controls and lens options on photographic compositions. The course introduces rudimentary silver and digital printing techniques, including scanning options for film images. The course is required for students interested in upper-level photography courses who have had no previous experience with SLR manual camera controls. An SLR camera, either film or digital, with manual control options is required.

AR 250 Drawing II (1)

A studio experience focusing on figurative studies involving proportions of the human skeleton and life drawing. Course activities develop a personal imagery through a variety of techniques. Figure laboratory required. Prerequisite: AR 150. Fall.

AR 293, 393, 493 Independent Study in Art (½ or 1)

Directed study for advanced students in the major. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

AR 298, 398, 498 Teaching Experience in Art (½ or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog.

AR 306 Painting I (1)

A studio experience in the fundamentals of oil painting, exploring traditional subjects and concepts. Prerequisite: AR 150. Fall, Spring.

AR 307 Painting II (1)

Application of techniques presented in AR 306, with an investigative approach to materials and style and an emphasis on aesthetics. Prerequisite: AR 306. Fall, Spring.

AR 308 Painting III (1)

A studio experience in advanced techniques and conceptual approaches to painting, specifically in the development of works in series. Prerequisite: AR 307. Fall, Spring.

AR 309 Encaustic Painting (1)

A studio experience in the history and techniques of painting with pigmented wax, exploring traditional subjects, concepts and contemporary themes in art. Following a lecture on the history and contemporary uses of this ancient medium, studio experimentation will explore the various techniques of encaustic painting while solving visual problems that address issues in poststructuralist postmodernism. Prerequisite: AR 111.

AR 311 Sculpture I (1)

A studio experience in several traditional sculptural concepts and media, including modeling, casting, and carving. Prerequisite: AR 112. Fall, Spring.

AR 312 Sculpture II (1)

Advanced sculptural problems, their concepts and media. Prerequisite: AR 311. Fall, Spring.

AR 313 Sculpture III (1)

A studio experience in advanced techniques and conceptual approaches to sculpture. Prerequisite: AR 312. Fall, Spring.

AR 321, 421 Photography: From Chemistry to Digital (1)

A studio experience in the fundamentals of silver and digital image processing including 35mm film and paper processing, Photoshop and archival digital print processing. An SLR camera, either film or digital, with manual control options is required. Students must have an understanding of SLR camera mechanics, most likely from completing AR 222. May be repeated as AR 421 with approval. Prerequisites: at least two from AR 111, 112, or 150; and at least sophomore standing.

AR 322, 422 Photography: Alternative Processes (1)

A studio experience in the various alternative approaches to photographic image making including, but not limited to cyanotype, albumen, gum bichromate, transfer processes, and pin-hole cameras. An SLR camera, either film or digital, with manual control options is required. Students must have an understanding of SLR camera mechanics, most likely from completing AR 222. May be repeated as AR 422 with approval. Prerequisites: at least two from AR 111, 112, or 150; and sophomore standing or above.

AR 324, 424 Photography as Witness: Photojournalism and the Art of Visual Narrative (1)

A studio experience in the various approaches to photojournalism and the creation of visual narratives in photography. An SLR camera, either film or digital with manual control options, and an understanding of its mechanics, from previous experience or from completing AR 222, is required. With the successful completion of AR 324, the course may be repeated as AR 424 with approval. Prerequisite: two units from AR 111, 112, or 150; or two introductory courses in MFS.

AR 330, 430 Intaglio Printmaking (1)

A studio experience in printmaking's most versatile technique. The course develops an individual's competency conceptually and technically in collagraph, drypoint, ImagOn, soft-ground, hard-ground and aquatint etching. May be repeated as AR 430 with approval. Prerequisites: at least two units from AR 111, 112 and 150; and at least sophomore standing. Fall, Spring.

AR 331, 431 Relief Printmaking (1)

A studio experience in the oldest and one of the most expressive and direct printing processes. This course develops an individual's competency conceptually and technically in woodcut, linoleum and other relief processes. May be repeated as AR 431 with approval. Prerequisites: at least two units from AR 111, 112 and 150; and at least sophomore standing. Fall, Spring.

AR 332, 432 Serigraphy (1)

A studio experience in printmaking's youngest traditional technique, commonly known as screenprinting. This course develops an individual's competency conceptually and technically in the water-based processes of blockout, drawing fluid, crayon resist and photo emulsion. May be repeated as AR 432 with approval. Prerequisites: at least two units from AR 111, 112 and 150; and at least sophomore standing. Fall, Spring.

AR 333, 433 Digital Printmaking (1)

A studio experience in printmaking's newest technique. This course uses the computer as a tool to create and manipulate digital images, and explores contemporary and traditional printmaking techniques to produce printed editions of these digital images. The course develops an individual's competency conceptually and technically in the use of digital technology to create prints in three traditional processes: woodcut, serigraphy and photo etching. May be repeated as AR 433 with approval. Prerequisites: at least two units from AR 111, 112 and 150; and at least sophomore standing. Fall, Spring.

AR 334, 434 Lithography (1)

A studio experience in printmaking's most mystical and scientific technique. The course develops an individual's competency conceptually and technically in stone lithography. May be repeated as AR 434 with approval. Prerequisites: at least two units from AR 111, 112 and 150; and at least sophomore standing. Fall, Spring.

AR 353, 453 Drawing and Beyond: Making Connections (1)

An exploration of the relationship between drawing and all other areas of two and three-dimensional art. The course considers the drawings and subsequent work in painting, printmaking, sculpture, and photography of prominent artists such as Giacommetti, Twombly, Rembrandt, Oldenburg, Van Gogh, Christo, Diebenkorn, Hockney, Meyer, Sontag, Michals. Figure laboratory required. May be repeated as AR 453 with approval. Prerequisite: AR 250.

AR 354, 454 Advanced Figure Drawing (1)

An exploration of the anatomy and proportions of the human figure as it relates to the artist. Skeletal anatomy as well as the muscular anatomy and the body fat masses on the male and female body will be examined. Facial features and proportions will also be addressed with portraits. Old masters' and contemporary artists' work will be studied. Figure laboratory required. May be repeated as AR 454 with approval. Prerequisite: AR 250.

AR 355, 455 Colored and Mixed Media (1)

An exploration of both black and white and colored drawing media, as well as techniques in mixed media. Emphasis is on matching the medium to the individual's strengths. Figure laboratory required. May be repeated as AR 455 with approval. Prerequisite: AR 250.

AR 356, 456 Observational Drawing (1)

An investigation of light, surface, and form in natural objects and depth and perspective in architecture. Students will also draw from works in the Birmingham Museum of Art with field trips that may include the zoo, botanical gardens, and downtown. Figure laboratory required. May be repeated as AR 456 with approval. Prerequisite: AR 250.

AR 372 Third-Year Studio (1)

Develops conceptual and critical analysis skills crucial to the maturation of the studio artist; culminates in the production of both a visual portfolio and written work demonstrating conceptual sophistication. This course is required of B.A. and B.F.A. students in the third year of their art studio major and serves as the writing reinforcement component of the Explorations Curriculum for the major. Prerequisite: completion of AR 111, 112, 150, 250, and three 300-level courses in studio concentration or permission of the art faculty.

AR 471 Senior Studio I (1)

A course for B.A. and B.F.A. studio art degree candidates that leads to the production of a series of related works in the student's area of specialization. For the B.A. student, the course fulfills the senior capstone experience and will culminate in a public talk and a written formal statement. A public exhibition of completed work is optional. For the B.F.A. student, the course is the first of three courses (AR 471, 472, and 499) that comprise the senior capstone experience; the completion of all three courses will culminate in a public exhibition, a public talk, a formal artist's statement, and a written thesis. The major components of this course will include weekly critiques, a written statement of purpose, and the development of a formal statement that outlines the conceptual and visual basis of the student's work. Prerequisites: completion of three 300-level or above courses in studio concentration, senior standing, and consent. Fall.

AR 472 Senior Studio II (1)

A continuation of work initiated in AR 471 culminating in the student's participation in the B.F.A. Exhibition, an artist portfolio, presentation and thesis to be reviewed by the art faculty. Prerequisite: AR 471. Spring.

AR 499 Senior Project in Art (1)

A capstone experience in art; subject to approval by the major professor. The B.F.A. candidate either continues project work from AR 471 or takes on a course of study supportive of the senior studio experience. Prerequisite: senior standing. Exploration term.

*Courses in Art History***ARH 114 Introduction to Art Issues (1)**

An introductory discussion course designed for beginning studio art and art history majors. Students are introduced to the language and methods of verbal and written visual analysis, and to political and social issues surrounding the production and consumption of art today. Prerequisite: art or art history major.

ARH 215 Introduction to Art History: Ancient to Medieval (1)

A digital-slide-lecture course that provides the general student as well as the art major with an introduction to the language and methodology of art history. Focus is placed on stylistic development and its relation to cultural and historical contexts. Objects studied include prehistoric cave paintings, Egyptian pyramids, ancient Greek sculpture, and the cathedrals of medieval Europe.

ARH 216 Introduction to Art History: Renaissance to the Present (1)

A digital-slide-lecture course that provides the general student as well as the art major with an introduction to the language and methodology of art history. Focus is placed on stylistic development and its relation to cultural and historical contexts. Artists studied include Michelangelo, Rembrandt, Monet, Picasso, Dali, and O'Keeffe.

ARH 293, 393, 493 Independent Study in Art History (½ or 1)

Directed study for advanced students in the major. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

ARH 298, 398, 498 Teaching Experience in Art History (½ or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog.

ARH 299 Queer Visual Culture (1)

Consideration of visual representations of gender and sexuality and the social-historical contexts of their production, with a specific focus on non-heteronormative viewpoints. Exploration term.

ARH 311 Roman Art (1)

An exploration of the visual arts and archaeology of ancient Rome from its prehistoric origins through the fall of the Empire, considered in a social-historical context and with a primary emphasis on the early Imperial period. Prerequisite: ARH 215.

ARH 312 Medieval Art (1)

An examination of the visual arts and architecture of Western Europe from approximately 300 to 1400, considered in a social-historical context and with a primary emphasis on Italy and France. Prerequisite: ARH 215.

ARH 313 Early Renaissance Art (1)

An exploration of the visual arts and architecture in Italy from approximately 1400 to 1480, considered in a social-historical context and with emphasis on major centers, including Florence, Rome, and Venice. Prerequisite: ARH 216.

ARH 314 High Renaissance and Mannerist Art (1)

Consideration of the visual arts and architecture in Italy from approximately 1480 to 1580, examined in a social-historical context and with emphasis on major artists such as Leonardo, Michelangelo, Raphael, Titian, Bronzino, and Cellini. Prerequisite: ARH 216.

ARH 315 Baroque Art (1)

An exploration of the visual arts and architecture of Western Europe from 1600 to 1700, considered in a social-historical context and with a special emphasis on Italy, France, and the Dutch Republic. Prerequisite: ARH 216.

ARH 316 American Art (1)

A study of the visual arts of the United States and their social-historical contexts from the Colonial period to 1945. Prerequisite: ARH 216.

ARH 345 Medieval Narrative in Words and Pictures (1)

An investigation of medieval modes of reading texts and images. Beginning with working definitions of such words as *reading*, *narrative*, and *intertextuality*, this seminar will explore such through interdisciplinary case studies and will address topics like the relations of images and texts, reception, and compositional structure and meaning. Also listed as HON 345, this course may be counted by Honors Program students toward fulfillment of their course requirements. Prerequisite: art history major.

ARH 400 Special Topics in Art History (1)

Exploration of selected topics or problems in art history. This course may be repeated once for credit. Prerequisite: art or art history major or minor.

ARH 405 Pre-Columbian Art (1)

An examination of the visual arts and architecture of the ancient Americas from roughly 1500 BCE to the Spanish conquest in the sixteenth century, considered in a social-historical context and with emphasis on the Maya, Aztec, and Inca cultures. Prerequisite: ARH 215 or ARH 216.

ARH 415 Nineteenth-Century Art (1)

A study of the major European art movements from about 1760 to 1900, with a brief inclusion of their correlation in America. Focus is given to viewing artworks in their social-historical contexts. Prerequisite: ARH 216.

ARH 416 Modern Art (1)

An examination of the visual arts of Europe and the United States from approximately 1880 through the 1960s. The course considers the leading artists and artistic movements of this time period, from Postimpressionism to Pop and Minimalism. In addition, this course provides an introductory understanding of how these artists both influenced and were influenced by their social-historical contexts. Focus will be given to painting and sculpture. Prerequisite: ARH 216.

ARH 417 Contemporary Art (1)

An examination of international trends in the visual arts since the 1960s. New interpretive methods and current issues and debates surrounding artistic production and reception are also considered. Prerequisite: ARH 216.

ARH 473 Senior Capstone in Art History (1)

An advanced exploration of an art-historical topic of the student's choice, and approved by the instructor. Students will conduct in-depth, directed research culminating in a substantial paper and public presentation that demonstrate knowledge of art historical concepts and research methodology. Prerequisites: art history major, senior standing. Fall.

Astronomy (AS)

Duane Pontius, Mark E. Rupright

Major Requirements

No major or minor is offered in astronomy.

Courses in Astronomy

AS 101 General Astronomy (1)

An introductory course in descriptive astronomy with laboratory. The Meyer Planetarium and telescopes owned by the College are used as instructional aids. Three lectures and one laboratory per week. Fall, Spring.

AS 105 Principles of Astronomy (1)

An introduction to major topics of modern astronomy, focusing on the fundamental physical principles underlying astronomical phenomena. Topics include the origin, structure, and evolution of the solar system, stars, galaxies, and the universe. Three lectures per week.

AS 301 Introduction to Astrophysics (1)

A survey of the astronomical universe, with emphasis placed on physical principles. Topics include Kepler's laws of planetary motion, the Sun, planetary and stellar atmospheres and interiors, variable stars, stellar clusters and associations, galactic structure, stellar evolution, and cosmology. Prerequisites: PH 122 and MA 232.

Biology (BI)

Bachelor of Science

R. Scot Duncan, Andrew Gannon, Megan Gibbons, Pamela Hanson, Jason Heaton, Leo Pezzementi, H. Wayne Shew, Melanie Styers, Peter Van Zandt

Biology, the study of life from molecules to ecosystems, is one of the most interesting and important areas of modern scientific inquiry, with profound implications for society. Breakthroughs in basic research in biology are leading to practical applications in medicine, agriculture, and environmental management. The biology department of Birmingham-Southern College offers students the opportunity to participate in the excitement of biology as part of a learning community of faculty and students through investigative study in the classroom, laboratory, field, and library; through collaborative undergraduate research projects; and through formal and informal consultation, advising, and discussions. By participating in these activities, students actively learn both the process and content of modern biological science.

The introductory four-course sequence of the biology major introduces students to some of the major concepts and approaches of biology: biological organization and diversity, comparative structure-function relationships, cell structure and function, energetics and metabolism, classical and molecular genetics, evolution, and ecology. Upper-level elective courses allow students to investigate more thoroughly various facets of biological science. All students will undertake a two-term undergraduate research project as a capstone experience for their studies.

A biology major will also prepare students for additional coursework and research in graduate school in areas as diverse as ecology, molecular biology, physiology, environmental studies, and conservation biology. In addition the program provides the preparation needed for application to medical and dental schools, and also provides pre-professional training for students interested in various health-related fields (e.g., physical therapy, and physician or surgical assistant's programs). Biology majors may enter public school teaching with the appropriate courses in education required for certification.

An interdisciplinary major in biology and psychology is available, as are pre-professional programs in biology/environmental studies, biology/pre-nursing, and biology-psychology/pre-nursing (see the Interdisciplinary Majors section of this catalog). Courses in biology can be combined with courses in other disciplines for an interdisciplinary or individualized major to meet specialized career goals.

Additional course requirements may be needed for entrance into medical, dental or other professional programs. Students should consult with the Health Professions Program Advisor to ensure that they complete all of the requirements needed for acceptance into the professional program of interest.

Upon completion of the biology major, students will be able to

- search the scientific literature and find adequate, appropriate source material on a given topic,
- derive hypotheses to answer biological questions,
- design experiments to test hypotheses,
- conduct experiments and analyze data,
- draw appropriate conclusions from scientific data,
- explain the results of their experiments to a broad audience,
- write clearly and concisely in a scientific research paper format,
- demonstrate knowledge of the broad fundamental concepts of biology.

Major Requirements

The following courses are required (11 units):

BI 115 Organismal Biology

BI 125 or HON 126 Cellular and Molecular Biology

BI 215 Principles of Genetics

BI 225 Evolutionary Ecology

four elective units in BI, one of which must be at the 400 level or above.

One elective must have a significant field component (BI 206, 208, 232, 332, 410 or 411). One elective must have a significant molecular lab technique component (BI 301, 304, 402, 405 or 408).

The field or the molecular lab technique course may satisfy the 400-level requirement.

CH 120 General Chemistry or CH 149 Chemical Principles

two units in the capstone experience from BI 470 and 472, or BI 470 and 499

Independent study courses (BI 293, 393, and 493) are intended for students interested in additional research experience, and may not be applied toward the major. Internships (BI 297, 397, 497), exploration term projects (BI 299), and teaching experiences (BI 298, 398, 498) may not count toward the major.

The chemistry courses required for the biology major may be used to meet minor requirements in chemistry. Major requirements in the biology major may also be used towards the urban environmental studies major and minor.

Capstone Experience in Biology

The biology faculty challenges our majors to move beyond their coursework and truly embrace the discipline. We strive to establish and maintain a community of learners actively and personally seeking to become scientists. Excellence in coursework is needed, but only research experience can transform a science student into a student scientist. All biology majors will complete the following requirements:

- (1) Complete a minimum of two terms of research in biology (BI 470, and either BI 472 or BI 499). BI 470 must precede BI 472 or BI 499. Research may be conducted off campus if the student has at least a 3.0 grade point average in science courses, and if suitable supervision can be arranged. Interdisciplinary research projects are also encouraged. These two terms may be completed in the fall and spring terms of the senior year, the fall and exploration terms of the senior year, the spring of the junior year and the fall of the senior year, the summer before the senior year and the fall term of the senior year, the spring term of the junior year and the summer before the senior year, or, in exceptional instances, the exploration and spring terms of the junior year.

When research is performed during the spring, summer, or fall terms, students will register for BI 470 or BI 472 Directed Research, for one unit of credit per term; in the exploration term, students will register for BI 499. During the first term of Directed Research, students will consult with their research advisors and the course facilitator to (a) lead a discussion of a research article related to their project, (b) develop and write a formal research proposal, (c) give an oral presentation of the proposal to the class, and (d) begin their research. During the second term, students will (a) give a progress report, (b) finish their research, (c) write a thesis in the form of a scientific article, and (d) prepare an oral presentation of their research project.

- (2) Give a twenty-minute oral presentation of their research results and analysis to the discipline and the College community.
- (3) Write a thesis in formal research style presenting the experimental results and analysis.
- (4) Take the E. T. S. Major Field Test in Biology.

Minor Requirements

Internships, exploration term projects, and teaching experience may not count toward the minor.

The following courses are required (6 units):

BI 115

BI 125

BI 215

BI 225

one additional unit in BI at the 300 level or above

CH 120 or CH 149

*Courses in Biology***BI 101 Explorations in Biology (1)**

A course for non-science majors designed to provide an understanding of selected fundamental biological principles and processes. Three lectures and one three-hour laboratory per week. This course does not count towards the biology or biology-psychology major.

BI 103 Introduction to Forensic Science: Using Science to Solve Crimes (1)

An introduction to the field of criminalistics. Study will focus on the use of biology and chemistry in solving crimes. The course will consider actual criminal cases and how they were solved by use of forensic techniques. In addition, simulated crime scenes will be used to provide students an opportunity to "solve" crimes using forensic science. Three lectures and one three-hour laboratory per week. This course may not be counted toward the biology major. Spring.

BI 115 Organismal Biology (1)

An introduction to the biology of organisms. Topics include levels of biological organization, biological diversity, plant and animal structure and function, and comparative study of structure-function relationships in living organisms. Designed for students who plan to major in biology or one of the natural sciences and/or who are pre-health. Three lectures and one three-hour laboratory per week. Fall, Spring.

BI 125 Cell and Molecular Biology (1)

An investigation of the fundamental properties of cells. Topics include cell structure and function, energetics and metabolism, gene structure and expression, and the techniques used to study these phenomena. Designed for students who plan to major in biology or one of the natural sciences and/or who are pre-health. Three lectures and one three-hour laboratory per week. Fall, Spring.

BI 149 Cancer: Biology and Beyond (1)

A study of the development, progression, and treatment of cancer. The fundamentals of cell biology are learned by exploring the differences between normal and cancerous cells. In addition, the psychological and socioeconomic impacts of the disease are studied. Three lectures and one three-hour laboratory per week. This course may not be counted toward the biology major.

BI 206 Field Botany (1)

A study of the plants and fungi native to the southeastern United States, particularly Alabama, with special emphasis on identification, classification, distribution, and ecology. Two lectures and one three-hour laboratory per week. One weekend field trip is required. Prerequisite: BI 115. Spring of even-numbered years.

BI 215 Principles of Genetics (1)

A thorough introduction to the structure, function, and transmission of genetic material. Topics from classical and molecular genetics are covered. Three one-hour lectures per week. Prerequisites: BI 115 and 125. Fall, Spring.

BI 208 Archaeology (1)

An introduction to the prehistory of the southeastern United States with emphasis on Alabama prehistory. Students participate in an archaeological dig, artifact analysis, and site report preparation. Two lectures and one three-hour laboratory per week. Also listed as HON 208, this course may be counted by Honors Program students toward fulfillment of their course requirements.

BI 225 Evolutionary Ecology (1)

A study of the basic concepts of evolution and ecology as a gateway to upper-level coursework in ecology and organismal biology. Emphasis is placed on an understanding of natural selection and how it shapes speciation, population dynamics, and community interactions and composition. Prerequisites: either BI 115 and 125, or UES 150, and at least sophomore standing. Fall, Spring.

BI 232 Invertebrate Zoology (1)

An introduction to the invertebrate animals with an emphasis on their diversity, morphology, physiology and ecology. One weekend field trip is required. Three lectures and one three-hour laboratory per week. Prerequisite: BI 115. Fall of even-numbered years.

BI 293, 393, 493 Independent Study in Biology ($\frac{1}{2}$ or 1)

Directed study for advanced students in the major. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

BI 298, 398, 498 Teaching Experience in Biology ($\frac{1}{2}$ or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog.

BI 301 Molecular Genetics and Genomics (1)

An in-depth study of the molecular structure, function, recombination, and transmission of the genetic material. Techniques for acquiring and analyzing data at the genome-wide level will be addressed. Three lectures, one three-hour laboratory, and one DHAR laboratory per week. Prerequisites: BI 215, either CH 120 or 149, and at least junior standing. Fall.

BI 303 Physiology (1)

A study of the functions of organ systems and their role in regulation of body processes. Three lectures, one three-hour laboratory, and one DHAR laboratory per week. Prerequisites: BI 125, and either CH 120 or 149. Spring.

BI 304 Microbiology (1)

An introduction to basic and applied microbiology. Fundamentals of bacteriology, virology, and immunology are covered. Laboratory work includes basic, clinical, and diagnostic microbiology. Two lectures, one three-hour laboratory, and one DHAR laboratory per week. Prerequisite: BI 125. Spring.

BI 314 Conservation Biology (1)

A study of population and ecosystem level processes required to understand and conserve biodiversity. Emphasis is placed upon the genetics and demographics of populations, the implications of species interactions and community influences on conservation, and management and sustainable development case studies. Prerequisites: BI 225. Fall of odd-numbered years.

BI 315 Animal Behavior (1)

An examination of the immediate causes and evolutionary explanations for the behavior of animals. Emphasis is placed on exposure to historical perspectives and current ideas about animal behavior, training in the methodology of behavioral experimentation, and development of independent, critical thought. Topics include sexual selection, bird song learning, and aggressive behavior. (Also listed as PY 315.) Prerequisites: BI 225 and PY 101. Spring.

BI 332 Vertebrate Field Zoology (1)

A field-oriented study of the native vertebrate animals of the southeastern United States with special emphasis on identification, classification, and ecology. Two lectures and one three-hour laboratory per week. One weekend field trip is required. Prerequisites: BI 115 and 225. Spring of odd-numbered years.

BI 350 Ethnobotany and Economic Botany (1)

An examination of the relationships between plants and people, historically as well as in the twenty-first century. Topics include biochemistry and uses of natural plant products, material uses of plants, plants as food, poisonous plants, plant biotechnology and commercial applications of plants and plant products. Prerequisites: BI 125 and 225.

BI 363, 463 Current Topics in Biology (1)

An in-depth study of the current literature on a topic or topics selected by the instructor. Numerical designation will depend on the workload or the difficulty of concepts covered in the course, and will be determined by the instructor prior to pre-registration. Prerequisites: biology major and at least junior standing.

BI 402 Advanced Cell Biology (1)

A study of eukaryotic cells at the molecular level. Topics include protein biosynthesis, membrane structure and function, gene expression and regulation, cellular and subcellular structure, and the cell cycle. Three lectures, one three-hour laboratory, and one DHAR laboratory per week. Prerequisites: BI 125 and at least junior standing. BI 215 is strongly recommended. Spring.

BI 405 Recombinant DNA Technology (1)

A course investigating the impact of genetic engineering in the biological sciences. Emphasis is placed on the techniques of gene cloning and analysis, and how these techniques are used as tools in basic research in signal transduction, oncogenes, evolution, and nervous system function; and in applied research in agriculture, medicine, and industry. The social impact of recombinant DNA technology is also discussed. Prerequisites: BI 125, 225, and 215, and either CH 120 or 149. Spring.

BI 408 Biochemistry (1)

An introduction to the structure, chemistry, and metabolism of carbohydrates, proteins, nucleic acids, and lipids. Three lectures, one three-hour laboratory, and one DHAR laboratory per week. (Also listed as CH 408, this course may be counted for credit in either biology or chemistry.) Prerequisites: BI 125 and CH 212. Fall.

BI 410 Tropical Field Ecology (1)

A field-oriented examination of tropical ecology in Costa Rica, with special emphasis on research methods. The course involves a six-week stay at La Selva Biological Station in Costa Rica, where students discuss readings, interact with researchers in tropical ecology, gain first-hand experience exploring tropical systems, and complete a field research project in tropical ecology. Prerequisite: consent. Occasional summers.

BI 411 General Ecology (1)

A study of organisms at the population, community, and ecosystem levels of biological organization. Emphasis is placed on organism-environment and organism-organism interactions. Three lectures and one three-hour laboratory per week. Prerequisites: BI 225 and at least junior standing. Fall of odd-numbered years.

BI 415 Evolution (1)

A study of the basic theories and processes of organic evolution with emphasis on sources of variability and the organization of variability in populations, population genetics, and the origin of species by natural selection. Prerequisite: BI 215.

BI 425 Comparative Vertebrate Embryology (1)

A descriptive study of the development of vertebrates from gametogenesis through organogenesis. Three lectures, one three-hour laboratory, and one DHAR laboratory per week. Prerequisites: BI 115 and at least junior standing. Spring.

BI 442 Comparative Vertebrate Anatomy (1)

A study of the phylogenetic development of chordate systems with special emphasis on the comparative morphology of a series of vertebrates. Three lectures, one three-hour laboratory, and one DHAR laboratory per week. Prerequisites: BI 115 and at least junior standing. Fall.

BI 470, 472, 499 Directed Research (1)

An advanced exploration of the practices and techniques of biological research focusing on the design, execution, and presentation of experiments, data analysis, and information retrieval. Two units are required, one of which may be in the exploration or summer terms.

Business Administration (BA)

Bachelor of Science

Paul Cleveland, Carolyn Garrity, Mary Pritchett Harrison, Rick Lester, Bert Morrow, Sara Robicheaux, Jack Taylor

The Department of Business Administration, a premier learning center within the liberal arts tradition, provides nationally recognized courses of study and seeks to nurture the development of students through a supportive intellectual environment.

Mission Statement

The Department of Business Administration integrates and applies knowledge gained from a liberal arts education to the practical realm of organizational life. The department provides an undergraduate education that is distinctive by its focus on innovations in the marketplace that is coupled with cultural awareness and ethical leadership. Graduates are prepared to become managers and leaders in a variety of organizational settings. The faculty are committed primarily to teaching and advising, and they engage in professional development and scholarship that enriches the dynamics of teaching and learning.

Vision Statement

Birmingham-Southern College's Department of Business Administration is built on the distinction of teaching organizational leadership and management in a traditional liberal arts setting. The department is dedicated to nurturing and developing students in a collaborative learning community driven by entrepreneurial thinking, global and cultural awareness and ethical practice.

Upon completion of the business administration major, the student will be able to

- recognize an unmet need in the marketplace and assemble a strategy to fill that need,
- analyze and synthesize the elements of a situation, formulate alternatives, and recommend an implementable course of action,
- recognize differences in domestic and international values and cultures,
- demonstrate a breadth of knowledge in the functional areas of business (i.e., management, marketing, and finance),
- integrate knowledge of the business functional areas with other academic areas within the liberal arts,
- demonstrate an ethical foundation and practice professional responsibility,
- construct convincing arguments in both oral and written form.

Major Requirements

The following courses are required (15 units):

EC 201 and 202
MA 207 and MA 231
BA 201
BA 210
BA 311
BA 320
BA 350
BA 363
BA 372
BA 400
BA 474
BA 475
BA 499

Minor Requirements

The following courses are required (6 units):

EC 202
BA 201
BA 210
BA 320
BA 350
BA 372

Graduation with Business Disciplinary Honors in International Business

Business administration majors who meet eligibility requirements will be invited to complete the business disciplinary honors in international business. Only invited students may apply for the disciplinary honors program. For eligibility, students must meet the following requirements:

- (1) Attain an overall grade point average of 3.70 in all courses at the College.
- (2) Demonstrate outstanding achievement in the six-course, 200-level sequence of BA 201, BA 210, EC 201, EC 202, MA 207, MA 231.
- (3) Complete one additional disciplinary honors project in each of the three 400-level business courses with an international component: BA 400, BA 474, and BA 475.
- (4) Complete IBA 499 instead of BA 499 for the senior exploration term.
- (5) Complete an approved international experience, as described below.

In some cases, business administration faculty may waive specific requirements in special circumstances.

The approved international experience may be an exploration term, summer term, semester, or year-long travel experience. In rare cases, an internship in the international division of a domestic firm may satisfy this requirement, as determined by a three-member faculty committee. Students must gain approval prior to the internship.

Students who meet the eligibility requirements and are considering the business disciplinary honors in international business are strongly encouraged to develop non-native language proficiency through advanced coursework and immersion programs.

Courses in Business Administration

BA 201 The Real “Bottom Line”: Foundations of Business Thought (1)

An examination of classic and contemporary literature in order to explore perceptions and opinions about business and the role individuals play in business organizations. The course reviews the evolution of thought on the organizational structure of business enterprises. In particular, it considers objectives of business beyond profitability: that is, more than the “bottom line.” Fall, Spring.

BA 210 Principles of Accounting (1)

An introduction to accounting principles and financial statement analysis useful for business decision making.

BA 293, 393, 493 Independent Study in Business Administration (½ or 1)

Directed study for advanced students in the major. Coursework may include supervised reading, field work, written reports, and analysis of theoretical and practical problems in business administration. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

BA 298, 398, 498 Teaching Experience in Business Administration (½ or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog. Open to sophomores, juniors, or seniors with consent of major advisor.

BA 301 International Business and Marketing (1)

A focused examination of principles of international business and marketing, including marketing analysis, product development, pricing, global channels of distribution, international trade and economic structures, and promotion as applied in the international setting. This course is designed for non-majors. Does not satisfy requirements for business administration major. Summer.

BA 311 Quantitative Analysis for Business and Economics (1)

Selected methods and techniques related to managerial choice and administrative decision making. (Also listed as EC 311.) Prerequisites: BA 201 and MA 207. Fall, Spring.

BA 320 Management Principles and Organizational Behavior (1)

A study of the nature and problems of planning, organizing, staffing, directing, and controlling organizations. Prerequisite: BA 201. Fall, Spring.

BA 350 Principles of Marketing (1)

A survey course of marketing as an exchange process. Consideration is given to product development as well as to how transactions in the marketplace are initiated, motivated, facilitated, and consummated by both business and nonbusiness organizations. Prerequisite: BA 201. Fall, Spring.

BA 363 Legal Environment of International Business (1)

An examination of selected topics of the international legal environment as applied to businesses as they operate domestically and internationally. Emphasis will be on U.S. laws. The impact and interaction of foreign laws on U.S. businesses will be included. Prerequisites: BA 201 and at least one year of college coursework. Fall, Spring.

BA 372 Principles of Finance (1)

An introductory course in the principles of financial analysis directed at developing the tools necessary for sound financial decision making. Major topics include an overview of the financial environment, valuation, financial forecasting, and capital budgeting. Lab required. Prerequisites: BA 210, EC 202, and MA 231. Fall, Spring.

BA 400 International Strategic Issues (1)

A study of the international business organization as a device for mobilizing people and resources to accomplish organizational objectives. Major topics include strategy formulation and implementation in a global environment with particular attention to organizational leadership, role of culture, and ethical and socially responsible decision making (a Leadership Studies designated course). Prerequisites: BA 320, 350, and 372. Fall, Spring.

BA 414 Investments (1)

A study of various financial instruments and investment theories. The primary objective of this course is to develop analytical tools for making investment decisions and to learn practical applications of investment theory. These tools facilitate portfolio selection and the relationship between risk and return. The application of these tools leads to an understanding of stocks, bonds, options and mutual funds. (Also listed as EC 414.) Prerequisite: BA 372. Spring, every other year.

BA 415 Portfolio Management I (½)

A study of theories of portfolio management and investing strategies. Students begin with an asset allocation decision, and then create an investment policy. They will choose investments and manage a financial portfolio. Students will be able to transfer their knowledge directly from theory to application. Students are expected to enroll in BA 416 in the spring. Prerequisite: consent. Fall.

BA 416 Portfolio Management II (½)

A study of theories of portfolio management and investing strategies. Students begin with an asset allocation decision, and then create an investment policy. They will choose investments and manage a financial portfolio. Students will be able to transfer their knowledge directly from theory to application. Prerequisite: BA 415. Spring.

BA 444 Enterprise Information Systems (1)

An introduction to information systems within the business environment. The course presents enterprise system design and development, integration, representation and modeling, and information retrieval through the use of computer techniques such as spreadsheets, databases, and QBE queries.

BA 445 Leadership and Decision Making (1)

An advanced course that provides an understanding of various theories and concepts pertinent to decision making. Students apply these concepts to formulate and solve unstructured leadership problems. Prerequisite: BA 320.

BA 470 Special Topics in Business (1)

A seminar on selected topics in the leadership and management of organizations.

BA 474 Advanced and International Financial Management (1)

An advanced course in financial analysis from a managerial perspective. The course emphasizes advanced practices in financial management and their application to decision making in the business firm, including the study of the application of principles of financial management in an international setting. The course develops the student's ability to make financial decisions by using a case study format that builds on the skills developed in BA 372. The business faculty suggest that students earn at least a "C" in BA 372 before attempting this course. Prerequisite: BA 372. Fall, Spring.

BA 475 Advanced and International Marketing (1)

A study of advanced topics and strategies employed in marketing practice including behavioral research techniques, market segmentation, consumer behavior, and the marketing of services. The course includes significant coverage of international marketing and the structures of trade employed to facilitate the marketing process. The course examines marketing as employed in domestic, international, global corporate, nonprofit, and other non-government organizations. Prerequisite: BA 350. Fall, Spring.

BA 499 Strategic Management (1)

An integration of several business functions, such as accounting, finance, production, marketing, and management, in developing and stimulating the student's skill at the formulation of overall management strategy and policy. Prerequisites: senior standing and a business administration major, including completion of 28 regular term units, BA 400, and either BA 474 or BA 475. Exploration term.

IBA 499 Advanced Senior Project in International Business Strategy (1)

A capstone experience in international business in the form of a research project, pursued independently or corporately, that utilizes the skills developed across the international business curriculum. Both a written product and oral presentation will be required. Many students complete this course in conjunction with BA 499. Prerequisites: admission to business disciplinary honors in international business, senior standing, and consent. Exploration term.

Chemistry (CH)

Bachelor of Science

*Scott Dorman, William Kittleman, David J. A. Schedler, Clyde T. Stanton,
Laura K. Stultz*

Career opportunities in chemistry include health care, teaching, and government and industrial research, including graduate school or dental school. Students wishing to prepare for teaching chemistry in secondary schools should complete a chemistry major and confer with the education department concerning additional requirements in education.

Upon completion of the chemistry major, students will be able to

- demonstrate a knowledge of the broad fundamental concepts of chemistry,
- search the scientific literature and find adequate, appropriate source material on a given topic,
- derive hypotheses to answer chemistry questions,
- design experiments to test hypotheses,
- conduct experiments and analyze data,
- draw appropriate conclusions from scientific data,
- explain the results of experiments to a broad audience,
- write clearly and concisely in scientific research format.

Major Requirements

The following courses are required (13 units):

CH 120 or CH 149
CH 211 and CH 212
CH 220
CH 306
CH 408
CH 411 and 412
CH 410
CH 499
MA 232
PH 121 and 122

Courses required for the chemistry major may be used to meet minor requirements in mathematics and physics.

Minor Requirements

The following courses are required (5 units):

CH 120 or CH 149
CH 211 and CH 212
CH 220
CH 306 or 411 or 418

*Courses in Chemistry***CH 101 Introductory Chemistry (1)**

An introduction to the fundamental principles of chemistry and the importance of chemistry in modern life. Three lectures and one three-hour laboratory per week. Summer.

CH 110 Chemistry Skills (½)

An introduction to the fundamental skills in chemistry including terminology, stoichiometry, balancing chemical equations, classifying reactions, and gas laws. This course is designed for students who need to improve their background in chemistry before taking General Chemistry. One lecture per week. Fall, Spring.

CH 120 General Chemistry (1)

A study of atomic theory, chemical bonding, periodic trends, molecular shapes, thermodynamics, kinetics, and equilibrium. Three lectures and one three-hour laboratory per week. Prerequisite: CH 110 or passing score on chemistry placement exam. Fall, Spring

CH 149 Chemical Principles (1)

A course covering advanced topics in atomic theory, equilibria, thermodynamics, and kinetics, as well as an introduction to organic and biochemistry. Three lectures and one three-hour laboratory per week. Prerequisite: AP score of 4 or placement. Fall.

CH 211 Organic Chemistry I (1)

An introduction to structure and modern theory of organic compounds. Laboratory work includes preparation, purification, and structure determination of these compounds. Three lectures and one three-hour laboratory per week. Prerequisite: CH 120 or 149. Fall.

CH 212 Organic Chemistry II (1)

A continuation of CH 211 with emphasis on aromatic organic compounds, spectroscopy, and carbonyl chemistry. Three lectures and one three-hour laboratory per week. Prerequisite: CH 211. Spring.

CH 220 Equilibrium and Analysis (1)

An examination of properties of mixtures, oxidation-reduction, electrochemistry, and advanced equilibria. In addition, the theory and practice of volumetric, gravimetric, and spectroscopic chemical analyses will be studied. Three lectures and one three-hour laboratory per week. Prerequisite: CH 120 or 149. Spring.

CH 293, 393, 493 Independent Study in Chemistry (½ or 1)

Directed study for advanced students in the major. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

CH 298, 398, 498 Teaching Experience in Chemistry (½ or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog.

CH 306 Inorganic Chemistry (1)

A course containing both theoretical and descriptive inorganic chemistry. Topics include group theory and symmetry, crystal field theory, coordination chemistry, reaction mechanisms, organometallic chemistry, and bioinorganic chemistry. Three lectures and one three-hour laboratory per week. Prerequisites: CH 212 and 220. Spring.

CH 408 Biochemistry (1)

An introduction to the structure, chemistry, and metabolism of carbohydrates, proteins, nucleic acids, and lipids. Topics in application of biochemistry to medicine, dentistry, and nutrition are also considered. Three lectures and one three-hour laboratory per week. (Also listed as BI 408, this course may be counted for credit in either biology or chemistry.) Prerequisites: CH 212 and 220. Fall.

CH 410 Senior Research in Chemistry (1)

A research experience in chemistry during the senior year. Requirements include a paper written in the style of a scientific journal article and an oral presentation to students and faculty. Prerequisites: CH 212 and consent. Fall, Spring.

CH 411 Physical Chemistry I (1)

Principles of chemical kinetics, elementary quantum theory, and spectroscopy. Three lecture periods. Students are strongly encouraged to take MA 310 or equivalent prior to taking CH 411. Prerequisites: CH 212, CH 220, MA 232, and PH 122. Fall.

CH 412 Physical Chemistry II (1)

Continuation of CH 411, stressing chemical thermodynamics. Three lectures, one three-hour laboratory, and one DHAR laboratory per week. Prerequisite: CH 411. Spring.

CH 418 Medicinal Chemistry: Mechanisms and Biosynthesis of Select Antibiotics (1)

A study in the mechanistic details of selected antibiotics. Lectures and student presentations focus on targets and mechanistic details of antibiotics from several major classes including β -lactams, cephalosporins, tetracyclines, macrolides, and aminoglycosides. Antibiotic targets include bacterial cell-wall biosynthesis, bacterial protein synthesis, and bacterial DNA replication. Three lectures per week. Prerequisites: CH 212 and BI 125. Spring.

CH 499 Advanced Chemical Spectroscopy (1)

An in-depth study of how spectroscopic methods are used to investigate chemical systems. The material builds on experience students have acquired using spectroscopic techniques in other courses. Lecture work will focus on the theoretical basis of spectroscopy, data analysis and theory of scientific instrumentation. Laboratory work will focus on the application of various spectroscopic techniques, uses and limitations of chemical analysis, and application of different measurement techniques to chemical problems. Students will be required to work on an independent research project. The course provides for 120 hours of academic work distributed over lecture and laboratory time. Prerequisites: CH 212 and CH 220. Exploration term.

Chinese (CHN)

Anita Huang

Major Requirements

No major or minor is offered in Chinese.

Courses in Chinese

CHN 101 Elementary Chinese I (1)

An introduction to the Mandarin Chinese language in regards to speaking, listening, reading, writing, and culture. Designed for students who have no prior knowledge of Chinese.

CHN 102 Elementary Chinese II (1)

A continuation of CHN 101. Prerequisite: CHN 101.

CHN 220 Intermediate Chinese I (1)

Building on beginning Chinese, this course reviews basic grammar and pronunciation concepts, builds vocabulary, and further develops language skills. Prerequisites: CHN 101 and 102 or consent. Fall.

CHN 221 Intermediate Chinese II (1)

A continuation of CHN 220. Prerequisite: CHN 220 or consent. Spring.

CHN 270 Conversational Chinese (1)

Instruction and practice in oral comprehension and speaking. Conversation is based on texts and videos. The course emphasizes oral proficiency and awareness of Chinese culture. Prerequisite: CHN 220 or consent. Fall.

Classics (CL) and Classical Languages (GK) (LA)

Classics studies Greco-Roman antiquity from prehistory to the end of the Roman Empire. As an interdisciplinary field, Classics synthesizes the disciplines of language and literature, history, art history, philosophy, religion and anthropology. By studying classical material, one gains an understanding and appreciation of ancient cultures which continue to influence our own.

Students not only study primary materials, such as ancient texts and archaeological remains, but learn to integrate a variety of materials. The ability to synthesize materials provides the student with an intellectual foundation leading to graduate work in a variety of fields.

Courses in support of the minor are available through Birmingham-Southern, the Sunoikisis program through NITLE, BACHE courses, and ACS affiliated overseas programs.

Sunoikisis, the Associated Colleges of the South Classics and archaeology program, began in 1995 to augment the curriculum of ACS schools with small Classics departments. In 2006 the Sunoikisis initiative became a national project as it came under the auspices of NITLE, the National Institute for Technology in Liberal Education. Sunoikisis courses and study-travel opportunities may be used for Classics minors in classical civilization and in Latin (<http://wp.chs.harvard.edu/sunoikisis/about/overview>).

Language placement level will be determined in consultation with Classics faculty.

Major Requirements

No major is offered in Classics.

Minor Requirements

Minor in Classical Civilization

The following courses are required (6 units):

two units of either Greek or Latin

four elective units in classical language, literature, archaeology, art, history, philosophy or culture from the following:

any additional GK or LA course

ARH 215, ARH 311, CL 211, CL 301, EH 280, PL 251

senior exploration term project (499) study in Greece or Italy when there is substantial focus on classical antiquity

courses in Latin and archaeology available through the Sunoikisis program

relevant courses available through the BACHE program with approval from the Classics faculty

Minor in Latin

The following courses are required (5 units):
 four units in Latin at the 200 level or above
 one elective unit in classical language, literature, archaeology, art, history, philosophy or culture from the following:
 ARH 215, ARH 311, CL 211, CL 301, EH 280, PL 251
 courses in Latin and archaeology available through the Sunoikisis program
 relevant courses available through the BACHE program with approval from the Classics faculty

No more than two courses in the BACHE program may be counted toward any Classics minor.

*Courses in Classics***CL 150 Urbanism and the City in Antiquity (1)**

Introduces students to the historical development of the urban environment in major Mediterranean cities of classical antiquity and the social, economic and political priorities expressed through them. The course examines whether Birmingham exhibits similar priorities through its history, and the potential developments Birmingham may experience in the future.

CL 211 Mythology (1)

A survey of the myths of Greece and Rome with a view toward their religious, historical, and literary development.

CL 293, 393, 493 Independent Study in Classics (½ or 1)

Directed study for advanced students. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

CL 298, 398, 498 Teaching Experience in Classics (½ or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog.

CL 301 Greek Civilization (1)

A survey of the history, literature, and art of the Greeks from their beginning to Alexander the Great.

*Courses in Greek***GK 101 Elementary Greek I (1)**

An introduction to the basic forms and fundamental syntax of Attic Greek. Prerequisite: consent.

GK 102 Elementary Greek II (1)

A continuation of elementary Greek with special emphasis on the verb. Prerequisite: GK 101.

GK 245 Directed Greek Readings (1)

Independent reading of elementary authors suited to student need and interest. May be taken more than once for credit.

*Courses in Latin***LA 101 Elementary Latin I (1)**

An introduction to the basic forms and grammar of classical Latin. The first semester emphasizes the forms of nouns and verbs and their use in simple sentences and clauses. Fall.

LA 102 Elementary Latin II (1)

A continuation of the material of Latin I with an emphasis on complex sentences and clauses, rhetorical practices, and the reading of continuous Latin. Prerequisite: LA 101. Spring.

LA 201 Fundamentals of Latin Grammar (1)

A review of the fundamentals of grammar designed primarily for students who have had only one or two years of language on the high school level.

LA 245 Directed Latin Readings (1)

Independent reading of elementary authors suited to student need and interest. May be taken more than once for credit.

Computer Science (CS)

Major Requirements

No major or minor is offered in computer science.

Courses in Computer Science

CS 170 Introduction to Computing (1)

An introduction to the field of computer science. Topics include computing concepts and terminology. A major part of this course is problem solving and algorithm development using a programming language such as Pascal, Java, or C++. Fall, Spring.

CS 250 Advanced Programming (1)

A second programming course assuming a good understanding of fundamental programming processes. Emphasis is placed on good software engineering practices. Basic data structures are introduced. Prerequisite: CS 170.

CS 290 Data Structures (1)

A study of structures for storing and manipulating data. Students learn to create and use such data structures as stacks, lists, trees, and graphs. Prerequisite: CS 250.

Dance (DA)

Major Requirements

No major or minor is offered in dance.

Courses in Dance

DA 101 Basic Ballet (½)

A study of the basic principles and techniques of classical ballet. May be repeated for credit. Fall, Spring.

DA 102 Jazz Dance (¼)

A course in the basic elements of jazz dance. May be repeated for credit. Fall, Spring.

DA 103 Basic Modern Dance (¼)

Basic elements of modern dance. May be repeated for credit. Fall, Spring.

DA 204 Tap Dance (¼)

Basic elements of tap dance. May be repeated for credit. Spring.

DA 301 Intermediate Ballet Technique (1)

The study of the intermediate level of classical ballet technique, including *pointe* work. Placement in courses is determined by previous training and not by the year in residence. May be repeated for credit. Prerequisite: consent. Fall, Spring.

DA 401 Advanced Ballet Technique (1)

Advanced techniques of classical dance, including *pointe* work. Placement in courses is determined by previous training and not by the year in residence. May be repeated for credit. Prerequisite: consent. Fall, Spring.

DA 499 Senior Project in Dance (1)

A capstone experience in dance that demonstrates an understanding of dance as an art form and reveals a sense of accomplishment over the period of training while at the College. Students may select a project of their choice, but it must be approved by the dance sponsor. Projects may range from choreography works, performances of major works set by national choreographers, book reviews or analytical examinations of dance and its integration of other art forms.

Economics (EC)

Bachelor of Science

Paul Cleveland, Guangjun Qu, Sara Robicheaux, Kathleen Greer Rossmann, William A. Walsh

Economics uses a small set of powerful and flexible tools to understand trades: trades between producers and consumers, trades between workers and employers, trades between investors and firms, trades among banks, trades between one generation and the next, trades between countries, and the taxation and regulation of trades. Further, economics considers issues associated with equity and property rights.

Progressing through a major in economics means acquiring a deepening understanding of the small set of basic tools of economics: understanding their usefulness, their limitations, and the details of their application to important issues. An economics major is a firm foundation for a career in public policy analysis, banking, finance, market analysis, business management, or teaching, and for graduate study in economics, business, public policy, and law.

The core courses in both the major and the minor are two introductory courses (EC 201 and 202) and two intermediate courses (EC 308 and 309). Introductory courses in calculus and statistics are also required for the major. It is recommended that these six courses be completed prior to taking others in the major, and introductory calculus should be completed prior to taking Microeconomics (EC 309).

Upon completion of the economics major, students will be able to

- demonstrate understanding of the basic theoretical tools of economics,
- demonstrate understanding of the usefulness and limitations of the theoretical tools economics uses in evaluating issues in policy or business,
- articulate how the skills and knowledge acquired through the major will contribute to career goals.

Major Requirements

The following courses are required (13 units):

EC 201

EC 202

EC 204 or MA 207

EC 308

EC 309

five additional units in EC at the 300 level or above (other than EC 498 and 470); BA 372 and BA 474 are acceptable in fulfilling this requirement

EC 460

EC 470

MA 231

Minor Requirements

The following courses are required (5 units):

EC 201 and 202

three elective units in EC at the 300 level or above

Internships, exploration term projects, service-learning, and teaching experience may not count toward the minor.

Courses in Economics

EC 201 Principles of Macroeconomics (1)

A general introduction to economics with emphasis on macroeconomic aspects: national income determination, monetary and fiscal policy.

Fall, Spring.

EC 202 Principles of Microeconomics (1)

A general introduction to economics with emphasis on microeconomic aspects: the economic principles underlying price, production, distribution of income, and related problems. Fall, Spring.

EC 204 Survey Data Analysis and Statistics (1)

Theory and practice in formulating hypotheses and evaluating them by analyzing secondary sources of data with statistical analysis software. Emphasis is placed on data management, data analysis, the use of appropriate statistics, and the interpretation of statistical output. Though intended as a prerequisite for EC 304, PS 304 or SO 304, this course can help any student develop analytical skills. Laboratory required. (Also listed as PS 204 and SO 204, this course may be counted for credit in economics, political science or sociology.) Prerequisite: EC 201 or EC 202 or PS 101 or SO 101. Fall.

EC 293, 393, 493 Independent Study in Economics (1/2 or 1)

Directed study for advanced students in the major. Coursework may include supervised reading, fieldwork, written reports, or analysis of theoretical and practical problems. One independent study course (at the 300 level or above) may count towards the economics major. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

EC 298, 398, 498 Teaching Experience in Economics (1/2 or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog. Open to sophomores, juniors, or seniors with consent of major advisor.

EC 303 Money and Banking (1)

A study of the financial intermediary and payments system of the United States; operations, supervision and history of commercial banks; the Federal Reserve System and its control of the money supply; the economy of the United States and the influence thereon of monetary policy; the international payments system; money and capital markets. Prerequisite: EC 201.

EC 304 Research Methodology (1)

The scientific method applied to economic, social and political phenomena: formulating hypotheses; techniques for collecting data, measuring variables, and interpreting research findings. The course includes a laboratory in which statistical procedures are applied, interpreted, and documented through completion of a significant research project. Laboratory required. (Also listed as PS 304 and SO 304, this course may be counted for credit in economics, political science or sociology.) Prerequisite: EC 204 or PS 204 or SO 204. Spring.

EC 305 Comparative Economic Systems (1)

The examination and analysis of alternative economic systems in theory and practice. Particular attention is paid to the economic structure, regulatory policies, fiscal and monetary policies of various nations which are committed to rival doctrines of economic organization. Prerequisites: EC 201 and 202.

EC 308 Macroeconomics (1)

A study in depth of the aggregates of economic society: Gross National Product, national income, personal income; the balance of savings and investment; economic stability; economic growth. Prerequisites: EC 201 and 202. Fall.

EC 309 Microeconomics (1)

A survey of contemporary theory concerning consumption, production, demand, supply; market price under competition and monopoly; factor prices; wages, interest, rent; the concept of profits. Prerequisites: EC 201, 202 and MA 231. Spring.

EC 311 Quantitative Analysis for Business and Economics (1)

Selected methods and techniques related to managerial choice and administrative decision making. The course is strongly recommended for majors. (Also listed as BA 311). Prerequisite: MA 207 or 231. Fall, Spring.

EC 312 Trade in the Americas (1)

An examination of the expansion of commercial trade between the countries of the Americas. The course will develop the basic principles of economic analysis and will focus on the growth of international trade in the Americas. Specific attention will be given to the various negotiated trading agreements, and an examination of the institutions associated with international commerce will be provided. Prerequisites: EC 201 and 202. Spring.

EC 315 Managerial Economics (1)

A study of the fundamental concepts of managerial economics, including analysis of market conditions and demand, market structure and pricing strategies, production conditions and costs, value maximization and fixed capital investment decisions, together with relevant analytical and empirical methods. Prerequisites: EC 201 and 202, and MA 207.

EC 340 Economics of Natural Resources and the Environment (1)

An examination of the economic theory of natural resource use and the environment. Prerequisite: EC 202.

EC 350 Labor Economics (1)

An introduction to the field of labor economics. Topics covered include theories of supply and demand for labor, wage determination, non-wage compensation schemes, investments in human capital, and government intervention into the labor market. Prerequisites: EC 201 and 202.

EC 402 Public Choice (1)

Government expenditures and revenues, the shifting and incidence of taxation, public debt, fiscal and monetary policies. Prerequisites: EC 201 and 202.

EC 410 International Trade (1)

The theory of international trade, balance of payments, international financial institutions, the structure of trade, international impacts on income distribution, trade policy including protection and regulation. Prerequisites: EC 201 and 202.

EC 414 Investments (1)

A study of various financial instruments and investment theories. The primary objective of this course is to develop analytical tools for making investment decisions and to learn practical applications of investment theory. These tools facilitate portfolio selection and the relationship between risk and return. The application of these tools leads to an understanding of stocks, bonds, options and mutual funds. (Also listed as BA 414.) Prerequisite: BA 372. Spring, every other year.

EC 415 Capital Theory (1)

Examines the theories of capital and financial markets. The course considers the purpose and function of capital in the economy and examines the impact of various government policies on such markets, as well as the various theories aimed at explaining how financial markets function in practice.

EC 420 History of Economic Thought (1)

A study of the evolution of economic thought from Aristotle and Plato to New Keynesianism and Neo-classicism. Prerequisite: EC 201 or 202.

EC 425 Industrial Organization (1)

A course examining the economic behavior of producers in various situational settings. Prerequisite: EC 202.

EC 430 Economic Growth and Development (1)

A study of theories of economic growth, alternative approaches to development policy, and their applications in various developing countries or regions. Prerequisites: EC 201 and 202.

EC 435 Austrian Economic Theory (1)

A study of the underlying propositions which form the foundation of the Austrian tradition of economic analysis. Prerequisites: EC 201 and 202.

EC 460 Senior Research Seminar in Economics (1)

A seminar devoted to enhancing students' ability to synthesize economic research and communicate that knowledge both orally and through writing. Should be taken in the fall term in preparation for EC 470 in the following exploration term. Prerequisite: senior standing. Fall.

EC 470 Senior Project in Economics (1)

An independent research project that brings to bear the student's accumulated knowledge and skills in economics. Students should initiate this project in the fall term of their senior year during the senior research seminar. Prerequisites: EC 460 and senior standing.

EC 471, 472 Special Topics in Economics (1)

An in-depth exploration of contemporary research on selected topics. Topics vary according to the instructor's interests. This course is limited to advanced juniors and seniors who are majors.

Education (ED) (EPY)

Bachelor of Science

Louanne C. Jacobs, Genell Lewis-Ferrell, Kelly A. Russell, Amelia G. Spencer

The idea of purposeful and intentional teaching focused through a liberal arts lens captures the vision of teacher education shared by the Education Department. We believe that purposeful and intentional teachers demonstrate intellectual curiosity and philosophical, pedagogical, and academic grounding. We seek to develop teachers who practice reflective and intentional teaching and advocacy for the community, profession, and all children.

The Education Department offers three certification courses of study for students wishing to pursue a teaching career: Elementary/Collaborative K-6, Secondary 6-12, and Arts P-12. The Elementary/Collaborative Education degree program offers students dual certification endorsement in both elementary and special education. Secondary and Arts candidates receive a degree in their subject area and take a series of education courses to complete the College's state-approved Teacher Education Program (TEP).

All of the College's teacher education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and have been for over fifty years. The Alabama State Department of Education also accredits all of our programs; the Alabama State Report card has given the College's Teacher Education Program an "A" grade since the inception of the rating system.

Upon completion of the education major, students will be able to

- demonstrate written communication skills,
- demonstrate oral communication skills,
- demonstrate knowledge of conceptual framework,
- demonstrate dispositions necessary for teaching,
- plan instruction,
- articulate a philosophy of teaching,
- demonstrate teaching skills.

Teacher Education Program

Students who fulfill requirements for the elementary/collaborative education major are eligible for Alabama State Department of Education dual certification in Elementary Education and Collaborative Teacher K-6 (Special Education). Students seeking certification in secondary education have single subject certification options in biology, chemistry, history, mathematics, physics, and Spanish for grades 6-12. Comprehensive certification is offered for majors in English (English Language Arts), History (History/General Social Science), and History-Political Science (General Social Science). All certification candidates are required to meet the requirements for a major in their chosen field as well as additional education or academic courses as required by the Alabama State Department of Education.

Coursework and/or a degree accepted from institutions outside of the United States shall be substantiated by an evaluation of the foreign credentials from a state, federal, or private foreign credential evaluation service recognized by the Alabama State Department Office of Teacher Education and Certification.

Please note, Teacher Education Program requirements at Birmingham-Southern College are subject to change from the Alabama State Department of Education without notice. This includes requirements for entrance into the Teacher Education Program, continuation in the Teacher Education Program, program completion, and recommendation for certification.

Eligibility for the Teacher Education Program

Students pursuing teaching certification must apply and be admitted to the Teacher Education Program (TEP). Application forms include a signed Professional Behaviors Statement and a self-evaluation. Applications must be approved by the education faculty before students may enroll in 300- or 400-level courses in education.

The criteria for admission to and continuation in the Teacher Education Program are as follows:

- (1) Completion of at least 13 units of credit or the equivalent.
- (2) A grade point average of 2.50 or higher in professional studies (ED, EPY) and in the teaching field. Grades of "C" or higher in all courses in professional studies (ED, EPY). A grade of "C-" is not acceptable. Students cannot enroll in more than five professional education courses before admission or re-admission into the TEP.
- (3) Successful interview and ePortfolio review with two or more members of the faculty, including completion of a writing sample.
- (4) Evidence of teaching aptitude as demonstrated by successful completion of ED 299 Exploring Teaching, and ED 201 or EPY 260.
- (5) A passing score on all sections of the Alabama Prospective Teacher Basic Skills Assessment Test.
- (6) Successfully complete a background review (fingerprinting).

Field Experiences and Clinical Practice

Students enrolled in the Teacher Education Program participate in three levels of field experiences. The first level involves primarily observation, typically done in education courses at the 200 level and/or exploratory experiences during the exploration term. The second level involves working with children and youth in a specified area such as reading, mathematics, social studies, science, etc. These are completed in the methods courses within a major. The third and most in-depth experience is clinical practice (student teaching), a series of placements in two or more schools for a minimum of a full semester. Clinical practice measures a student's synthesis of all previous coursework.

Application for Clinical Practice

Teacher candidates must make formal application for clinical practice. The student's application must be approved by the education faculty prior to the term when teacher candidates expect to begin the teaching internship. The criteria for approval to student teach are as follows:

- (1) A cumulative grade point average of 2.50 or higher in professional studies and in the teaching field.
- (2) Grades of "C" or higher in all courses in professional studies. A grade of "C-" is not acceptable.
- (3) A satisfactory interview and ePortfolio review, with two or more members of the faculty to assess performances in field experiences.
- (4) A minimum passing score set by the Alabama State Department of Education on the PRAXIS II test appropriate to the subject field and grade level for which certification is sought.

Eligibility for the Teaching Certificate

The education faculty may need to change requirements in the Teacher Education Program in order to comply with regulations and policies of the Alabama State Board of Education, which grants the teaching certificate. Students should consult a faculty advisor or the certification officer in education concerning current certification requirements.

To be eligible for a teaching certificate a student must complete an approved course of study in one of the following programs:

Elementary/Collaborative Education Program K-6
Secondary Education Program 6-12
Visual Art P-12
Music Education P-12

Each program has four components: general studies, professional studies, internship/student teaching, and teaching field/major studies. Completion of the Teacher Education Program is necessary, but not sufficient, for recommendation for a teaching certificate. A student must also satisfy the following conditions:

- (1) Completion of the College's graduation requirements.
- (2) Achieve a minimum 2.50 cumulative grade point average in professional studies and in the teaching field with no grade below "C" in professional studies. A grade of "C-" is not acceptable.
- (3) Demonstrate proficiency in teaching by achieving a grade of "B-" or better in all student teaching internships.
- (4) Pass written comprehensive examinations on knowledge of the field(s) and knowledge of professional education practices.

Elementary/Collaborative Education (Bachelor of Science)
Professors Jacobs, Lewis-Ferrell, Russell, and Spencer, Advisors

The major in elementary/collaborative education prepares students to teach children in grades kindergarten through 6. The program leads to recommendation to the Alabama State Department of Education for Class B teaching certificates in Collaborative Teacher and in Elementary Education K-6.

- I. General Studies
 Students must complete the general education curriculum requirements of the College. Additional courses in mathematics, English language arts, social science, and science are also required to meet state certification requirements.
- II. Professional Studies (6 units)
 - ED 299 Exploring Teaching
 - ED 201 Introduction to Education
 - ED 210 Curriculum Design
 - EPY 223 The Developing Child in the Twenty-first Century
 - EPY 260 Survey of Exceptional Children
 - EPY 320 Educational Psychology
- III. Teaching Field and Major Studies (9 units)
 - ED 219 Creative Arts in Teaching
 - ED 315 Reading I: Developmental Reading
 - ED 316 Reading II: Reading Practicum
 - ED 317 Teaching Social Studies
 - ED 318 Children's Literature
 - ED 320 Teaching Mathematics

ED 324 Teaching Science and Health
 ED 360 Methods and Materials for Teaching Students
 with Special Needs
 ED 472 Research in Education

IV. Internship (4 units)

ED 410 Internship II (1½ units)
 ED 411 Internship III (1½ units)
 ED 499 Internship I (1 unit)

Secondary Education (Bachelor of Arts or Bachelor of Science, according to major)
Professors Jacobs and Lewis-Ferrell, Advisors

The Secondary Education program leads to recommendation to the Alabama State Department of Education for Class B certification for grades 6 through 12. Candidates for this certificate must complete coursework in general studies, professional studies, teaching field, internship, and a major. They may seek single certification or comprehensive certification. Single certification is available in biology, chemistry, history, mathematics, physics, and Spanish. Comprehensive certification is available in English Language Arts and General Social Science.

I. General Studies

Students must complete the general education curriculum requirements of the College.

II. Professional Studies (5 units)

ED 299 Exploring Teaching
 ED 201 Introduction to Education
 EPY 223 The Developing Child in the Twenty-first Century
 EPY 260 Survey of Exceptional Children
 EPY 320 Educational Psychology

III. Teaching Field (2 units in education)

ED 319 Teaching Secondary Reading
 ED 323 Teaching Secondary Subjects (¾ unit)
 ED 340-346 Methods for Teaching, according to teaching field
 (¼ unit)

IV. Internship (3 units)

ED 412 Internship IV (1½ units)
 ED 413 Internship V (1½ units)

V. Major Studies

Students must complete a teaching program or programs approved by the College. The options for teaching certification programs are listed below:

A. Single major certification

A student may select a single major in biology, chemistry, history, mathematics, physics, or Spanish. The requirements for these majors are listed under their respective disciplines in this catalog.

B. Comprehensive certification

A student may pursue comprehensive certification in English Language Arts or General Social Science. Current Alabama Department of Education course requirements for these programs are available in the Education office in Harbert 116. The comprehensive certification options include:

English Language Arts (grades 6-12). Students can major in English. This comprehensive certification includes courses in English and speech.

General Social Sciences (grades 6-12)

Students can major in history or history-political science. This certification includes courses in history, geography, government, political science, sociology, and economics.

The P-12 Grade Certification Programs in Art and Music

All three of the P-12 programs are designed to prepare candidates to teach their respective subjects at any grade level, preschool through grade 12. Upon completion of one of the programs outlined below, candidates will be eligible for a Class B, Preschool-12 Teaching Certificate.

Visual Arts Teaching Certification (Bachelor of Arts or Bachelor of Fine Arts) Professors Cole and Lewis-Ferrell, Advisors

Students who wish to teach visual arts in the public schools may add teaching certification requirements to a degree in art.

I. General Studies

Students must complete general education curriculum requirements of the College.

II. Professional Studies (5 units)

ED 299 Exploring Teaching

ED 201 Introduction to Education

EPY 223 The Developing Child in the Twenty-first Century

EPY 260 Survey of Exceptional Children

EPY 320 Educational Psychology

ED 319 Teaching Secondary Reading

III. Teaching Field (3 units in education)

ED 219 Creative Arts in Teaching

ED 319 Teaching Secondary Reading

ED 323 Teaching Secondary Subjects ($\frac{3}{4}$ unit)

ED 344 Methods for Teaching Visual Arts in Secondary Schools
($\frac{1}{4}$ unit)

IV. Internship (3 units)

ED 414 Internship VI ($1\frac{1}{2}$ units)

ED 415 Internship VII ($1\frac{1}{2}$ units)

V. Major Studies

Students must complete the requirements for the B.A. or B.F.A. degree requirements as listed in the Art section of this catalog. (At least 19 hours of courses must be at the 300 level or above for certification.)

Music Education (Bachelor of Music Education)

Candidates for the Preschool-12 Teaching Certificate in Music Education must complete requirements for the Bachelor of Music Education degree as listed in the music section of this catalog.

Physical Activity Courses

Physical activity courses may not be repeated for credit. Student athletes may not take an activity course for credit in the sport in which they participate, and they may not receive credit for ED 121 Strength Training. Individually designed contracts for physical activity courses must meet similar academic requirements as regularly offered physical activity courses.

If an appropriately qualified student wishes to serve as a student assistant for a physical activity course, the student should follow the procedures for teaching experience courses. This student will not register for the activity course, but for $\frac{1}{2}$ unit of ED 298, 398, or 498.

ED 111 Golf I ($\frac{1}{4}$)

Introduces students to the basic skills and fundamentals of playing golf. Students with little or no experience in playing golf may be expected to use this sport as a personal wellness and fitness activity upon the completion of this course. This course may not be repeated for credit. Not open to members of the golf team. Fall, Spring.

ED 112 Golf II ($\frac{1}{4}$)

An advanced course for students who have reached a basic proficiency level for playing golf. The course will increase strategies in shot making and skills in playing different strokes as well as contribute to students' physical and mental health. This course may not be repeated for credit. Not open to members of the golf team. Prerequisite: ED 111. Fall, Spring.

ED 121 Strength Training (¼)

Provides students the opportunity to acquire knowledge and skill in weight training. Students benefit from increased fitness in the areas of cardiovascular, neuro-muscular coordination, balance, flexibility, muscular endurance, and overall improved muscle tone. This course may not be repeated for credit. Student athletes may not take for credit. Fall, Spring.

ED 126 Tennis I (¼)

Provides students the opportunity to develop proficiencies in game skills, knowledge of rules, selection and care of equipment, tennis etiquette, and strategy. In addition to these proficiencies, students are expected to develop basic analytical skills. This course may not be repeated for credit. Not open to members of the tennis team. Fall, Spring.

ED 127 Tennis II (¼)

An advanced course for students who have reached a basic proficiency level for playing tennis. Students are expected to improve both skills and strategies in playing tennis and to improve their strength, agility, and stamina. This course may not be repeated for credit. Not open to members of the tennis team. Prerequisite: ED 126. Fall, Spring.

ED 128 Racquetball (¼)

Introduces racquetball as a lifetime sport and wellness activity. Students will learn the basic skills, rules, and etiquette of playing the game. This course may not be repeated for credit. Fall, Spring.

ED 129 Basketball (¼)

Provides students an opportunity to develop the basic skills and fundamentals of basketball. Students will learn the rules of the game as well as terminology and strategies. Not open to members of the men's and women's basketball teams. This course may not be repeated for credit. Fall, Spring.

*Courses in Education***ED 299 Exploring Teaching (1)**

A field-based exploration term project that requires observation and participation in classrooms at the elementary, middle-school, or high-school level. Specific requirements are listed in the Exploration Term Bulletin, which is published every fall. Exploration term.

ED 201 Introduction to Education (1)

This course provides an overview of American Education in both public and private settings. Students consider multiple aspects of education, including teaching as a profession, historical foundations of education, philosophical foundations of education, trends and issues in schools and teaching, issues of diversity and multicultural education, and the future of education. In addition, numerous social (quality of life) issues of importance to teachers, students and society in general are addressed. Laboratory required. Fall, Spring.

ED 210 Curriculum Design (1)

Introduces the principles of curriculum design and development, including learning theory, instructional strategies, lesson planning, classroom management, assessment approaches; and process, determinants, and organization of curricula found in public and private schools. This course includes working with children with special needs. Prerequisite: at least one year of college coursework (a Leadership Studies designated course). Spring.

ED 219 Creative Arts in Teaching (1)

Provides pre-service teachers with techniques for integrating music, art, drama, and movement into classroom instruction in grades K-6. Laboratory required. Prerequisite: at least one year of college coursework. Fall.

ED 293, 393, 493 Independent Study in Education (½ or 1)

Directed study for advanced students in the major. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

ED 298, 398, 498 Teaching Experience in Education (½ or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog.

ED 315 Reading I: Developmental Reading (1)

Provides a framework to make appropriate decisions regarding the planning, implementation, and the assessment of instruction in the teaching of reading and the language arts for all learners in K-6 classrooms. Teacher candidates will carefully examine components of a balanced literacy program based on best practices rooted in research and current thinking about how children become literate. Instruction will be based on Standards for Reading Professionals developed by the International Reading Association and the National Council of Teachers of English Standards for the English language arts. This course includes working with special needs learners. Laboratory experiences in area K-6 schools include tutoring, small group instruction, and whole group instruction. Concurrent enrollment in ED 318 is recommended. Laboratory required. Prerequisites: admission to Teacher Education Program and ED 210. Fall.

ED 316 Reading II: Reading Practicum (1)

Expands upon theory, principles and practices developed in ED 315 and 318. A focus on content area reading, study skills, and the use of technology in the teaching of reading and the language arts is developed. Extensive laboratory experiences in area K-6 schools include tutoring, small group instruction, and whole group instruction. This course includes working with special needs learners. Concurrent enrollment in ED 318 is recommended. Laboratory required. Prerequisites: admission to Teacher Education Program and ED 315. Spring.

ED 317 Teaching Social Studies (1)

Provides teacher candidates with philosophy, content knowledge, techniques, and materials to assist them in the teaching of social studies in grades K-6. Responsible citizenship and the importance of multi-cultural education is stressed. Attention will be given to teaching children with special needs. Laboratory required. Prerequisite: admission to Teacher Education Program. Fall.

ED 318 Children's Literature (1)

Provides a framework to make appropriate decisions regarding the planning, implementation, and the assessment of literacy instruction using children's literature in the elementary classroom in all disciplines. This course allows the teacher candidate to explore books for children; the authors, illustrators, and poets who write for children; and the resources available for children's literature. The required laboratory experience in area K-6 schools provides a foundation for thematic teaching in the area of literacy learning. This course includes working with children with special needs. Concurrent enrollment in ED 315 is recommended. Laboratory required. Prerequisite: admission to Teacher Education Program. Fall.

ED 319 Teaching Secondary Reading (1)

Provides theories, methods, and materials necessary to teach reading in the content areas to students ages 9 through 16. Improvement and remediation of reading are emphasized in relation to middle and secondary school students. Laboratory required. Prerequisite: admission to Teacher Education Program. Spring.

ED 320 Teaching Mathematics (1)

Develops techniques, materials, and methods for teaching mathematics to children ages 5 through 12. Attention will be given to teaching children with special needs. Laboratory required. Prerequisite: admission to Teacher Education Program. Spring.

ED 323 Teaching Secondary Subjects ($\frac{3}{4}$)

Designed for teacher candidates who seek certification at the secondary level, grades 6-12. Students develop strategies, techniques, methods, and materials necessary to direct learning within respective content areas. Teacher candidates are required to make decisions about their teaching fields in relation to planning, presenting, and assessing subject matter. Laboratory required. Prerequisites: enrollment in subject field methods course (ED 340-346) and admission to Teacher Education Program. Fall.

ED 324 Teaching Science and Health (1)

Provides teacher candidates with philosophy, content knowledge, techniques, and materials to assist them in the teaching of science and health to grades K-6. Attention will be given to teaching children with special needs. Laboratory required. Prerequisite: admission to Teacher Education Program. Spring.

ED 340 Methods for Teaching English Language Arts in Secondary Schools ($\frac{1}{4}$)

Provides knowledge of current trends and issues in teaching English Language Arts in grades 6-12 classroom settings. Teacher candidates will demonstrate an ability to interrelate the teaching of listening, speaking, reading, and writing using a variety of instructional activities. Prerequisites: enrollment in ED 323 and admission to Teacher Education Program. Fall.

ED 341 Methods for Teaching Modern Foreign Languages in Secondary Schools ($\frac{1}{4}$)

Provides knowledge of current trends and issues in teaching Spanish in grades 6-12 classroom settings. Teacher candidates will demonstrate knowledge of strategies for teaching and evaluating language skills with appropriate attention to the integration of the foreign language skills. Prerequisites: enrollment in ED 323 and admission to Teacher Education Program. Fall.

ED 342 Methods for Teaching Mathematics in Secondary Schools ($\frac{1}{4}$)

Provides knowledge of current trends and issues in teaching mathematics in grades 6-12 classroom settings. Teacher candidates will demonstrate knowledge of effective use of math manipulatives, inquiry, technology, a variety of teaching strategies that address the needs of students, a mathematics curriculum that integrates mathematical concepts across all disciplines, and co-curricular activities, such as mathematics tournaments and clubs. Prerequisites: enrollment in ED 323 and admission to Teacher Education Program. Fall.

- ED 343 Methods for Teaching Social Studies in Secondary Schools (¼)**
Provides knowledge of current trends and issues in teaching social science and social studies in grades 6-12 classroom settings. Teacher candidates will demonstrate knowledge of key concepts, generalizations, and methods of inquiry appropriate to the study of the target social science. Prerequisites: enrollment in ED 323 and admission to Teacher Education Program. Fall.
- ED 344 Methods for Teaching Visual Arts in Secondary Schools (¼)**
Provides knowledge of current trends and issues in teaching visual arts in grades 6-12 classroom settings. Teacher candidates will demonstrate knowledge of teaching and learning theories related to art education, professional literature, methods, and materials of contemporary art education including technology, fiscal management of an art program, and the role, responsibilities, and impact of various educational and community agencies on art education. Prerequisites: enrollment in ED 323 and admission to Teacher Education Program. Fall.
- ED 345 Methods for Teaching Science in Secondary Schools (¼)**
Provides knowledge of current trends and issues in teaching science in grades 6-12 classroom settings. Teacher candidates will show knowledge of and ability to create science lessons using multi-level strategies and methods including technology in the secondary classroom. Prerequisites: enrollment in ED 323 and admission to Teacher Education Program. Fall.
- ED 360 Methods and Materials for Teaching Students with Special Needs (1)**
A practical course on how to provide appropriate accommodations and modifications for instruction of children with special needs in a typical inclusive and/or non-typical classroom. Common areas of exceptionalities and assistive technology for grades K-6 will be addressed. Laboratory required. Prerequisites: at least three years of college coursework and admission to the Teacher Education Program. Fall.
- ED 410 Internship II (1½)**
Full-time teaching internship in grade K, 1, 2, or 3 for six weeks under supervision of a certified teacher and a college supervisor. Prerequisites: enrollment in ED 411 and admission to Teacher Education Program. Fall, Spring.
- ED 411 Internship III (1½)**
Full-time teaching internship in grade 4, 5 or 6 for six weeks under the supervision of a certified teacher and a college supervisor. Prerequisites: enrollment in ED 410 and admission to Teacher Education Program. Fall, Spring.

ED 412 Internship IV (1½)

Full-time teaching internship in grade 6, 7, 8 or 9 for six weeks under the supervision of a certified teacher and a college supervisor. Student must also enroll in ED 413. Prerequisites: enrollment in ED 413 and admission to Teacher Education Program. Fall, Spring.

ED 413 Internship V (1½)

Full-time teaching internship in grade 10, 11 or 12 for six weeks under the supervision of a certified teacher and a college supervisor. Prerequisites: enrollment in ED 412 and admission to Teacher Education Program. Fall, Spring.

ED 414 Internship VI (1½)

Full-time teaching internship in art in grades K-6 for six weeks under the supervision of a certified teacher and a college supervisor. Prerequisites: enrollment in ED 415 and admission to the Teacher Education Program.

ED 415 Internship VII (1½)

Full-time teaching internship in art in grades 7-12 for six weeks under the supervision of a certified teacher and a college supervisor. Prerequisites: enrollment in ED 414 and admission to the Teacher Education Program. Spring.

ED 472 Senior Research Project in Education (1)

An advanced exploration of the practices and techniques of educational research focusing on the reading and writing of the background literature, conducting and analyzing selected action research, and preparing that information for public presentation. Each student will select an area of research that builds on experience from the student's field experiences and design essential questions. The class is seminar format. Prerequisite: admission to Teacher Education Program. Spring.

ED 499 Internship I (1)

A capstone experience in clinical practice that involves full-time assignment to a collaborative classroom or resource room for four weeks under the joint supervision of a certified teacher and two college supervisors. Students design, plan, and implement coordinated learning experiences for special-needs children, attend regular seminars, engage in independent conferences, and participate in the development of Individualized Education Programs for special-needs students. Students also prepare a notebook that includes assigned observations, school-related information, and a daily reflective journal. Prerequisites: at least three years of college coursework and approval for student teaching internship. Exploration term.

*Courses in Educational Psychology***EPY 223 The Developing Child in the Twenty-first Century (1)**

Theories of child development to help students understand the mental, social, and emotional patterns of development from preschool through adolescence. Students will engage in discussions about how phenomena unique to the culture of the United States in the twenty-first century affect development and learning. Laboratory required. Fall, Spring.

EPY 260 Survey of Exceptional Children (1)

The role and scope of educational programs for exceptional children including etiology, identification, and incidence. An overview of how individualized programs are developed and planned is also included. Laboratory required. Fall, Spring.

EPY 320 Educational Psychology (1)

Theories and practices in human learning to help students develop an understanding of the nature of learning as applied in nursery schools, kindergartens, elementary grades, and high school grades. Emphasis is placed on the development and implementation of assessment systems and the professional use of standard tests and measures. Laboratory required. Prerequisite: admission to Teacher Education Program. Fall, Spring.

English (EH)

Bachelor of Arts

Kent Andersen, Jane Archer, Frederick Ashe, Clare Emily Clifford, William Tynes Cowan, Susan K. Hagen, Emily Klein, Michael L. McInturff, Sandra L. Sprayberry, Joseph Stitt, John D. Tatter, David W. Ullrich

The courses offered by the English faculty serve a twofold purpose: to teach students to formulate and articulate their thoughts clearly and effectively in both our spoken and written language, and to help students develop a critical understanding of work by writers of American, British, and world literature.

The English faculty understands that students come to the study of English with diverse interests and motives. Therefore, with faculty guidance, a student majoring in English may design a course of English study to satisfy those interests while maintaining some of the depth and breadth of study traditionally expected in the discipline. Such subjects as gender studies, ethnic literature, literature in various interdisciplinary contexts, literary history, literary theory, and the teaching of English suggest possible emphases.

The study of literature provides students with an appreciation of various responses of men and women to the human condition; in addition, the study of English serves as a humane preparation for careers in fields such as teaching, law, medicine, government service, journalism, and publishing. Students considering graduate study in English should consult with a member of the English faculty as soon as possible to plan the most appropriate course of study.

Sequential numbering within 200- and 300-level courses does not represent a graduating scale of difficulty.

Neither credit by examination in the AP and IB programs, nor individualized educational experiences (such as individual contracts, internships, or tutorials) fulfill general education requirements in writing or literature.

Upon completion of the English major, students will be able to

- analyze a literary text for form, structure, and genre,
- form a thesis and support it with a coherent and unified essay structure,
- formulate a sound argument based on textual and contextual evidence,
- apply and integrate scholarly material,
- produce prose with a clear, confident voice.

Major Requirements

The following courses are required (11 units):

EH 250

EH 260

EH 300

one unit emphasizing a breadth of literary study (category 1): EH 349, 355, 375, 381, 389, 390

one unit emphasizing a depth of literary study (category 2): EH 310, 330, 360, 380

one unit emphasizing literature of a different time, place, or culture (category 3): EH 350, 351, 361, 384, 385

one unit emphasizing contemporary literature (category 4): EH 392, 394, 395, 396

one unit emphasizing literary theory (category 5): EH 400, 410, 420, 459

two elective units (excluding EH 208), at least one of which must be at the 300 level or above

one unit of EH 470, 471, or 472

Two units used to fulfill major requirements must be taken from the following courses that concentrate on literature written before 1900: EH 349, 350, 351, 360, 361, 380, 381, or 388. EH 330 and EH 389 may also count as a “pre-1900” course if the major author(s) under consideration wrote before 1900. Students should consult with their advisors carefully as they seek to fulfill category requirements and the requirement of taking two “pre-1900” courses.

Minor Requirements

Exploration term projects, service-learning, and teaching experience courses may not count towards any EH minor. Internships may not count towards the literature minor.

Minor in Literature

The following courses are required (5 units):

two 200-level literature courses, one of which must be EH 250 or higher

three 300-literature courses

Minor in Writing

The following courses are required (5 units):

EH 204 or 205

four units from MFS 222, EH 301, 302, 303, 304, 305, 306, 307 (also listed as THA 307), or 493 when a contracted advanced writing course

*Courses in English***EH 102 Seminar in Critical Thinking and Writing (1)**

A seminar on college-level writing and critical inquiry. The course emphasizes clear and engaging prose, persuasive reasoning, various rhetorical strategies, research documentation, and standard English grammar and mechanics. Prerequisite: placement by English faculty. Fall, Spring.

EH 200 Introduction to Literature (1)

Critical approaches to poetry, short stories, and drama. Fall, Spring.

EH 204 Writing for the Media (1)

A survey of writing styles and techniques appropriate for news writing, public affairs reporting, and feature articles for print, broadcast, and Internet media. Prerequisite: EH 102 or 208.

EH 205 Introduction to Creative Writing (1)

Beginning work in creative writing in several genres, including fiction, poetry and either drama or creative nonfiction, at the discretion of the instructor. Using a combination of in-class exercises, readings, and workshops, the course introduces students to the fundamentals of creating, reading, and evaluating short pieces of creative writing. Prerequisite: EH 102 or 208.

EH 208 Intermediate Writing (1)

The development of intensive analytical skills, precise and extensive vocabulary, and consciousness of style. Prerequisite: EH 102 or placement by English faculty. Fall, Spring.

EH 209 Teaching and Tutoring Writing (½)

Introduces methods for effective tutoring and teaching of writing. Required for students who serve as tutors in the Writing Center. Prerequisite: Consent.

EH 210 Introduction to Fiction (1)

An introduction to the short story, in American, British, and world literature, with some attention to longer fiction. Fall, Spring.

EH 212 Alternate Worlds: Reading Science Fiction (1)

Develops the skills of reading and interpreting science fiction texts through the close examination of science fiction stories, the comparison of science fiction to other genres, and the consideration of theoretical approaches to reading. The course emphasizes the ability to think critically, including the ability to articulate and examine assumptions and to imagine alternatives.

EH 214 American Historical Fiction (1)

A study of American historical fiction from the early 1800s to today that focuses on the relationship between fiction and history within the genre. This course introduces students to issues of narrative and historiography while examining how novels and short stories depict different historical periods. Students read and write critically about the genre. They also research and compose an original piece of historical fiction.

EH 215 Introduction to Drama (1)

An introduction to dramatic literature from the Greeks to the present.

EH 220 Literature and the Social Experience (1)

An introduction to the social interpretation of literature through study of a faculty-selected topic, focusing on a cultural movement, a social issue, or the perspective of a social group. The course can be taken only once for credit. Prerequisite: EH 102 or 208.

EH 225 Labyrinths and Solitude: Latin American Fiction in Translation (1)

An introduction to Latin American fiction covering a selection of novels and short fiction. Students will learn basic skills of literary interpretation and study cultures of Latin America.

EH 226 The Tranquillized Fifties: American 1950s Literature and Culture (1)

An introduction to the culture and concerns of 1950s postwar America through study of the decade's literature. This course examines poetry, prose, and drama which foregrounds the flux of personal, public, and national identity during a decade often assumed calm and tranquil. Students will investigate shifting attitudes toward racial and gender roles, newly emergent political ideologies, and other challenges to fifties' conformity. Revealing individual, cultural, and social change, we will study the literary and cultural movements captured in the work of J.D. Salinger, Robert Lowell, Allen Ginsberg, Ralph Ellison, Tennessee Williams, Jack Kerouac, and Sylvia Plath.

EH 227 From Suffrage to Cyborgs: Twentieth-Century Feminism(s) and the Novel (1)

An introduction to the social interpretation of twentieth-century American novels through the study of feminism. This course traces a lineage of first and second wave American feminisms by coupling our exploration of novels by, for, and about women with contemporaneous theoretical and historical texts. By pairing famous literary works by Kate Chopin, Zora Neale Hurston, Sylvia Plath, and Maxine Hong Kingston with feminist texts by John Stuart Mill, Sojourner Truth, Simone de Beauvoir and Betty Friedan we will investigate the relationship between literature and social movements (a Leadership Studies designated course).

EH 228 Ourselves and Others: Gender, Race, and Class in Literature (1)

An introduction to the study of literature through reading, discussion, and community service. Students examine works of fiction, poetry, and drama that wrestle with differences of gender, race, and socio-economic class that have the capacity to divide us as well as enrich our perspectives. Fifteen hours of community service tutoring at local after-school programs and providing meals and conversation to women and children at a local shelter creates a powerful connection between literary study and the lives of our neighbors.

EH 229 Protest Literature (1)

An introduction to the study of literature through works written specifically to change the world, or at least some aspect of it. Among the more famous works that have been labeled "protest literature" are Harriet Beecher Stowe's *Uncle Tom's Cabin*, Upton Sinclair's *The Jungle*, John Steinbeck's *The Grapes of Wrath*, and Kurt Vonnegut's *Slaughterhouse Five*. The class examines a variety of movements for social change within the historical contexts of the American Revolution, the antebellum period, the progressive era, and the 1960s.

EH 230 and 231 Plural America I (1) and II (1)

This sequence of courses introduces students to the plurality of the American culture from within the liberal arts traditions of history and literature. The intent is to recognize the aspects of other cultures appropriated into the Western tradition but often either unacknowledged or glossed over. The end should be an appreciation of the achievements and limitations of our Western heritage, and a heightened sensitivity to the cultural diversity of the world-at-large. Plural America I focuses on Native American and Chicano history and literature and on the European context of American society; Plural America II focuses on African-American and Asian-American history and literature and on the 1960s as a catalyst for multi-culturalism. Also listed as HON 230 and 231, these courses may be counted by Honors Program students toward fulfillment of their course requirements. (Also listed as HI 230 and 231.) Prerequisite: EH 102 or 208.

EH 248 Monsters, Monarchs, and Monastics: Legacies of Medieval Literature in Popular Culture (1)

An introductory course focusing on critical approaches to literature. Using medieval literature in translation and texts from popular culture the course introduces students to the fundamentals of literary interpretation. Texts range from Arthurian romances to contemporary trade-market mysteries. Considerable attention is also given to technology in teaching and learning. Also listed as HON 248, this course may be counted by Honors Program students toward fulfillment of their course requirements. Prerequisite: EH 102 or 208. Spring.

EH 249 Literature, Visual Art, and Digital Images (1)

A survey of various approaches to the relationships between verbal and visual arts from the Middle Ages to the present, including emerging relationships between literature and digital media. Study includes works in one medium inspired by those of another, works in visual and verbal media from the same period, and artists of multiple forms. Also listed as HON 249, this course may be counted by Honors Program students toward fulfillment of their course requirements. Prerequisite: EH 102 or 208.

EH 250 Survey of British Literature (1)

An introduction to major British prose and verse written from the Anglo-Saxon period to the present.

EH 260 Survey of American Literature (1)

An introduction to major American prose and verse written from the Colonial period to the present.

EH 265 Survey of Southern Authors (1)

Studies of important long works by major Southern writers from antebellum to present times. Prerequisite: EH 102 or 208.

EH 270 World Literature in Translation (1)

A selection of major works of European and Third World authors in translation. Prerequisite: EH 102 or 208.

EH 280 Greco-Roman Literature in Translation (1)

A selection of major Greek and Latin works read in English translation. Prerequisite: EH 102 or 208.

EH 293, 393, 493 Independent Study in English (½ or 1)

Directed study for advanced students in the major. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

EH 298, 398, 498 Teaching Experience in English (½ or 1)

A teaching experience course under the supervision of a member of the English faculty. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog.

EH 300 Theories and Methods of Literary Analysis (1)

An introduction to the discipline of literary study for English majors. This course prepares students for advanced work in textual analysis, the application of critical and theoretical approaches, and the production of well-researched literary analyses. At least one previous EH course is recommended.

EH 301 Fiction Workshop (1)

The writing of original short prose fiction taught by the workshop method. The course may be repeated once for credit. Prerequisite: EH 205.

EH 302 Poetry Workshop (1)

The writing of original short poetry taught by the workshop method. The course may be repeated once for credit. Prerequisite: EH 205.

EH 303 Advanced Prose Workshop (1)

The study of and practice in development of style in writing, with general and professional applications. Prerequisite: EH 204 or 205.

EH 304 Creative Nonfiction Workshop (1)

A study and practice of creative nonfiction that includes the writing of original nonfiction prose within a workshop format. Writings may draw on memoir, journalism, cultural studies, history, literary criticism, nature writing, travel writing, sports writing, spiritual writing, or any kind of writing based on real-life events and experiences. The course will also entail the study of classic and contemporary writers within the genre. May be repeated once for credit. Prerequisite: EH 204 or 205.

EH 305 Journalism Workshop (1)

Reading and practice in forms of journalism, including literary journalism, arts reviews, feature writing, editorials, and interviewing. Prerequisite: EH 204.

EH 306 Media Internship (1)

A practicum course for students who want to gain firsthand experience in various media practices. Students will work under the direct supervision of qualified practitioners in print, broadcasting, communications, and public relations in media outlets and media-related offices throughout the greater Birmingham area. Students must work for a minimum of ten hours each week during the course of the internship. Prerequisite: EH 204.

EH 307 Introduction to Playwriting (1)

An introduction to the principles of dramatic structure, playwriting and revision. (Also listed as THA 307.) Prerequisite: EH 102 or 208.

EH 310 Development of the Novel (1)

An examination of the novel as a genre from its origins to its later forms. Emphases on common motifs, the development of fictional elements such as characterization, plot, and point of view, and the role of the author. Prerequisite: any 200-level literature course. (Category 2)

EH 325 Natural, Wild, and Free: American Environmental Literature (1)

An investigation of American environmental literature and nature writing. The course gives particular attention to literature and film that examine the consequences of human activity on natural systems and engage in conversations about human connections to the environment, nature, wilderness, conservation, and preservation. Prerequisite: EH 102 or 208.

EH 330 Major Authors (1)

A focused study of the works of one to three authors. Recent offerings have included Dante, Hawthorne, Hemingway, Morrison, Woolf, and Yeats. With the permission of the English faculty, students may enroll more than once for credit, providing that the focus of the course is different. Prerequisite: any 200-level literature course. (Category 2)

EH 349 Literature and the Arts (1)

A survey of the relationships among the art forms of a particular culture or historical period. Emphasis is placed on how literary works influenced or were influenced by larger cultural movements manifested in music, painting, sculpture, and architecture. Fulfills the pre-1900 requirement for the major. Prerequisite: any 200-level literature course. (Category 1)

EH 350 Chaucer (1)

A reading of the *Canterbury Tales* and other selected major poems of Chaucer in Middle English. Also listed as HON 350, this course may be counted by Honors Program students toward fulfillment of their course requirements. Fulfills the pre-1900 requirement for the major. Prerequisite: any 200-level literature course. (Category 3)

EH 351 Medieval British Literature (1)

Studies in British prose, poetry, and drama of the Middle Ages. Fulfills the pre-1900 requirement for the major. Prerequisite: any 200-level literature course. (Category 3)

EH 355 Romance: Medieval to Gothic to Modern (1)

A survey and analysis of the development of the genre of romance from its English origins in the Middle Ages to contemporary popular fiction. Special attention is given to modern methods of analysis. Prerequisite: any 200-level literature course. (Category 1)

EH 360 Shakespeare (1)

Studies in the major Shakespearean genres: tragedy, comedy, history. Fulfills the pre-1900 requirement for the major. Prerequisite: any 200-level literature course. (Category 2)

EH 361 Renaissance Poetry (1)

Non-dramatic poetry of the Tudor and Stuart periods, 1485-1660. Fulfills the pre-1900 requirement for the major. Prerequisite: any 200-level literature course. (Category 3)

- EH 365 The Elegiac Mode: Love and Loss in the Literary Imagination (1)**
A survey of elegiac literature from classical times to the present. Informed by recent developments in elegy studies, this course examines the elegiac mode as a genre evolving historically and thematically which wrestles deeply with issues of love and loss, praise and lamentation, mourning and consolation, life and death. Literature studied will primarily include poetry, prose, and drama, but will also be attentive to elegiac hybridity as expressed in musical, visual, and digital texts. Prerequisite: any 200-level literature course. (Category 1)
- EH 375 Satire (1)**
A study of the forms and techniques of satire including, but not limited to, selections from Classical and Augustan literature. A secondary emphasis is placed on the visual and performing arts. Prerequisite: any 200-level literature course. (Category 1)
- EH 380 Romantic Prose and Poetry (1)**
The critical study of major British writers of the Romantic period. Fulfills the pre-1900 requirement for the major. Prerequisite: any 200-level literature course. (Category 2)
- EH 381 Victorian Prose and Poetry (1)**
A study of major British writers of the Victorian period. Fulfills the pre-1900 requirement for the major. Prerequisite: any 200-level literature course. (Category 1)
- EH 384 Literature of the American Indian (1)**
Studies in literature by and about North American Indians. Prerequisite: any 200-level literature course. (Category 3)
- EH 385 Contextual Studies in World Literature (1)**
A study of world literature within its cultural contexts. At present, the focus of the course is the Irish, Harlem, and American Indian literary renaissances. The course analyzes the Irish Renaissance within Celtic-Catholic contexts, the Harlem Renaissance within its Atlantic African contexts, and the American Indian Renaissance within its indigenous tribal contexts. With the permission of the English faculty, students may enroll more than once for credit, providing that the focus of the course is different. Prerequisite: any 200-level literature course. (Category 3)
- EH 388 Literature and Culture of the American Renaissance (1)**
An in-depth study of selected U.S. literature of the mid-nineteenth century in its cultural context. Both traditional "classic" texts and more recently rediscovered texts will be studied in relation to key cultural issues of the time such as the Transcendentalist movement, slavery and race, and domesticity and gender politics. Readings include fiction, nonfiction, and poetry, selected from authors such as Emerson, Thoreau, Fuller, Hawthorne, Melville, Poe, Dickinson, Whitman, the Alcotts, Jacobs, Douglass, and Stowe. Fulfills the pre-1900 requirement for the major. Prerequisite: any 200-level literature course. (Category 2)

EH 389 Contextual Studies in American Literature (1)

A critical examination of selected American writing within its cultural contexts. Prerequisite: any 200-level literature course. (Category 1)

EH 390 Twentieth-Century British and American Poetry (1)

The critical study of major British and American poetry of the twentieth century. Prerequisite: any 200-level literature course. (Category 1)

EH 392 Contemporary Fiction (1)

An examination of trends in British or American fiction since World War II, including the impact of postmodernism, neorealism, and the belated recognition of minority writing. Prerequisite: any 200-level literature course. (Category 4)

EH 394 Contemporary Drama (1)

A critical examination of the principal plays, playwrights, and theories of contemporary drama. Prerequisite: any 200-level literature course. (Category 4)

EH 395 Contemporary International Fiction (1)

A sampling of recent non-Anglo-American fiction; may include postcolonial literatures, such as African- and Latin-American fiction, as well as Japanese, Chinese, Indian, and other Asian fiction. Prerequisite: any 200-level literature course. (Category 4)

EH 396 Contemporary Poetry (1)

A study of recent poetry and poetics. Prerequisite: any 200-level literature course. (Category 4)

EH 400 Studies in Culture and Text (1)

A theoretical study of texts from a perspective of cultural criticism. Recent offerings have emphasized modernism and postmodernism. With the permission of the English faculty, students may enroll more than once for credit, providing that the focus of the course is different. Prerequisite: at least three 300-level literature courses, one of which must be EH 300. (Category 5)

EH 410 Studies in the Novel (1)

A theoretical study of the novel. The focus of the course may change each time it is offered: for example, gender and the novel, the modernist novel, the novel and narratology. Prerequisite: at least three 300-level literature courses, one of which must be EH 300. (Category 5)

EH 420 Studies in the Drama (1)

A theoretical study of the drama. The focus of the course may change each time it is offered: for example, gender and the drama, dramatic form and theory, the theatre of the absurd. Prerequisite: at least three 300-level literature courses, one of which must be EH 300. (Category 5)

EH 425 Introduction to Performance Theory: Liveness, Media, Spectacle, and Ritual (1)

A theoretical study of performance and performativity in live events, texts, film, and media. This course gives particular attention to questions of everyday performance related to gender and race, as well as socio-cultural phenomena such as ritual, protest, and politics. Interdisciplinary theoretical perspectives from the fields of anthropology, sociology, theatre, media and film studies, and race, gender, and sexuality studies scaffold our research and discussion. Prerequisite: three 300-level courses, or instructor consent for MFS and theatre majors. (Category 5)

EH 459 Methods of Literary Interpretation (1)

Study and application of major methods of literary analysis. Prerequisite: at least three 300-level literature courses, one of which must be EH 300. (Category 5)

EH 470, 471, 472 Senior Seminar (1)

Advanced study of selected topics within a specific area of language or literature. Students may enroll for a second seminar on a separate topic as one of their electives. Prerequisites: EH 300 and senior standing.

French (FR)*Major Requirements*

No major or minor is offered in French.

*Courses in French***FR 101 Elementary French I (1)**

An introduction to the sounds and structure of the language as well as to the culture of French-speaking peoples. Skills emphasized are reading, writing, speaking, and oral comprehension. Fall.

FR 102 Elementary French II (1)

A continuation of FR 101. Prerequisite: FR 101. Spring.

FR 201 Fundamentals of French Grammar (1)

A review of the fundamentals of grammar designed primarily for students who have had only one or two years of language on the high school level. Fall, Spring.

FR 220 Intermediate French (1)

A course built on beginning French that thoroughly reviews basic grammar concepts, builds vocabulary, and further develops all four language skills. Prerequisite: FR 102 or 201. Fall, Spring.

FR 270 Conversation française (1)

Instruction and practice in oral comprehension and speaking. Conversation is based on *realia* (newspapers, magazines, videos). The course increases oral proficiency and awareness of modern culture. Prerequisite: FR 220. Fall.

FR 280 Approches de lecture (1)

An introduction to French literature as well as to the skills and methods needed to read literature in the French language. This course provides practice in and application of these skills using a variety of genres. Prerequisite: FR 220. Spring.

Greek (GK)

For courses in Greek, see the Classics section of this catalog.

Hebrew (HB)

Major Requirements

No major or minor is offered in Hebrew.

Courses in Hebrew

HB 101 Elementary Biblical Hebrew I (1)

An introduction to the fundamentals of biblical Hebrew. This course equips students to read the Hebrew Bible in its original language, a skill that provides access to the complexities of biblical texts and the nuances of biblical scholarship. It acquaints students with basic Hebrew grammar, which will enable them to read Hebrew texts at an introductory level and use reference works that begin with the original language as their starting point.

HB 102 Elementary Biblical Hebrew II (1)

A continuation of biblical Hebrew instruction provided in Elementary Biblical Hebrew I. This course completes the introduction to biblical Hebrew grammar started in the first course and also provides further training in translation practices and exegetical method. Prerequisite: HB 101.

History (HI)

Bachelor of Arts

*Sarah Frohardt-Lane, Randall Law, V. Markham Lester, Matthew Levey,
Victoria Ott, Mark S. Schantz*

The history faculty engages students in an inquiry into the past. By reconstructing earlier civilizations and perceiving various ages within a time frame stretching from prehistory to the present, the history student comes to see an age in relationship to what came before and what follows. A sense of continuity is developed that expands mental horizons, permits fruitful comparisons to be made with the present, and allows a more acute awareness of one's surroundings. The effort to understand the peoples of the past makes use of various skills and techniques including the evaluation of evidence, employment of imagination, research skills in diverse sources of information, and effective oral and written communication skills. A primary concern of the study of history is change. The student who is conscious of the continuous process of change is better prepared for the conditions of change taking place today.

Historical study provides a training that helps prepare students for graduate study and for widely varied careers in teaching, law, the church, government, diplomatic service, museums, libraries, social services, business, journalism, and other fields.

Upon completion of the history major, students will be able to

- articulate a thesis that is historical and argumentative,
- compose an historical argument using primary sources in support of an appropriate thesis,
- engage with secondary sources by situating one's own thesis and argument within the topic's historiography.

Major Requirements

The following courses are required (11 units):

one of the following:

HI 102, and either 103 or 110

or

HI 181 and 182

HI 151 or 155

HI 152

HI 300 (normally completed in the sophomore or junior year)

HI 400

five elective units, two at the 200 level and three at the 300 level. Of these five units, at least one must be in United States history, one in European history, and one in Latin American, Asian, or Middle Eastern history

History majors are encouraged to develop a degree of competence in one or more foreign languages and to use this competence in their historical reading and research. Knowledge of a foreign language is particularly important for students planning graduate work. Students contemplating graduate work are urged to take at least three units in one foreign language.

In addition, the faculty strongly recommends for its majors an off-campus experience and HI 498 Teaching Experience in History where feasible.

Minor Requirements

The following courses are required (5 units):

- one HI unit (classroom course) at the 100 level
- one HI unit (classroom course) at the 200 level
- two HI units (classroom courses) at the 300 level
- one elective HI unit (classroom course)

Graduation with Disciplinary Honors in History

History majors may graduate with honors in history by fulfilling the following requirements:

- (1) Complete the requirements for a major in history.
- (2) Attain a 3.50 or better grade point average in all history courses taken at the College.
- (3) Earn a departmental designation of "with honors" for the project in HI 401 Senior Research Project in History.

Courses in History

100 Level

Courses dealing with events and processes that affect human societies over long periods of time and across broad geographical areas not confined to national boundaries; mostly textbook oriented with some primary sources; short non-research writing assignments.

HI 102 European Civilization I (1)

The historical development of European social and political attitudes and institutions through the Age of Enlightenment.

HI 103 European Civilization II (1)

The historical development of European social and political attitudes and institutions from the French Revolution to the late twentieth century.

HI 110 Great Leaders in Modern Western History (1)

An examination of the leadership of several important figures in western history from the Reformation to the Second World War. Previous topics have included Martin Luther (1483-1546), Elizabeth I (1533-1603), Napoleon Bonaparte (1769-1821), Giacomo Puccini (1858-1924), and Winston Churchill (1874-1965). Also, students will be a part of a group that will research and report on the life of another leader of their choice. Through the study of this diverse group of leaders, students will gain an awareness of the historical periods in which these individuals lived and learn about biography as an historical genre. Students will also be introduced to modern theories of leadership and will be challenged to apply these theories to the leaders studied.

HI 120 The History of Terrorism (1)

An examination of the history of terrorism with the twin goals of explaining its contemporary prevalence and its historical significance. Emphasis will be placed on the political, social, and cultural contexts of terrorism and political violence; critical, literary, and popular responses to terrorism; changing definitions of terrorism; and the interrelationship between terrorism and modernity. Particular attention will be paid to revolutionary terrorism in Europe and Russia in the nineteenth and early twentieth centuries; ethno-nationalist terrorism in Europe, the Middle East, and North Africa in the second-half of the twentieth century; anti-imperialist and left-wing terrorism in the 1960s and 1970s; and the recent upsurge in religiously inspired terrorism. Also listed as HON 120, this course may be counted by Honors Program students toward fulfillment of their course requirements.

HI 151 History of the American People I (1)

The evolution of the American people to 1865, as reflected in their political and economic development, social practices, and philosophy with particular reference to the interaction between ideas and social structure.

HI 152 History of the American People II (1)

A continuation of History of the American People I, dealing with the changes in American society since 1865 as reflected in the industrialization of the nation with emphasis on the interaction between traditional concepts and contemporary social structure.

HI 155 Reforming America (1)

A study of the ideas, events, and people influencing major reform movements from the colonial period to 1877. Emphasis is placed on notable reform campaigns directed toward social, political, and economic change in America and the successes and limitations of those efforts. Some topics include social transformations in the Chesapeake and New England colonies; political thought in the American Revolution; evangelical Protestantism; responses to Native American removal legislation; social welfare campaigns relating to public education, temperance, prison, and asylum reforms; abolitionism and racial equality; anti-immigration organizations; and women's rights.

HI 181 East Asian Civilization I: Introduction to Chinese Civilization (1)

A comprehensive introduction to the history of Chinese civilization from its beginnings to the seventeenth century. Key topics include the formation of ancient Chinese civilization, the growth and development of the three main traditions of learning and religion (Confucianism, Daoism and Buddhism), the evolution of China's imperial system of government, patterns of land tenure, the development of commercialized agriculture and urban centers, and the ways in which Chinese historians have written about their national past. Fall.

HI 182 East Asian Civilization II: Introduction to Japanese Civilization (1)

A comprehensive introduction to the history of Japanese civilization from its beginnings to the seventeenth century. Key topics include the formation and evolution of Japan's imperial system, the "way of the warrior" (bushido), the evolution of Buddhism and Confucianism in relation to the native "Shinto" tradition, patterns of land tenure, the transition from rule by civilian aristocrats to the emergence of military rule, and the ways in which Japanese historians have written about their national past. Spring.

200 level

Courses dealing with a single cultural or national entity, or a clearly related group of such entities (usually a century or more); textbooks, primary sources, and occasional monograph material; short non-research writing assignments.

HI 201 History of American Media (1)

An examination of the role of print media, radio and television, film, and computer technology in shaping the transition of American society from traditional forms of print and broadcast media to the rise of the information age. Emphasis will be placed on students reading, seeing, and hearing original documents, broadcasts, and photos (or commentaries upon them). (Also listed as MFS 201.) Spring.

HI 205 The Old South (1)

The development and flourishing of the antebellum plantation society, the institution of slavery, and the rise and fall of Southern nationalism.

HI 206 The New South (1)

The evolution of the American South from the end of the Civil War to the present with emphasis on the political and economic transformations, cultural expressions, and shifting social relations, with particular attention to the Civil Rights movement.

HI 207 Diplomatic History of the United States to 1941 (1)

Development of America's international relations and its emergence as a world power, with emphasis on nineteenth-century expansionism, the Spanish-American War, involvement in the Far East and Latin America, World War I, and the Paris Peace Conference.

HI 208 Diplomatic History of the United States since 1941 (1)

United States foreign policy since 1941, with emphasis on World War II, and the Cold War in Europe, the Far East, and Latin America (a Leadership Studies designated course).

HI 210 U.S. Women's History (1)

A study of American women from the pre-colonial era to the late twentieth century. This course introduces the uniqueness of women's experiences and their role in shaping the economic, political, and social development of the nation. Among the topics covered are notions of "proper" womanhood, women's involvement in wars, women's role in family life, women's paid labor, and female activism. Emphasis is placed on the diversity of women's lives based on racial, class, ethnic, and sexual differences (a Leadership Studies designated course).

HI 230 Plural America I (1)

An introduction to the plurality of the American culture from within the liberal arts traditions of history and literature. The intent is to recognize the aspects of our cultures appropriated into the Western tradition but often either unacknowledged or glossed over. The end should be an appreciation of the achievements and limitations of our Western heritage, and a heightened sensitivity to the cultural diversity of the world-at-large. Plural America I focuses on Native-American and Chicano history and literature and on the European context of American society. Also listed as HON 230, this course may be counted by Honors Program students toward fulfillment of their course requirements. (Also listed as EH 230.) Prerequisite: EH 102 or 208.

HI 231 Plural America II (1)

A continuation of Plural America I, focusing on African-American and Asian-American history and literature and on the 1960s as a catalyst for multi-culturalism. Also listed as HON 231, this course may be counted by Honors Program students toward fulfillment of their course requirements. (Also listed as EH 231.) Prerequisite: EH 102 or 208.

HI 241 Monarchs, Rebellion, and Empire: History of England from the Anglo-Saxons to George III (1)

A survey of the political, social, economic, and constitutional history of England and the British Empire to 1789. Among the many subjects examined are the Anglo-Saxons, the Norman Conquest, the Wars of the Roses, Henry VIII and the English Reformation, Elizabeth I and the defeat of the Spanish Armada, the English Civil War, the Restoration, the establishment of the "first" British Empire, and the responses to the American and French Revolutions. Lectures are supplemented by audio-visuals to add further context.

HI 242 Industry, Imperialism, and World War: History of England from George III to the Present (1)

A survey of the political, social, economic, and constitutional history of England and the British Empire from 1789 to the present. Among the many subjects examined are the Industrial Revolution, imperialism, the Irish independence movement, the First and Second World Wars, the Socialist and Thatcher revolutions, and the end of empire. Lectures are supplemented by audio-visuals to add further context (a Leadership Studies designated course).

HI 245 Russian Civilization (1)

An introduction to the history of Russia and its distinctive political, social, and cultural institutions and expressions, from the formation of Rus in the first millennium of the common era through the breakup of the Soviet Union (a Leadership Studies designated course).

HI 248 Modern Germany (1)

An examination of the history of Germany from the era of Bismarck through reunification at the end of the Cold War. Topics include the creation of the German nation-state, participation in the World Wars, Weimar, Nazism, East and West Germany, and post-reunification. The course emphasizes the use of Germany as a case study for studying the problems and paradoxes of European development in the modern era.

HI 250 Topics in the History of Terrorism (1)

An exploration of terrorism through focused study of four to six episodes in its history. Following an historical and methodological introduction, possible subjects include the Sicarii, the Carbonari, Russian revolutionary terrorism, the Ku Klux Klan, the Irish Troubles, Israel/Palestine, the Malayan Emergency, the Weather Underground, anti-abortion violence, eco-terrorism, and September 11 (a Leadership Studies designated course). Prerequisite: sophomore standing or above.

HI 260 Social History of Latin America (1)

A study of the basic cultural influences in the history of Latin America, including consideration of the Indian heritage, internal economic development, the traditional role of the church, and post-independence social structure and economic issues. Prerequisite: at least one year of college coursework.

HI 261 Modern Latin America and the Revolutionary Tradition (1)

An analysis of the role of revolutionary change in modern Latin American history which emphasizes the major social and political revolutions in Mexico and Cuba and which examines the impact of *Peronismo* in Argentina, the military "revolution" in Peru in the 1960s and the more recent Sandinista regime in Nicaragua. Prerequisite: at least one year of college coursework.

HI 265 The Middle East in the Twentieth Century (1)

A study of the history of the Middle East from the collapse of the Ottoman Empire until the present day. The course offers an introduction to the geography, ethnography, and religions of the region, followed by an investigation of British and French colonialism and the inter-war independence struggles in the area. Emphasis is also placed on the growth of modern Middle Eastern states and societies after 1945, with particular focus on the topics of nationalism, modernization, the Arab-Israeli conflict, the Iranian revolution, and the Gulf War.

HI 282 Disputers of the Dao: Major Texts in the Confucian, Buddhist, and Daoist Traditions in East Asia (1)

The historical development of the major philosophical and religious traditions of East Asia (Confucianism, Daoism, and Buddhism) taught through the reading of a selection of their fundamental texts. The focus will be the texts, the major doctrines and schools of these traditions, and the patterns of their historical development in China, India, Japan, and Korea. Also listed as HON 282, this course may be counted by Honors Program students toward fulfillment of their course requirements. Prerequisite: at least one year of college coursework.

HI 283 Modern China (1)

An introduction to Chinese history from the Manchu conquest in the seventeenth century to the People's Republic. Emphasis is on the changing social, economic, and political structure of Chinese society and how the Chinese explained to themselves the changes taking place in their society.

HI 284 Modern Japan (1)

An introduction to Japanese history from the emergence of military rule in the thirteenth century to the post-World War II democratic experience. Emphasis is on the changing social, economic, and political structure of Japanese society and how the Japanese explained to themselves the changes taking place in their society.

HI 287 Western Images of Asia (1)

A multimedia exploration of Western attitudes about the "orient." Through scholarly and fictional texts and a careful viewing of visual arts, this course analyzes the development of Western attitudes toward the "east," beginning with medieval explorers and concluding with our present concerns with the Japanese and Chinese. Also listed as HON 287, this course may be counted by Honors Program students toward fulfillment of their course requirements. Prerequisite: at least one year of college coursework.

HI 288 Remembering World War II (A): The War in Asia and the Pacific (1)

How World War II in Asia and the Pacific is remembered in several countries, including China, Japan, Korea, and the United States. Using a variety of literary (novels, poetry, and memoirs), artistic (film and painting), and architectural (monuments, memorials, and museums) evidence, we explore the legacy and memories of World War II in these various countries, consider some of the many issues related to self-representation and historical memory, and examine how different cultures with widely divergent pasts and traditions come to shape memory and guilt. Also listed as HON 288, this course may be counted by Honors Program students toward fulfillment of their course requirements.

HI 289 Remembering World War II (B): The War in Europe and the Holocaust (1)

How World War II in Europe and the Holocaust are remembered in several countries. Using a variety of literary (novels, poetry and memoirs), artistic (film and painting), and architectural (monuments, memorials, and museums) evidence, we explore the legacy and memories of World War II in these various countries, consider some of the many issues related to self-representation and historical memory, and examine how different cultures with widely divergent pasts and traditions come to shape memory and guilt. Countries to be studied are chosen from among the following: Germany, France, Poland, Russia/Soviet Union, and the United States. Also listed as HON 289, this course may be counted by Honors Program students toward fulfillment of their course requirements.

HI 293, 393, 493 Independent Study in History (½ or 1)

Directed study for advanced students in the major. Coursework will include directed readings and inquiry into selected historical problems and areas. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

HI 298, 398, 498 Teaching Experience in History (½ or 1)

A teaching experience course. Upon invitation, qualified students may register for this course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog.

300 level

Courses focused temporally or topically; monograph material and primary sources; research paper required; at least one year of college coursework required.

HI 300 Practice of History Seminar (1)

A study of what history is and what the historian does. Through an examination of some of the classics of historical writing, attention is given to perspectives of the various historians and to the changing nature of the questions they have sought to answer. By preparing their own research paper, students are also exposed to contemporary methods and techniques of historical writing and research. Prerequisite: at least one year of college coursework.

HI 301 The American Revolution and the Federalist Period, 1763-1801 (1)

A study of the American Revolution, the creation of the new federal government, and the crucial early years of the young nation. Emphasis on three problems: the causes and nature of the Revolution, the struggle over the *Constitution*, and the emergence of political parties. Prerequisite: HI 300 or consent.

HI 303 Civil War and Reconstruction (1)

The development of the American Republic in the nineteenth century with emphasis on westward expansion, the rise of sectionalism, the Civil War, and the Reconstruction years. Prerequisite: HI 300 or consent.

HI 309 Women of the American South (1)

A study of women from the American South from pre-colonial contact to the present. Emphasis is placed on the contributions of women to the economic, political, social, and cultural development of the region. Among the topics covered are Native American women, slavery, Confederate states, mountain communities, Civil Rights, and country music (a Leadership Studies designated course). Prerequisite: HI 300 or consent.

HI 319 America, 1900-1940 (1)

A study of the United States from 1900 to 1940, with emphasis on political, social, and intellectual aspects of the Progressive movement, World War I, the Twenties, the Depression, and the New Deal. Prerequisite: HI 300 or consent.

HI 320 America Since 1940 (1)

The transformation of the United States since 1940, with emphasis upon the political and social aftermath of World War II, the expansion of the American economy in the 1950s and 1960s, social movements of the 1960s, and the era of disillusionment following Vietnam and Watergate in the 1970s. Prerequisite: HI 300 or consent.

HI 326 Constitutional History of the United States (1)

A study of the development of the *Constitution of the United States* since Reconstruction. Topics examined include the regulation of interstate commerce, the *Constitution* and the two World Wars, the New Deal, civil rights, the Warren court, the Watergate affair, and the recent transition to conservative constitutionalism. Prerequisite: HI 300 or consent.

HI 342 French Revolution and Napoleon (1)

Analysis of the causes and course of the Revolution in France and the spread of revolutionary ideas and institutions in Europe, 1789-1815. Prerequisite: HI 300 or consent.

HI 344 Europe, 1914-1945 (1)

The development of the major European countries and of international relations in the era of the world wars. Prerequisite: HI 300 or consent.

HI 346 Russia in the Twentieth Century (1)

A study of Russia and its transition in the twentieth century from a backward behemoth to the world's first socialist state and finally to a struggling post-communist nation. Topics include the crises of late Imperial Russia, the Russian Revolution, Stalinism, official and popular culture in the Soviet Union, the construction of "mature socialism," and the collapse of the U.S.S.R. Prerequisite: HI 300 or consent.

HI 347 Britain in the Twentieth Century (1)

Transition from empire to commonwealth, the Irish problem, two world wars and their consequences, reform, life and letters in England from 1901 to the recent past. Prerequisite: HI 300 or consent.

HI 349 The Cold War: American and Soviet Perspectives (1)

A study of the Cold War from both the U.S. and Soviet perspectives, from its origins during the closing days of World War II to the collapse of the Soviet Union in 1991. Emphasis is placed on the Cold War's political and cultural impact on the home fronts, as well as the interrelationship between foreign and domestic policy. Prerequisite: HI 300 or consent.

HI 385 The People's Republic of China (1)

An assessment of the history of the Chinese Communist Revolutionary movement from its inception to the present. Key topics include the Great Proletarian Cultural Revolution, the Democracy Movement, and various attempts by the Chinese Communist Party to transform the economic, social, intellectual, and political landscape of "traditional" China according to the competing visions—within the Party—of the nature, means, and goals of Marxist-Leninist Revolution. Prerequisite: HI 300 or consent.

HI 386 Japan in the Twentieth Century (1)

An analysis of the political, social, and economic history of "Showa" (1912-1989) Japan, and an attempt to place Japan's recent economic and political emergence on the world stage in the context of the problem and process of modernization. Also a strong focus on Japan's wars in Asia and the Pacific, their consequences on Japan and their meaning for Japanese today. Prerequisite: HI 300 or consent.

400 level**HI 400 Senior Research Symposium (1)**

The senior capstone seminar, in which students write a major research paper on a topic of their choice with consent. Students will present their research in a senior conference. Prerequisite: consent.

HI 401 Senior Research Project in History (1)

Qualified students may register for this course to meet graduation requirements for Disciplinary Honors in History. Prerequisites: HI 400 and consent.

Latin (LA)

For Courses in Latin, see the Classics section of this catalog.

Mathematics (MA)

Bachelor of Science

Jeffrey Barton, Bernadette Mullins, Douglas Riley, Maria Stadnik, Anne Yust

Students often encounter mathematics as a finished product laid out neatly in a textbook. At Birmingham-Southern College students experience mathematics in a fuller sense – as a process that relies on curiosity, intuition, critical thinking, and effective communication to produce important and useful results. Through taking both theoretical and applied courses and working closely with faculty, students develop their skills as questioners, critical thinkers, and communicators of technical material – skills that are valued by employers in a variety of fields.

The mathematics major welcomes and attracts students with diverse interests and career goals, and mathematics majors find that they have many options available to them once they graduate. Many continue their education by attending medical school, law school, or mathematics graduate school. Some have pursued graduate degrees in fields ranging from engineering to business administration to biostatistics, while others have begun their careers in fields including engineering, actuarial studies, and education with employers such as NASA, Blue Cross Blue Shield, Alabama Power, and many others.

Upon completion of the mathematics major, students will be able to

- write a valid proof of a mathematical statement,
- write a lucid summary of a scholarly article in mathematics or closely related field,
- present a coherent explanation of his or her mathematical work in a public setting to a group of peers.

Major Requirements

The following courses are required (13 units):

MA 231

MA 232

MA 310

MA 311

MA 335

MA 451 or 455

MA 458 or 461

four additional units from CS 170, MA 207, 240, 250, 317, 321, 422, 451, 452, 454, 455, 458, 461, 462, PH 121 or 122, at least three of which must be in MA, at least one of which must be at the 300 level or above

MA 470

MA 499

A student may be exempt from MA 207, MA 231, and MA 232 by placement, AP credit, or IB credit.

Students planning on graduate study in pure mathematics are encouraged to take MA 317, 451, 455, 458, and 461. Those planning graduate work in applied mathematics are encouraged to take MA 317, 321, 451, 454, 461, PH 121 and 122.

Mathematics majors planning on seeking employment immediately upon graduation are encouraged to take MA 207, MA 317 and MA 321 as mathematics electives. Those intending on an actuarial career should also plan on taking relevant courses in related disciplines, particularly EC 201, EC 202, EC 309, EC 414, EC 415, BA 210, and BA 372.

Students planning to attain secondary teaching certification must take MA 207, 240, and 317.

Courses required for the mathematics major may be used to meet minor requirements in physics.

Minor Requirements

Teaching experience courses may not count towards the minor.

The following courses are required (5 units):

MA 231

MA 232

MA 310

one elective unit in MA at the 200 level or above

one elective unit in MA at the 300 level or above

Courses in Mathematics

MA 124 Precalculus Mathematics (1)

A preparation for students who plan to study calculus. This course focuses on modeling real-world phenomena using polynomial, rational, exponential, logarithmic, and trigonometric functions. An understanding of these functions is developed graphically, numerically, analytically, and verbally. Not open to students who have passed MA 231 or equivalent. Fall, Spring.

MA 150 Introduction to Mathematical Modeling (1)

An introduction to important mathematical ideas and their applications in the real world. This course is designed for non-mathematics/science majors and includes topics from a variety of mathematical areas at the discretion of the instructor. Possible topics include population modeling, the mathematics of interest and loans, environmental modeling, probability, statistics, and the mathematics of social choice. Not open to students who have passed MA 231 or equivalent.

MA 160 Introduction to Probability (1)

An introduction to probability using a problem-solving approach. This course is designed for non-mathematics/science majors. Topics include elementary probability, independent events, conditional probability, probability distributions, expected value, combinations, permutations, and applications of probability and counting. The course focuses on applied problems throughout and extended projects further illustrate applications of these areas of mathematics.

MA 207 General Statistics (1)

An investigation of four fundamental topics in statistics: displaying data, producing data, probability, and statistical inference. The course uses a statistical software package. Fall, Spring.

MA 231 Calculus I (1)

A course in calculus emphasizing graphical, numerical, analytical, and descriptive points of view. Topics include functions, derivatives, definite integrals, and the Fundamental Theorem of Calculus. A primary learning objective is a working knowledge of differentiation. Not open to students who have passed MA 232 or equivalent. Fall, Spring.

MA 232 Calculus II (1)

A continuation of Calculus I. This course continues to emphasize graphical, numerical, analytical, and descriptive points of view. Topics include definite integrals, approximation techniques, indefinite integrals, elementary differential equations, modeling, Taylor polynomials, and infinite series. A working knowledge of differentiation is assumed. Fall, Spring.

MA 240 Discrete Structures (1)

An introduction to concepts fundamental to the analysis of algorithms and their realizations. Topics include set theory, induction, recursion, graphs, networks, and Boolean algebra. Prerequisite: MA 231.

MA 250 Mathematical Modeling (1)

An introductory course in mathematical modeling for students who have had some prior experience with calculus. Models are developed for various applications in areas such as finance, ecology, and the social sciences. The methods focus predominantly on discrete dynamical models that can be easily implemented using a common spreadsheet program. Some familiarity with basic calculus allows analytical tools to complement this computational approach.

MA 293, 393, 493 Independent Study in Mathematics ($\frac{1}{2}$ or 1)

Directed study for advanced students in the major. Coursework may include directed readings, inquiry, and/or research project in mathematics or statistics. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

MA 298, 398, 498 Teaching Experience in Mathematics ($\frac{1}{2}$ or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog.

MA 310 Calculus III (1)

A course in calculus emphasizing graphical, numerical, analytical, and descriptive points of view. Topics include parametric equations, polar coordinates, vectors, multivariable and vector-valued functions, partial derivatives, multiple integrals, vector fields, and line integrals. Prerequisite: MA 232 or consent. Fall, Spring.

MA 311 Differential Equations (1)

An introduction to the study of ordinary differential equations with emphasis on solution techniques and applications. Whenever possible, numerical, qualitative and analytical methods are discussed, and students are encouraged to make use of computers in solving some of the problems. Prerequisite: MA 310.

MA 317 Linear Algebra (1)

Systems of equations, matrices, determinants, eigenvalues, matrix factorizations, vector spaces, linear transformations, and applications. Prerequisite: MA 232.

MA 321 Probability Theory (1)

An introduction to probability theory, conditional probability, Bayes' formula, random variables, expected value, variance, discrete and continuous probability distributions. Prerequisite: MA 310.

MA 335 Transition to Higher Mathematics (1)

An introduction to the logic and methods used in advanced mathematics, with emphasis on understanding and constructing proofs. Prerequisite: MA 232. Spring.

MA 422 Mathematical Statistics (1)

An investigation of selected topics in statistics from a theoretical viewpoint. Topics may include sampling distributions, point estimation, interval estimation, hypothesis testing, regression and correlation, analysis of variance, and nonparametric methods. Prerequisite: MA 321.

MA 451 Abstract Algebra I (1)

Topics include binary operations, groups, subgroups, group homomorphisms, factor groups, and a brief introduction to rings and fields. Prerequisite: MA 335.

MA 452 Abstract Algebra II (1)

A continuation of MA 451. Topics include rings, fields, integral domains, ideals, ring homomorphisms, field of quotients, and extension fields. Prerequisite: MA 451.

MA 454 Numerical Analysis (1)

An introduction to numerical methods of solution and their analysis. Topics include computer arithmetic, propagation of error, systems of linear and non-linear equations, numerical integration, curve fitting, and differential equations. Prerequisite: MA 310.

MA 455 Introduction to Topology (1)

An introduction to the topology of Euclidean space and/or surfaces. Topics include continuity, compactness, cell complexes, and the classification of surfaces. Applications include fixed-point theorems, the Jordan curve theorem, and map colorings. Prerequisites: MA 310 and 335.

MA 458 Introduction to Complex Analysis (1)

Complex numbers, analytic functions, Cauchy-Riemann equations, curves and integrals, Cauchy's Theorem and applications, Taylor and Laurent series, analytic continuation, Residue Theorem, harmonic functions, and conformal mappings. Prerequisites: MA 310 and 335.

MA 461 Real Analysis I (1)

A rigorous treatment of sequences, limits, continuity, differentiation, infinite series, sequences and series of functions, uniform convergence and its implications for function series. Prerequisites: MA 310 and 335.

MA 462 Real Analysis II (1)

A continuation of MA 461. Topics include integrals, derivatives, and functions of several variables. Prerequisites: MA 317 and 461.

MA 470 Research Seminar in Mathematics (1)

A seminar in reading and presenting advanced mathematics in preparation for proposing an independent research topic. Each student will read and present articles of interest to the class, building both a mathematical foundation upon which a research proposal can be written, and developing the skills for presenting quantitative work. Towards the end of the term, each student will write, revise and defend a proposal for independent research. Prerequisite: MA 335 and senior standing, or consent of the instructor. Fall.

MA 499 Senior Project in Mathematics (1)

An independent research project in mathematics where students investigate a topic proposed in MA 470. Students work closely with a supervising faculty member, formally write up their results, and present their research to the campus community for their senior conference. Students may also be required to present their work at a regional mathematics conference. Prerequisite: MA 470. Exploration term.

Modern Foreign Language (MFL)

Specific language taught and course designation and title will vary.

Major Requirements

No major or minor is offered in modern foreign language.

See the Chinese, French, and Spanish sections of this catalog for requirements in individual languages.

*Courses in Modern Foreign Language***MFL 101 Elementary Foreign Language I (1)**

An introduction to the sounds and structure of language as well as to the culture of native speakers. Skills emphasized are reading, writing, speaking, and oral comprehension. Specific language taught and course title will vary. Fall.

MFL 102 Elementary Foreign Language II (1)

A continuation of MFL 101. Specific language taught and course title will vary. Spring.

Music (MS) (MU) (MED)

Bachelor of Arts, Bachelor of Music,
Bachelor of Musical Arts,
Bachelor of Music Education

*Jeff Kensmoe, Jacqueline Leary-Warsaw, Benjamin Posey, Lester Seigel,
David J. Smith*

The Department of Music provides music education and training of distinctive quality within a liberal arts context. Students study music for a variety of reasons: as an enhancement to their liberal arts experience; as preparation for a career in performance; as preparation for teaching; or as preparation for graduate school. For all students, the department offers private lessons and music ensembles as well as courses in music appreciation and music theory. All lessons and courses offered by the department are designed to help students increase their enjoyment of and ability to create music. In the tradition of the professional music school, the department provides a collegial environment among all students with the intention of cultivating talent and challenging students musically and intellectually.

The department offers four distinctive degrees, all of which provide music majors with a program of strength and rigor: the Bachelor of Arts with a concentration in performance; the Bachelor of Musical Arts, a music-intensive degree that requires individualized study in another academic area; the Bachelor of Music Education, with majors in vocal/choral music and instrumental music education (both majors lead to K-12 teacher certification); and the Bachelor of Music with a major in performance. The department also offers a minor in music.

Students who seek a degree in music must audition in their principal instrument and demonstrate sufficient competency to undertake college-level work. Once accepted, students must achieve a proficiency level appropriate for their degree and must advance towards that degree at a rate acceptable to the music faculty. Following two years of study, a committee of music faculty will interview students. The committee will advise students concerning their degree plans and expectations.

Upon completion of the music major, students will be able to

- hear, identify, and work with musical elements – rhythm, pitch, harmony, structure, timbre, texture,
- read and apply musical notation through performance,
- recognize and articulate an understanding of compositional process and musical style with reference to artists, technologies, events, and cultural forces through the major periods of history,
- use research tools and analysis to develop, defend judgments, and write about music,
- demonstrate a trajectory of continuing growth in applying skills and musical performance,
- apply particular pedagogical skills to teach others.

Bachelor of Arts (B.A.) in Music

The Bachelor of Arts with a major in music is designed for students who wish to study music in a broad liberal-arts context. The major is balanced among four types of music study: theory, literature and history, applied study in performance, and ensemble participation. In the senior year, students present a solo recital of at least thirty minutes. Students in voice are expected to satisfy a minimum proficiency level in piano.

Major Requirements

The following courses are required (12 units):

four units in theory:

- MU 151 Elementary Theory
- MU 152 Intermediate Theory
- MU 158 Music Technology
- MU 251 Advanced Theory

three units in music literature and history:

- MU 123 Literature and Language of Music
- MU 221 Ancient, Medieval and Renaissance Music History
- MU 222 Baroque, Classic, Romantic, and Twentieth-Century Music History

three units in applied study required over six regular terms; applied courses, worth one-half unit, may be repeated for credit:

- MS 310 Piano
- MS 320 Voice
- MS 330 Organ
- MS 340 String Instruments
- MS 350 Winds, Brass, Percussion Instruments
- MS 360 Classical Guitar

one unit in ensemble from the following; ensemble courses, worth one-quarter unit, may be repeated for credit; students should enroll in ensembles appropriate for their principal concentration as determined in consultation with the music faculty:

- MU 112 Southern Chorale
- MU 113 Chamber Orchestra
- MU 211 Concert Choir
- MU 215 Jazz Band
- MU 217 Symphonic Band
- MU 242 Opera Workshop
- MU 341 Chamber Music
- MU 341 Guitar Ensemble

MU 499 Senior Capstone Experience

Bachelor of Music Education (B.M.E.)

The Bachelor of Music Education is a pre-professional program designed especially for students who wish to combine intensive training in music with required courses and teaching experiences that lead to certification for primary and secondary school teaching careers. Students admitted to the B.M.E. degree program concentrate in either vocal/choral or instrumental music education.

Completion of the B.M.E. degree requires admission to the Teacher Education Program, usually in the sophomore year, as well the completion of a minimum of a thirty-minute recital, typically completed in the senior year. Students in this program must also pass a written comprehensive examination in music theory, history and literature with a grade of 70% or higher.

Major Requirements

The following courses are required (26 units):

six and one-half units in theory and pedagogy:

- MU 151 Elementary Theory
- MU 152 Intermediate Theory
- MU 158 Music Technology
- MU 251 Advanced Theory
- MU 252 Early Twentieth-Century Theory
- MU 271 Beginning Conducting
- MU 371 Advanced Conducting
- MU 352 Music Since 1945

three units music literature and history:

- MU 123 Literature and Language of Music
- MU 221 Ancient, Medieval and Renaissance Music History
- MU 222 Baroque, Classic, Romantic, and Twentieth-Century Music History

six units in education and educational psychology:

- ED 299 Teaching Experience
- ED 201 Introduction to Education
- ED 319 Teaching Reading
- EPY 223 Human Growth and Development
- EPY 260 Survey of Exceptional Children
- EPY 320 Educational Psychology

completion of either a vocal/choral concentration or an instrumental concentration:

vocal/choral concentration

six and one-half units in applied study and ensemble:

- one unit in MS 310 Piano or MS 410 Piano
- four units over seven terms in MS 320 Voice or MS 420 Voice
- one and one-half units over six terms in MU 112 Southern Chorale, MU 211 Concert Choir, or MU 242 Opera Workshop

two and three-quarters units in music pedagogy:

- MED 331 Elementary School Music Methods
- MED 335 Secondary School Music Methods
- MED 337 Vocal Pedagogy and Diction
- MED 414 Teaching Internship VI
- MED 415 Teaching Internship VII
- MED 349 Teaching Fretted Instruments

one-quarter unit in instrumental methods, to be chosen from:

- MED 341 Teaching Strings or MS 140 Strings as appropriate
- MED 343 Teaching Woodwinds or MS 150 Woodwind,
Brass, or Percussion as appropriate
- MED 345 Teaching Brass Instruments or MS 150 Woodwind,
Brass, or Percussion as appropriate
- MED 347 Teaching Percussion Instruments or MS 150
Woodwind, Brass, or Percussion as appropriate
- MED 499 Senior Capstone Experience

instrumental concentration

six and one-quarter units in applied study and ensemble:

- one-half unit in MS 110 or MS 310 Piano
- four units in principal instrument from MS 340 or 440
Strings, or MS 350 or 450 Woodwind, Brass, or
Percussion

- one and three-quarters units over seven terms from MU 113
Chamber Orchestra, MU 215 Wind Ensemble, MU 217
Jazz Band, and/or MU 341 Ensemble; students should
enroll in ensembles appropriate for their principal
instrument as determined in consultation with the
music faculty

one additional unit in theory, including MU 450 Orchestration

two units in music pedagogy:

- MED 331 Elementary School Music Methods
- MED 335 Secondary School Music Methods
- MED 414 Teaching Internship VI
- MED 415 Teaching Internship VII

three-quarters units in instrumental methods; methods courses
should be chosen from outside the family of the student's
principal instrument:

- MED 341 Teaching Strings or MS 140 Strings as appropriate
- MED 343 Teaching Woodwinds or MS 150 Woodwind,
Brass, or Percussion as appropriate
- MED 345 Teaching Brass Instruments or MS 150 Woodwind,
Brass, or Percussion as appropriate
- MED 347 Teaching Percussion Instruments or MS 150
Woodwind, Brass, or Percussion as appropriate
- MED 349 Teaching Fretted Instruments or MS 160 Classical
Guitar as appropriate
- MED 499 Senior Capstone Experience

Bachelor of Music (B.M.)

The Bachelor of Music degree is designed for those students considering careers in music performance or teaching. Students interested in a broader liberal arts experience should consider the Bachelor of Arts degree requirements listed above. In the B.M. degree, music courses comprise sixty-five percent of the total undergraduate program of study. For admittance into this program, students must enroll in MU 252 Early Twentieth-Century Theory during their fourth term of study (typically the spring of the sophomore year), and present a qualifying audition to a “full faculty jury” as the sophomore interview.

Students in this program major in either vocal performance or instrumental performance in winds, string, or percussion with a concentration in one of the following instruments: flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, tuba, violin, viola, cello, contrabass, or percussion.

Major Requirements

The following courses are required (22-24 units):

five units in theory:

MU 151 Elementary Theory

MU 152 Intermediate Theory

MU 158 Music Technology

MU 251 Advanced Theory

MU 252 Early Twentieth-Century Theory

three units in music literature and history:

MU 123 Literature and Language of Music

MU 221 Ancient, Medieval and Renaissance Music History

MU 222 Baroque, Classic, Romantic, and Twentieth Century Music History

two units in applied study in the principal area from the following; this requirement should be completed over four regular terms in the first two years of study; applied courses, worth one-half unit, may be repeated for credit:

MS 310 Piano

MS 320 Voice

MS 340 String Instruments

MS 350 Winds, Brass, Percussion Instruments

MS 360 Classical Guitar

one unit in ensembles; this requirement should be completed over four regular terms in the first two years; ensemble courses, worth one-quarter unit, may be repeated for credit; students should enroll in ensembles appropriate for their principal concentration as determined in consultation with the music faculty:

MU 112 Southern Chorale

MU 113 Chamber Orchestra

MU 211 Concert Choir

MU 215 Jazz Band

MU 217 Symphonic Band
 MU 242 Opera Workshop

completion of either a vocal performance or an instrumental performance concentration

vocal performance

four units over four terms in MS 420 Voice
 one unit over four terms in MU 242 Opera Workshop
 one unit over four terms in MU 211 Concert Choir
 one unit in conducting: MU 271 Beginning Conducting and
 MU 371 Advanced Conducting
 one-half unit in MU 425 Vocal Literature
 one-half unit in MED 337 Vocal Diction and Pedagogy
 one-half unit in MU 351 Counterpoint
 one-half unit in MU 450 Orchestration
 one unit in MU 499 Performance Practicum
 one unit in THA 120 Beginning Acting
 two units in foreign language or one unit at the 220 level or
 higher (or equivalent) in foreign language from Italian or
 Spanish
 proficiency level one in piano
 completion of a half-recital, typically in the junior year, and a
 full recital, typically in the senior year; the full recital serves
 as the capstone experience for the major

instrumental performance

four units over four terms in MS 440 Strings or MS 450
 Woodwind, Brass, or Percussion, as appropriate for
 instrument
 one and one-quarter units in ensemble from MU 110 Chamber
 Orchestra, 215 Wind Ensemble, 217 Jazz Band, or 341
 Ensemble as appropriate for instrument
 one unit from MU 126 Music of Non-Western Cultures
 one unit in conducting: MU 271 Beginning Conducting and
 MU 371 Advanced Conducting
 one-half unit from MU 422 Orchestral Literature
 one-quarter unit in pedagogy from MED 341 Teaching Strings,
 343 Teaching Woodwinds, 345 Teaching Brass Instruments,
 or 347 Teaching Percussion Instruments as appropriate
 one-half unit from MU 351 Counterpoint
 one-half unit from MU 352 Music Since 1945
 one-half unit from MU 450 Orchestration
 one unit from MU 499 Performance Practicum (typically taken
 in the senior year)
 one-half elective unit in music from MU courses numbered 300
 and above.
 proficiency level one in piano
 completion of a half-recital, typically in the junior year, and a
 full recital, typically in the senior year; the full recital serves
 as the capstone experience for the major

Bachelor of Musical Arts (B.M.A.)

The Bachelor of Musical Arts degree is designed for students who wish to focus in-depth in music studies and create a formal connection with an area of study outside of music.

A unique trait of this program is the intentional pairing of a musical area of concentration with a non-music area, determined in consultation with a faculty advisor and formalized in the second term of the sophomore year. Students in this program should plan to enroll in MU 252 Early Twentieth Century Theory during their fourth term of study (typically the spring of the sophomore year), and declare, in writing, their intent to complete this degree through an interview with the music faculty at the end of the sophomore year. Students with an acceptable plan will be formally admitted to the B.M.A.

Major Requirements

The following courses are required (17 units):

five units in theory from the following:

MU 151 Elementary Theory

MU 152 Intermediate Theory

MU 158 Music Technology

MU 251 Advanced Theory

MU 252 Early Twentieth-Century Theory

four units in music literature and history from the following:

MU 123 Literature and Language of Music

MU 221 Ancient, Medieval and Renaissance Music History

MU 222 Baroque, Classic, Romantic, and Twentieth-Century Music History

MU 499 Preparation for Capstone Presentation

two units over four terms in applied study from the following; applied courses, worth one-half unit, may be repeated for credit:

MS 310 Piano

MS 320 Voice

MS 330 Organ

MS 340 String Instruments

MS 350 Winds, Brass, Percussion Instruments

MS 360 Classical Guitar

one unit in ensemble over four terms from the following; ensemble courses, worth one-quarter unit, may be repeated for credit; students should enroll in ensembles appropriate for their principal concentration as determined in consultation with the music faculty:

MU 112 Southern Chorale

MU 113 Chamber Orchestra

MU 211 Concert Choir

MU 215 Jazz Band

MU 217 Symphonic Band

MU 242 Opera Workshop

five additional units outside music, determined in consultation with a faculty advisor, that comprise a coherent course of studies relating to the student's area of concentration in music; courses used to fulfill this requirement form part of the total degree proposal that is to be approved by the music faculty
 a senior capstone public presentation, which may be either a lecture or half-recital of at least thirty minutes

Minor Requirements

The following courses are required (6 units):

- MU 123 Literature and Language of Music
- two units in music theory numbered MU 151 or above
- two units in performance numbered MS 310 or above; achieve proficiency level three
- one unit from MU 112, 142, 113, 215, 217, 242, 341, and/or 343

Courses in Music

Private Lessons in Performance; Courses in Performance; Courses in Music Theory and Composition; Courses in Music History and Literature; Courses in Music Education and Pedagogy

Private Lessons in Performance

Candidates for degrees in music are assigned a proficiency level at the end of their first year of study. They are then required to advance during their course of study at a rate acceptable to the music faculty.

Each student must achieve the proficiency level specified for his or her field of study. An explanation of the different proficiency levels for each instrument is available from the music faculty and in the *Music Students' Handbook*. Non-music majors may also earn credit for private lessons in music.

MS 100 Beginning Group Piano (¼)

An introduction to the piano for non-majors and for music majors who need to develop basic piano skills. Emphasis is on development of applied piano skills and understanding of fundamental music concepts. Fall, Spring.

MS 110 Piano ($\frac{1}{4}$)

MS 120 Voice ($\frac{1}{4}$)

MS 130 Organ ($\frac{1}{4}$)

MS 140 Strings ($\frac{1}{4}$)

MS 150 Woodwind, Brass, or Percussion ($\frac{1}{4}$)

MS 160 Classical Guitar ($\frac{1}{4}$)

One-half hour weekly of private instruction. A minimum of five hours of practice a week is required. These courses are either electives or secondary instruments for all music degrees and programs. MS 100-level courses cannot count as credit for the principal instrument requirement for any music degree or minor in music. Students enrolled in these courses are required to attend performance and repertoire courses. Additional fee.

MS 310 Piano ($\frac{1}{2}$)

MS 320 Voice ($\frac{1}{2}$)

MS 330 Organ ($\frac{1}{2}$)

MS 340 Strings ($\frac{1}{2}$)

MS 350 Woodwind, Brass, or Percussion ($\frac{1}{2}$)

MS 360 Classical Guitar ($\frac{1}{2}$)

One hour weekly; private instruction. A minimum of ten hours of practice a week is required. These courses are electives for the B.A., B.M.A. and B.M. degrees; or principal instruments for the B.A., B.M., B.M.A. and B.M.E. degrees. Students enrolled in these courses are required to attend performance and repertoire courses. Additional fee.

MS 410 Piano (1)

MS 420 Voice (1)

MS 430 Organ (1)

MS 440 Strings (1)

MS 450 Woodwind, Brass, or Percussion (1)

MS 460 Classical Guitar (1)

One hour weekly of private instruction. A minimum of twenty hours of practice a week is required. These courses are principal instruments for the B.M. degree candidate or for junior and senior music majors for the B.A., B.M.A., and B.M.E. degrees. Students registered are required to attend performance and repertoire courses. Additional fee.

Courses in Performance

MU 112 Southern Chorale ($\frac{1}{4}$)

A mixed-voice chorus for students who wish the experience of concerted singing. May be repeated for credit. Fall, Spring.

MU 113 Chamber Orchestra ($\frac{1}{4}$)

An orchestral ensemble performance opportunity. Students rehearse and perform with the Red Mountain Chamber Orchestra (in residence at the College) or other approved orchestral ensemble. May be repeated for credit. Fall, Spring.

MU 211 Concert Choir (¼)

A mixed ensemble that gives at least one performance of a major choral work each term, and tours annually. May be repeated for credit. Fall, Spring.

MU 215 Symphonic Band (¼)

Large instrumental ensemble for the performance of music for wind ensemble and similar groups. May be repeated for credit. Fall, Spring.

MU 217 Jazz Band (¼)

An instrumental ensemble performing music for the dance orchestra and other popular styles. May be repeated for credit. Fall, Spring.

MU 242 Opera Workshop (¼)

The study and performance of operas and excerpts from operatic literature. May be repeated for credit. Fall, Spring.

MU 341 Ensemble (¼)

Instrumental and vocal performance in small chamber ensembles characterized by having one person to each musical part. Keyboard performers also study accompanying. May be repeated for credit. Fall, Spring.

MU 343 Accompanying (¼)

A course in accompanying vocal or instrumental performers at the piano. Fall, Spring.

MU 271 Beginning Conducting (½)

Designed to teach the student majoring in music the rudiments of baton technique, score reading and analysis for conductors, and the incorporation of performance practice and historical stylistic features in conducting (a Leadership Studies designated course). Prerequisite: MU 152. Fall.

MU 371 Advanced Conducting (½)

A continuation of MU 271, continuing the development of the content of that course, and including strategies for auditioning ensembles, conducting efficient rehearsals, and specific techniques required for opera, musical theatre, and other specialized conducting skills. Prerequisite: MU 271. Fall.

MU 499 Senior Project in Performance (1)

A performance-intensive project in the principal instrument. Prerequisite: senior standing or consent. Exploration term.

*Courses in Music Theory and Composition***MU 150 Fundamentals of Music (1)**

A course in the rudiments of music designed for the non-music major and for majors who wish to develop basic skills. Summer.

MU 151 Elementary Theory (1)

Notation, scales, and keys; cadence patterns, chord classification, and basic harmonic progressions; four voiced writing using triads and the dominant seventh chord and their inversions. Three one-hour lecture classes and two weekly lab sessions focusing on appropriate elementary aural skills. Prerequisite: MU 150 and/or theory placement test results. Fall.

MU 152 Intermediate Theory II (1)

A continuation of MU 151. Three one-hour lecture classes and two weekly lab sessions focusing on appropriate elementary aural skills. Prerequisite: MU 151. Spring.

MU 158 Music Technology (1)

An introduction to music technology, which covers computer notation, recording techniques, MIDI sequencing, and file storage as related to music, and other techniques. Fall.

MU 251 Advanced Theory (1)

The use of secondary seventh chords and chromatically altered chords; analysis of style and texture in nineteenth-century literature; elementary composition. Prerequisite: MU 152 or placement test results. Fall.

MU 252 Early Twentieth-Century Theory (1)

An analytical survey of the literature of the late nineteenth- and early twentieth-century music, with special emphasis on new compositional techniques, such as atonality and serial techniques, developed in this era; assignments in composition, utilizing these techniques, form a part of the content. Prerequisite: MU 251 or placement test results. Spring.

MU 351 Counterpoint (½)

A study of the art of writing counterpoint, with special emphasis on eighteenth-century techniques. Prerequisite: MU 251. Spring.

MU 352 Music Since 1945 (½)

An analytical survey of late twentieth-century music. The course includes detailed study of the major works of the era following the Second World War to the present. Prerequisite: MU 252. Spring.

MU 355 Composition (½)

Elementary principles of composition with an emphasis on small forms and logical organization of musical ideas. Fall, Spring.

MU 450 Orchestration (½)

A study of orchestral instruments and the textural elements of orchestral music, including assignments in arranging for various instrumental groupings. Prerequisite: MU 251. Fall.

*Courses in Music History and Literature***MU 121 Introduction to Music (1)**

An introductory-level survey of music literature. This course introduces fundamental musical concepts and offers a survey of American vernacular music, music of selected world cultures, and standard repertory of western art music. Development of listening skills is emphasized. Fall, Spring.

MU 123 Literature and Language of Music (1)

A historical and stylistic survey designed for the music major to be taken during the first year. Definition and use of musical terms, basic elements of form, and an introduction to the philosophy of music are the primary focus. Prerequisite: MU 151.

MU 124 Music in Live Performance (1)

Historical and analytical studies of music which is heard live in concerts and recitals during the current season. The course is designed both for the knowledgeable nonprofessional musician and for the beginning listener. Students attend concerts and recitals in addition to regular classes. Fall, Spring.

MU 126 Music of the World's People (1)

An introductory-level survey of cultures and music outside the tradition of Western European art music. Fall, Spring.

MU 293, 393, 493 Independent Study in Music History and Literature (½ or 1)

Directed study for advanced students in the major. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

MU 298, 398, 498 Teaching Experience in Music History and Literature (½ or 1)

Teaching experience course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog. Teaching experience courses may not count towards requirements for any music degree.

MU 221 Ancient, Medieval and Renaissance Music History (1)

A study of Western music from the Middle Ages to the seventeenth century, surveying both the literature of music and the data of written history. Prerequisites: MU 123 and 152, and EH 102.

MU 222 Baroque, Classic, Romantic and Twentieth-Century Music History (1)

A continuation of MU 321, beginning with the seventeenth century and extending through major composers of the twentieth century. Prerequisites: MU 123 and 152, and EH 102.

MU 421 Piano Literature (½)

Music for the piano with emphasis on the standard recital repertory.
Prerequisite: MU 151. Spring.

MU 422 Orchestral Literature (½)

A survey of compositions for orchestra (symphonies, overtures, tone poems, and concerti) from the eighteenth, nineteenth and twentieth centuries. Prerequisite: MU 222 or consent. Spring.

MU 425 Vocal Literature (½)

A study of a selected vocal repertoire such as art song or opera.
Prerequisite: MU 222 or consent. Spring.

MU 427 Choral Literature (½)

A survey of choral literature from 1450 to the present, with emphasis on the anthem, cantata, oratorio, mass, motet, and passion since 1600.
Prerequisite: MU 222 or consent. Fall.

MU 499 Senior Project in Music (1)

An extensive paper, composition, or performance preparation.
Prerequisite: senior standing or consent. Exploration term.

*Courses in Music Education and Pedagogy***MED 293, 393, 493 Independent Study in Music Education (½ or 1)**

Directed study for advanced students in the major. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

MED 298, 398, 498 Teaching Experience in Music Education (½ or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog. Upon invitation, and with the approval of their advisors, sophomore, junior, and senior students may register for no more than one term in this course.

MED 331 Elementary School Music Methods (½)

Classroom procedures in music, including song materials, recordings, characteristics of elementary school students, scheduling, equipment, and teacher qualifications. Prerequisite: MU 152. Fall.

MED 335 Secondary School Music Methods (½)

Classroom procedures in music for high school, including song materials, records, characteristics of high school students, scheduling, equipment, and teacher qualifications. Prerequisite: MU 152. Spring.

MED 337 Vocal Pedagogy and Diction (½)

Various methods of teaching singing, vocal anatomy, acoustical analysis, vocal dysphonia, and vocal health issues. A study of Italian, German, and French pronunciation as it applies to solo vocal repertoire. Special emphasis is placed on use of the International Phonetic Alphabet (IPA), analysis of texts, and performance of selected works. Fall.

MED 341 Teaching Strings (¼)**MED 343 Teaching Woodwinds (¼)****MED 345 Teaching Brass Instruments (¼)****MED 347 Teaching Percussion Instruments (¼)****MED 349 Teaching Fretted Instruments (¼)**

Elementary class instruction in techniques and teaching methods for each group of instruments. Emphasis is given to performance on a single instrument in the group. Prerequisites: MU 152. Fall: MED 341, 343; Spring: MED 345, 347, 349.

MED 414 Teaching Internship VI (½)

A minimum of 150 clock hours in observation and practice teaching in public school music courses. Prerequisite: admission to Teacher Education Program. Fall, Spring.

MED 415 Teaching Internship VII (½)

A continuation of MED 414 to include at least an additional 150 clock hours of observation and practice teaching. Prerequisite: admission to Teacher Education Program. Fall, Spring.

MED 499 Senior Project in Music Education (1)

Senior project for the Bachelor of Music Education degree. Prerequisite: senior standing or consent. Exploration term.

Philosophy (PL)

Bachelor of Arts

Daniel Coyle, Steven Hendley, William Myers

In the western world philosophers from Plato to Whitehead have attempted to do systematically and consistently what every reflective person does fragmentarily and haphazardly: to reflect on beliefs about the physical world, moral and religious commitments, aesthetic experiences, relations of the individual to the community, and other phases of human experience. In doing so philosophers have hoped to deepen their insights into the meaning of human existence and to explore the possibilities for individuals to participate creatively in the reconstruction of their values to meet the new conditions of the contemporary world.

In this process philosophers have also undertaken to examine critically what is elsewhere taken for granted. In doing so they have developed analytical techniques such as various systems of logic, studies of the nature and limits of the human understanding, and linguistic analysis.

Collegiate courses in philosophy are invitations to modern undergraduates to participate in this intellectual heritage and to develop analytical techniques essential to it.

Upon completion of the philosophy major, students will be able to

- make appropriate use of scholarly literature relevant to the topic in defense of a thesis,
- sympathetically articulate the views of scholarly literature which present arguments that run contrary to a thesis,
- construct a cogent argument in defense of a thesis,
- write in a clear and well organized manner in defense of a thesis,
- speak in a clear and well organized manner in defense of a thesis.

Major Requirements

The following courses are required (9 units):

PL 241 (PL 350 may substitute, with consent)

PL 250

PL 251

PL 252

PL 253

three units in PL numbered 300 and above (except PL 398 and 498)

PL 470

Recommended supporting courses for the philosophy major include foreign language competency at the third course level (normally German or French) and a four- or five-course sequence in a related field, such as English and the fine arts; history and political science; mathematics; psychology and sociology; or religion.

Minor Requirements

The following courses are required (5 units):

PL 250

PL 251

PL 252

one unit in PL at the 300 level or above

one elective unit in PL

Graduation with Disciplinary Honors in Philosophy

Philosophy majors may graduate with honors in philosophy by fulfilling the following requirements:

- (1) Complete the requirements for a major in philosophy.
- (2) Attain a 3.50 or better grade point average in all courses taken at Birmingham-Southern College.
- (3) Attain a 3.50 or better grade point average in all philosophy courses taken at Birmingham-Southern College.
- (4) Submit a proposal for an Honors research project to be substantially developed during the senior seminar in philosophy. This project must meet the standard qualifications for enrollment in the senior seminar with the additional qualification of a 20-25-page paper that earns a grade of "A-" or better.

*Courses in Philosophy***PL 200 Ethical Choice (1)**

A beginning-level course about moral decision-making. Part of the course focuses on case studies of ethical choices pertaining to property, welfare, violence, punishment, war, and similar topics. The other part of the course is an introduction to ethical theory focusing on the processes by which moral norms are established and critically evaluated.

PL 201 Introduction to Philosophy (1)

Basic problems and forms of inquiry that have shaped the Western philosophical heritage. The course may focus on problems of morality, religion, political philosophy, and theories about the nature and limits of human knowledge.

PL 202 Ethical Issues in Business (1)

A look at some of the major ethical issues facing American businesses today. The approach of the course is to bring the analytical and conceptual tools of ethical theory to major business concerns. In addition to studying such applied issues as corporate social responsibility, affirmative action, and employee rights, the course also has a strong theoretical component.

PL 206 Darwinism and Philosophy (1)

An examination of philosophical questions raised by a Darwinian account of the evolution of life such as the creation-evolution debate, evolutionary accounts of altruism, morality, free will, and human behavior generally. Also listed as HON 206, this course may be counted by Honors Program students toward fulfillment of their course requirements.

PL 207 Human Destiny (1)

An investigation into differing philosophical accounts of human existence and the idea of destiny. The aim is to discover ways we might respond to enduring philosophic questions concerning human destiny within a multicultural context. Topics include the meaning of life, the relationships between soul and body, death and value, anthropocentrism and teleology, gnosis and salvation, science and religion, freedom and prediction.

PL 241 Logic (1)

A study of semantics, traditional deductive logic, and an introductory approach to symbolic logic.

PL 250 Contemporary Philosophy (1)

An examination of the major themes of philosophy in the twentieth century with particular emphasis on the way skeptical doubts concerning the idea and attainability of truth have issued in an increasingly dominant form of cultural relativism in such diverse arenas as law and literature, anthropology, the history of science, and moral and political theory.

PL 251 History of Western Philosophy I (1)

Ancient philosophy from Thales to Plotinus.

PL 252 History of Western Philosophy II (1)

Modern philosophy from Descartes through Kant.

PL 253 Ethical Theory (1)

An examination of the theoretical grounds of ethical reasoning encompassing such issues as the respective roles of reason and emotion in ethical judgment, utilitarian and social-contract conceptions of justice, and the reality of ethical values.

PL 256 Confucianism and Daoism (1)

An examination of the central texts and philosophical problems of Confucianism and Daoism. Texts include philosophical translations of the Confucian *Analects* and *Zhongyong*, the Laozi *Daodejing*, *Zhuangzi*, and others.

PL 263 Philosophies of Film: Cinematic Wisdom West to East (1)

A pluralistic exploration of the medium of film using the discipline of philosophy. Students examine primary texts from both philosophers and film theorists with the aim of discovering and articulating cinematic wisdom. Focus is placed on the areas of aesthetics (Western and East Asian), ontology, depth psychology, and cognitive theory. Prerequisites: sophomore standing or one previous course in PL (except PL 241).

PL 293, 393, 493 Independent Study in Philosophy (½ or 1)

Directed study for advanced students in the major. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

PL 298, 398, 498 Teaching Experience in Philosophy (½ or 1)

A teaching experience course. Upon invitation, qualified students participate in first-year and sophomore courses as docents. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog.

PL 302 Existentialism (1)

An examination of major issues and problems arising from the existentialist tradition in philosophy through a treatment of one or two representative figures. Prerequisite: one previous course in PL (except PL 241).

PL 303 Socialism (1)

An examination of some of the philosophical, political, and economic claims of modern socialists, beginning with and emphasizing Marx, but also moving beyond Marx and Marxism into the work of contemporary socialists who stress the democratic character of socialism and the need for a socialist market economy. Prerequisite: one previous course in PL (except PL 241).

PL 304 Topics in American Philosophy (1)

An examination of some aspect of American philosophy. The focus of this course may vary each time it is offered: for example, Jonathan Edwards and the Puritans, the philosophy of the "founding fathers," Transcendentalism, American Pragmatism, Neo-Pragmatism. With the permission of the philosophy faculty, students may enroll more than once for credit, provided that the focus of the course is different. Prerequisite: one previous course in PL (except PL 241).

PL 307 Environmental Ethics (1)

A study of one or more of the current trends and theories in environmental ethics. The course may focus on areas such as deep ecology, eco-feminism, sustainability, process ecology, environmental pragmatism, and others (a Leadership Studies designated course). Prerequisite: one previous course in PL (except PL 241).

PL 308 Topics in Metaphysics and Epistemology (1)

An examination of questions in contemporary metaphysics and epistemology concerning the nature of our knowledge of the world and different conceptions of reality which come into play in our idea of what there is in the world. The focus of the course may vary with different questions being highlighted: for example, questions concerning the objectivity of moral values, the dominance of science in our understanding of reality, the identity of consciousness and neuro-physiological processes, the relation of knowledge to experience and reason, and the capacity of truth to transcend our capacity to know it. With the permission of the philosophy faculty, students may enroll more than once for credit, provided that the focus of the course is different. Prerequisite: one previous course in PL (except PL 241).

PL 350 Symbolic Logic (1)

Fundamentals of symbolic logic, including both sentential and quantificational logic. Prerequisite: PL 241.

PL 360 Postmodernism and Philosophy (1)

An examination of some of the ways postmodern perspectives have impacted recent philosophy with respect to questions about the nature of language, reason, community and justice. A major contemporary alternative to postmodernism is also assessed in order to establish a critical dialogue concerning the strengths and weaknesses of our "postmodern condition." Prerequisite: one previous course in PL (except PL 241).

PL 361 Topics in Philosophy of Religion (1)

An examination of some issues in the philosophy of religion primarily in the Western tradition. Potential topics include the problem of evil, the nature of God, proofs for God's existence, the nature of faith, and non-traditional concepts of God (e.g., process theology, feminist theology). With the permission of the philosophy faculty, students may enroll more than once for credit, provided that the focus of the course is different. Prerequisite: one previous course in PL (except PL 241).

PL 470 Senior Seminar in Philosophy (1)

A research seminar that examines a significant body of philosophical literature and utilizes a student's accumulated knowledge and skills in the discipline. A substantial paper is required. All students enrolled in the course will meet in a seminar to discuss the progress of their projects. Prerequisites: at least two 300-level PL courses (one of which must be designated a Writing Reinforcement class in philosophy), and at least three years of college coursework.

Physics (PH)

Bachelor of Science

Duane Pontius, Mark E. Rupright

Physics majors fall into two categories: (1) those who do not plan a career in physics but may be interested, for example, in the teaching of physics in secondary schools, or continuing their professional training in some area such as medicine or law; and (2) those who intend that the bachelor's degree will be their terminal degree, or who plan to do graduate work in physics.

Prospective majors are advised to begin physics in their first year and to complete MA 231 and 232 as soon as possible.

Upon completion of the physics major, students will be able to

- design experiments to test hypotheses,
- draw appropriate conclusions from scientific data,
- explain the results of experiments to a broad audience,
- write clearly and concisely in scientific research format.

Major Requirements

The following courses are required (13 units):

PH 121 and 122

PH 201 and 301

PH 303 and 304

PH 402 and 404

PH 410

PH 499

CH 120 or CH 149

MA 231 and 232

Students who expect to work professionally in the field of physics or attend graduate school in physics or engineering should additionally take PH 412, MA 310, and MA 311. Students wishing to prepare for teaching physics in secondary schools should complete the physics major and confer with the education department concerning additional requirements in education.

Courses required for the physics major may be used to meet minor requirements in mathematics.

Minor Requirements

The following courses are required (5 units):

PH 121 and 122

PH 201

PH 301 or 303

PH 304, 402, or 404

*Courses in Physics***PH 101 Survey of the Physical Sciences (1)**

A survey of the fields of physics, chemistry, earth sciences, and astronomy with emphasis on environmental and other practical applications. Three lectures and one laboratory period per week. This course may not be substituted for PH 121 in the physics major program.

PH 102 The Physics of Music (1)

An introduction to the principles of physics through a broad study of musical instruments, musical scales, human hearing, and electronic sound reproduction and synthesis. Hands-on laboratory exercises allow students to play and study the operation of actual musical instruments and common audio equipment. Three lectures and one laboratory period per week.

PH 103 Energy and the Environment (1)

An introduction to the physical principles underlying energy production, use, and environmental impact. Topics include electrical power generation and transmission; the design and efficiency of heat engines; and environmental effects such as pollution and resource depletion. One lecture and one laboratory period per week.

PH 121 General Physics I (1)

Mechanics of linear and rotational motion, oscillations, and waves, using vectors and calculus. The sequence PH 121-122 fulfills the requirements of students who are majoring in physics, chemistry, or mathematics. This sequence is a prerequisite for all physics courses of higher number. Two lectures and one laboratory period per week. Tutorial sessions are offered each week. Prerequisite: credit in or current enrollment in MA 231. Fall, Spring.

PH 122 General Physics II (1)

Thermodynamics, electricity, magnetism, electrical circuits, and geometrical optics of lenses and mirrors. Two lectures and one laboratory period per week. Prerequisite: PH 121. Spring, Summer.

PH 201 Mathematical Tools for Physics (1)

A mathematically focused examination of a broad range of physics subjects. Serving to bridge introductory and advanced physics courses, we apply advanced mathematical techniques to familiar physical problems from mechanics and electromagnetism. Prerequisites: PH 122 and MA 232.

PH 293, 393, 493 Independent Study in Physics (1/2 or 1)

Directed study for advanced students in the major. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

PH 298, 398, 498 Teaching Experience in Physics (1/2 or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog.

PH 301 Modern Physics (1)

Special relativity, quantum theory of light, and wave mechanics of matter. Applications of wave mechanics to atomic and molecular physics. Three lectures and one laboratory period per week. Prerequisite: credit in or current enrollment in PH 201. Fall.

PH 303 Optical Physics (1)

Electromagnetic waves: reflection, refraction, dispersion, and absorption. Geometrical optics of lens and mirror systems. Physical optics of polarization, coherence, interference, and diffraction. Three lectures and one laboratory period per week. Prerequisite: credit in or current enrollment in PH 201. Fall.

PH 304 Thermal Physics (1)

Classical and quantum statistical mechanics of many-particle systems. Statistical ensembles and probability distribution functions. Applications to thermodynamics, kinetic theory of gases, solid-state physics, and low-temperature physics. Prerequisite: credit in or current enrollment in PH 201. Spring.

PH 402 Classical Mechanics (1)

Principles and applications of classical mechanics using vectors, tensors, and calculus. Kinematics and dynamics of a particle, harmonic motion, central forces, linear and angular momentum, and rigid-body mechanics. Three lecture periods each week. Prerequisite: PH 201. Spring.

PH 404 Electricity and Magnetism (1)

Electric and magnetic fields and their interaction with material matter, direct and alternating current circuits, Maxwell's equations, and electromagnetic theory of radiation. Three lecture periods each week. Prerequisite: PH 201. Spring.

PH 410 Research in Physics (1)

Advanced guided inquiry in a subject (theoretical, computational, or experimental) selected by the student in consultation with a member of the physics faculty. Requirements include a paper written in the style of a scientific journal article and an oral presentation to students and faculty. Prerequisites: PH 122 and consent.

PH 412 Quantum Mechanics (1)

The postulates of quantum mechanics, solutions of the Schrödinger equation for systems in one and three dimensions, matrix representations, angular momentum operators, approximation methods, and time dependence. Prerequisite: PH 402.

PH 499 Senior Project in Physics (1)

Independent research in a subject (experimental or theoretical) that brings to bear the student's accumulated knowledge and skills in the discipline. A project report, written in the style of a scientific journal article, is required. Prerequisite: senior standing or consent. Exploration term.

Political Science (PS)

Bachelor of Arts

Natalie M. Davis, Vincent T. Gawronski, Mary-Kate Lizotte, Robert J. Slagter

Political science is the analysis of power dynamics within and between societies and nation-states. We conduct theoretical and practical analysis to explore, explain, and predict political behavior at the individual, group and institutional levels. Comparative studies of the United States, Europe, Latin America, and Asia as well as insights from sociology, political psychology, media studies, and economics are utilized in the study of power across cultures. The results of research need to be communicated to a variety of audiences; we work together to develop the skills to do this effectively. Our students are encouraged to participate in internships, collaborate with practitioners, and work in political settings.

The political science major is intended for those students who wish to attend law school, pursue graduate studies, enter public service, or work in the private for-profit or non-profit sectors. In recent years, political science majors have gone on to become Truman Scholars, Fulbright and Rotary scholarship winners, elected public servants, lobbyists and policy analysts, noted lawyers, business entrepreneurs, Foreign Service Officers, journalists, authors, and community leaders.

Upon completion of the political science major, students will be able to

- demonstrate competency in the fields of American politics and comparative politics,
- demonstrate competency in basic methods of empirical social science analysis,
- demonstrate competency in critical thinking, research and analysis skills,
- demonstrate competency in the formulation of theses and research questions,
- demonstrate competency in synthesizing information about politics.

Major Requirements

Prerequisites: Normally, PS 101 will be a prerequisite for all other courses in American government, and PS 238 will be a prerequisite for all other courses in comparative government. Students are encouraged to take these courses during their first year. PS 204 and 304 should be taken during the sophomore year.

The following courses are required (11 units):

PS 101

PS 204 and 304

PS 238

PS 470

PS 472

five elective units in PS with at least three at the 300-400 level

Minor Requirements

Teaching experience courses may not count toward the minor.

The following courses are required (5 units):

PS 101

PS 238

one elective unit in PS (PS 204 and 304 are strongly recommended)

two units in PS at the 300 level or above

Graduation with Disciplinary Honors in Political Science

The award of disciplinary honors in political science reflects a “value added” experience for those who seek additional work and more research experience in the discipline, and a better understanding of political science as a profession. Receiving disciplinary honors not only signifies success in coursework, it also rewards work in the discipline that goes beyond minimum requirements and that shows evidence of academic rigor. Students with a major or minor in political science or an associated interdisciplinary major that requires PS 204, 304, 470 and 472 are eligible for disciplinary honors.

Candidates for disciplinary honors in political science must fulfill the following requirements:

- (1) Attain a minimum 3.00 grade point average in courses taken at the College.
- (2) Attain a minimum 3.70 average for courses in political science.
- (3) Earn at least one unit of credit in a teaching experience in political science (PS 398 or 498) or an internship in political science.
- (4) Demonstrate disciplinary depth, analytical skill, and intellectual insight and originality in the completion of the senior capstone project and conference (PS 470 and 472), as evaluated and determined by the political science faculty.

Courses in Political Science

PS 101 Introduction to American Government and Politics (1)

A survey of research on the institutions of American government—the Presidency, the Congress, and the Supreme Court—and on political behavior at the mass, elite, and organizational levels. Questions of democratic theory are applied to the American context. Fall, Spring.

PS 111 Humor and the Cynical Political Mind (1)

Examines politics and political issues through the perspective of humor, satire, and parody. The significance and impact of humor on the political process and on political knowledge will be explored, and a variety of humorous forms will be analyzed, including editorial cartoons, comic strips, late night television, situation comedies, radio talk shows, movies, and books. An emphasis will be placed on politics in the United States.

PS 180 From Babylonia to Redlands: Maps and Our Environment (1)

An exploration and critical examination of the history, uses of, and changing significance of mapping, particularly related to the environment. Readings, discussions, collaborative activities, and hands-on exposure to geographic information systems (GIS, or electronic mapping software) will comprise the bulk of course activities. Although the focus is on the environment, students will find the knowledge and skills developed in this course applicable to numerous fields of inquiry. (Also listed as UES 180.)

PS 195 Talk, Talk, Spin, Spin: Politics, Media, and Political Culture (1)

Explores the relationship between politics, media, and political culture. The course examines relevant literature and focuses primarily on the impact of television, print journalism, political advertising, public opinion, and popular culture on the norms and values which undergird the American political system. Fall.

PS 204 Survey Data Analysis and Statistics (1)

Theory and practice in formulating hypotheses and evaluating them by analyzing secondary sources of data with statistical analysis software. Emphasis is placed on data management, data analysis, the use of appropriate statistics, and the interpretation of statistical output. Though intended as a prerequisite for EC 304, PS 304 or SO 304, this course can help any student develop analytical skills. Laboratory required. (Also listed as EC 204 and SO 204, this course may be counted for credit in economics, political science or sociology.) Prerequisite: EC 201 or EC 202 or PS 101 or SO 101. Fall.

PS 210 Environmental Problems and Policy (1)

An introduction to U.S. and international policies that address our many significant environmental problems. There are more than 30 major U.S. environmental laws, and over 300 international agreements addressing environmental issues ranging from transboundary air pollution to trade in endangered species to nuclear non-proliferation. Selected U.S. and international policies and processes are highlighted, and challenges and successes of U.S. and international environmental policy are explored. (a Leadership Studies designated course) (Also listed as UES 210.) Fall.

PS 235 Introduction to International Relations (1)

An introduction to the study of international relations focusing on interactions of post Cold War international systems and actors.

PS 238 Introduction to Comparative Politics (1)

Development and application of a theoretical framework for the comparative study of government and politics. Western European countries provide the substantive material for this course. Spring.

PS 240 Introduction to Latin American Politics (1)

An introduction to the study of politics in Latin America since its wars of independence. Major themes such as the political legacy of colonialism and the quest for democratic rule are presented within the context of individual countries' experiences (a Leadership Studies designated course).

PS 250 The Public Policy Process (1)

A comparative analysis of the politics of public policy making. Emphasis is placed on major policy questions which confront national and local governments.

PS 293, 393, 493 Independent Study in Political Science (½ or 1)

Directed study for advanced students in the major. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

PS 298, 398, 498 Teaching Experience in Political Science (½ or 1)

A teaching experience course. Upon invitation, qualified students may register for this course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog.

PS 300 Media and Society (1)

An exploration of the interactive relationship between media and society from political, psychological, economic, and sociological perspectives. This course will focus on how media sources such as television, film, and the Internet, influence society at group and individual levels and how society, in turn, influences the creation and production of media. (Also listed as MFS 300, PY 300, SO 300; may be taken only once.) Offered on alternate years in the spring.

PS 304 Research Methodology (1)

The scientific method applied to economic, social and political phenomena: formulating hypotheses; techniques for collecting data, measuring variables, and interpreting research findings. The course includes a laboratory in which statistical procedures are applied, interpreted, and documented through completion of a significant research project. Laboratory required. (Also listed as EC 304 and SO 304, this course may be counted for credit in economics, political science or sociology.) Prerequisite: EC 204 or PS 204 or SO 204. Spring.

PS 306 Ethics, Public Policy, and Public Service (1)

An examination of topics related to the content of public policy and the conduct of public officials in the United States from the perspective of applied ethics. Also listed as HON 306, this course may be counted by Honors Program students toward fulfillment of their course requirements (a Leadership Studies designated course). Spring.

PS 307 Civil Rights and Justice (1)

A review of the Civil Rights Movement in the South, focusing on the judicial process and the role of the courts, followed by an examination of contemporary issues in housing, education, and employment—issues that reflect the continuing struggle to achieve full civil rights and justice. Also listed as HON 207, this course may be counted by Honors Program students toward fulfillment of their course requirements (a Leadership Studies designated course). Prerequisite: consent.

PS 310 Women and Politics (1)

An examination of the political implications of gender in the American context. The relationship between gender and public policy is considered with a focus on a number of policy areas that have a notable impact on women. Next, the extent to which gender influences political attitudes and behavior is examined with an emphasis on gender differences in public opinion. The final section of the course focuses on women's participation in political life including women as political candidates and office holders.

PS 325 Contemporary Southern Politics (1)

An in-depth review of the literature on Southern politics as well as an opportunity for students to complete original research. Primary emphasis is placed on contemporary Southern political behavior, including parties and elections, voting behavior, and the politics of race. Also listed as HON 325, this course may be counted by Honors Program students toward fulfillment of their course requirements (a Leadership Studies designated course).

PS 330 Constitutional Law: The Rights and Privileges of the Individual (1)

The guarantees of the rights of person and property as reflected by Supreme Court decisions balancing individual and governmental power. Prerequisite: PS 101.

PS 335 Organizational Behavior and Public Administration (1)

Problems of the public service; the roles of the bureaucracy in relation to public policy, clients, and society. Prerequisite: PS 101.

PS 338 Comparative Political Behavior (1)

An advanced course in analysis of recent studies in comparative politics, including political parties, interest groups, institutions, ideologies, and political change. Prerequisite: PS 238.

PS 340 Comparative Elite Behavior (1)

A cross-national survey of political, social, and economic elites with emphasis on industrialized societies. Topics include leadership, who governs, belief systems, recruitment, socialization, and elite-mass relationships (a Leadership Studies designated course).

PS 342 Comparative Political Development (1)

An introduction to theories and strategies of political development. Emphasis is placed on applying the theories to a developing nation or area. Prerequisite: PS 238.

PS 345 American Political Behavior (1)

Dominant patterns in political culture analyzed for their effect on socialization, elections, and public policy. Ideological, social, and technological change provide the substance for a critique of methodologies. An examination of the role of the media is included. Prerequisite: PS 101.

PS 361 Politics in China and Japan (1)

An examination of the current political systems of the two countries with focuses on political culture, elites and masses, political institutions and processes, current issues, and political change. Also listed as HON 361, this course may be counted by Honors Program students toward fulfillment of their course requirements. Prerequisite: PS 238.

PS 365 Metropolitan Government and Politics (1)

Growth and development of American cities; their political organization, functions, legal powers, and position in the federal system. Prerequisite: PS 101.

PS 366 Politics of Mexico and Central America (1)

An exploration of the political culture and institutions of Mexico and Central America, focusing on the effects of globalization, economic integration, regime type, political change, and the role of the United States. The region's vast diversity and complexities are examined but with an emphasis on the interdependent nature of country relationships. Prerequisite: PS 238 or 240.

PS 368 Political Violence (1)

An examination of the sources, evolution, and outcomes of political violence and revolution, emphasizing the reasons, justifications, and rationalizations for violence in its various manifestations within nation-states. The intersection between violence, religion, and politics will be explored, as well as sources and types of terrorism. Prerequisites: PS 238, 240, and at least junior standing.

PS 369 Political Psychology (1)

An advanced course that applies psychological theories of human cognition, affect, and individual differences to the study of political behaviors. Topics include the development and maintenance of social attitudes and political beliefs, decision making, voting and campaigns, political media, intergroup relations, conflict and violence, and genetic influences on political behaviors. (Also listed as PY 369.) Prerequisite: PS 101.

PS 400 International Political Economy (1)

An advanced seminar course that surveys the relationships between international politics and economics. Contending theoretical approaches to explaining a variety of IPE phenomena—from mainstream to radical—will be considered and critically examined. Topically, this course covers issues ranging from trade, debt, aid, and development to the role of states, multinational corporations, and international institutions. An emphasis will be placed upon threats to political and economic stability in developing countries. Prerequisites: PS 235, 238, and at least junior standing.

PS 410 Development in the Americas (1)

An advanced course focusing on the patterns of socioeconomic and political development in the Americas, with emphases on the hemispheric effects of globalization and the United States' hegemonic status in the region. Marxist, neoliberal, and globalization theories are utilized to better understand development in Latin America. Prerequisite: senior standing.

PS 434 Introduction to International Human Rights Law (1)

A seminar course on international law with an emphasis on human rights. Concepts and principles, functions and processes associated with international law are applied to general categories of human rights—for example, political, economic, social and cultural rights. Special attention is paid to the International Criminal Court, war crimes, genocide, children's rights, human trafficking, modern slavery, workers' rights, gender and health issues, the environment, indigenous rights, torture, and punishment. Student engagement with a human rights institution is a requirement. Prerequisite: at least junior standing. Spring of odd numbered years.

PS 445 Democratization (1)

An advanced course addressing the theoretical issues generated by the wave of democratization that began in the early 1970s. It explores democracy's diverse understandings and practices with an emphasis on comparative analyses of transitions from authoritarian rule and the problems associated with democratic consolidation. Prerequisite: PS 238.

PS 450 Religion and Politics in America (1)

Explores the relationship between religion and politics in America. Emphasis is placed on the role of religion in American culture and how religion affects politics. Also listed as HON 450, this course may be counted by Honors Program students toward fulfillment of their course requirements. (Also listed as RE 450.)

PS 470 Seminar for Majors (1)

Prerequisite: senior standing.

PS 472 Senior Research Project in Political Science (1)

Extension of the Seminar for Majors (PS 470). This course functions as a capstone experience where students conduct independent research under the supervision of the political science faculty and where they come together to discuss key issues for the discipline. In addition to completion of significant research, to be presented to the campus community, students will take up important questions for political science such as the future and scope of the discipline, quantitative versus qualitative analysis, and the application of political science to the solution of problems confronting community.

PS 473, 474 Selected Topics (1)

Selected topics in political science, varying according to individual needs. Open only to junior and senior majors in political science. Fall.

Psychology (PY)

Bachelor of Science

*Jaime Cloud, Heather J. Meggers-Wright, G. Shane Pitts, Richard Rector,
Lynne S. Trench*

The purpose of a major in psychology is to provide a background of knowledge for students going on to graduate work in psychology, as well as for those students going into a variety of professions that require an understanding of the principles of human behavior.

Upon completion of the psychology major, students will be able to

- demonstrate familiarity with major concepts, theoretical perspectives, and empirical findings of psychology,
- understand and apply basic research methods in psychology, including research designs, 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,
- demonstrate information competence and the ability to use computers and other technology for many purposes,
- communicate effectively in a variety of formats.

Major Requirements

The following courses are required (11 units):

PY 101

PY 204 and 304

PY 312

one unit in area one: PY 303 or 324

one unit in area two: PY 311, 313, 316, or 330

one unit in area three: PY 407 or 408

one senior seminar unit in area four: PY 417 or 450

three additional units in PY

Majors should take PY 204 and 304 consecutively and as early as possible, preferably by the end of the sophomore year. Elective units may include additional courses from the four areas above.

All majors will complete the achievement test in psychology as part of the senior seminar.

Minor Requirements

The following courses are required (5 units):

PY 101

four elective units in PY

*Courses in Psychology***PY 101 Introduction to Psychology (1)**

An introduction to the research, theory, and methods of psychological science. Fall, Spring.

PY 204 Statistics For Research (1)

A laboratory course designed to introduce students to experimental research design, statistical theory and techniques, and computer data analysis. Laboratory required. Open only to PY or PY-interdisciplinary majors, or by consent.

PY 205 Introduction to Forensic Psychology (1)

An examination of forensic psychology, or the application of psychological principles to legal matters. Topics include criminal behavior, victimization, criminal investigation (e.g., criminal profiling, lie detection, eyewitness testimony), forensic assessment, and jury selection and deliberation.

PY 206 Special Topics in Psychology (1)

An in-depth exploration of theory and research in a sub-disciplinary area of psychology. Topics may vary.

PY 208 Human Sexual Behavior (1)

A study of the biological, sociological, psychological, and ethical aspects of human sexuality, including the study of the biological foundations of sexuality, behavioral variations, research in sexuality, sexual decision making, social issues, and contemporary issues in human sexual behaviors.

PY 215 Sex, Gender, and Society (1)

A survey of theory and research on males and females; biological and cultural factors in development and abilities; perception and treatment of the genders by society; and current gender issues and their historical context. (Also listed as SO 215, this course may be counted for credit in either psychology or sociology.) Prerequisites: PY 101, or SO 101 or SO 102, and at least sophomore standing. Spring.

PY 217 Drugs, Brain, and Behavior (1)

A study of licit and illicit drugs (focusing on drugs of abuse) examining their effects on the brain and on behavior. Topics may also include addiction and treatment, history of drug use, and the influence of drugs on the unborn child, the individual, and on society.

PY 250 Why People Believe “Weird” Things (1)

A focus on heuristics and biases in thinking and how these phenomena can distort and deceive. Various pseudoscientific phenomena (e.g., psychics, astrology, ESP), common misconceptions of human behavior, and controversial practices within psychology (e.g., use of the Rorschach, fringe therapies) will serve as illustrative concepts. An emphasis is placed on how major characteristics of scientific thinking and skepticism can be used to assess extraordinary and ordinary claims. How people tend to arrive at and maintain a variety of beliefs and how individuals can weigh evidence regarding beliefs is considered. Prerequisite: PY 101.

PY 293, 393, 493 Independent Study in Psychology (½ or 1)

Directed study for advanced students in the major. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

PY 298, 398, 498 Teaching Experience in Psychology (½ or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog. (“S”/“U” only.)

PY 300 Media and Society (1)

An exploration of the interactive relationship between media and society from political, psychological, economic, and sociological perspectives. This course will focus on how media sources such as television, film, and the Internet, influence society at group and individual levels and how society, in turn, influences the creation and production of media. (Also listed as MFS 300, PS 300, SO 300; may be taken only once.)

PY 303 Social Psychology (1)

The study of the social phenomena that affect the behavior of individuals, including social perception, social cognition, and social influence. Topics may include stereotypes and prejudice, self-perception, impression formation, persuasion and conformity, attitudes, group processes, aggression, prosocial behavior, and attraction. (Also listed as SO 303, this course may be counted for credit in either psychology or sociology.) Prerequisite: PY 101, SO 101, or SO 102.

PY 304 Research Methods for Psychology (1)

An in-depth study of experimental design techniques, psychological research methodology, and research report writing in APA style. This course has a laboratory component in which students will conduct experiments, including researching a topic with primary sources, collecting data, analyzing results, and writing the study in APA style. Laboratory required. Prerequisites: PY 101 and 204. Open only to PY or PY-interdisciplinary majors, or by consent.

PY 305 Advanced Topics in Psychology (1)

An in-depth exploration of theory and research in an advanced area of psychology. Topics will vary. Some topics may require additional prerequisites. Prerequisites: PY 101 and consent.

PY 309 Work Behavior (1)

The application of the methods and principles of the science of human behavior to people at work. (Also listed as SO 309, this course may be counted for credit in either psychology or sociology.) Prerequisite: PY 101, SO 101, or SO 102.

PY 310 Psychological Testing (1)

A study of the theory and techniques of test development and use in applied and research settings. Assessment in educational, clinical, counseling, and personnel settings, as well as issues surrounding the use of evaluative information are examined. Prerequisites: PY 101 and 204.

PY 311 Psychology of Personality (1)

A survey and analysis of the major theories of personality, including the psycho-dynamic, trait, phenomenological, and learning approaches. Prerequisite: PY 101.

PY 312 Biological Psychology (1)

A study of the biological bases of behavior. Includes the study of brain and neural anatomy, communication between neurons, and the function of major brain areas. The rest of the course will build on this knowledge to study the effects on various behaviors including vision, movement, learning, memory, sexual behavior, lateralization of function, drug-taking behavior, and psychopathology. Prerequisites: PY 101 and at least junior standing.

PY 313 Psychological Disorders (1)

A survey of psychopathology and abnormal behavior with an emphasis on the systems and criteria of diagnosis. Theories on the development and treatment of disorders are also discussed. Prerequisite: PY 101.

PY 315 Animal Behavior (1)

An examination of the immediate causes and evolutionary explanations for the behavior of animals. Emphasis is placed on exposure to historical perspectives and current ideas about animal behavior, training in the methodology of behavioral experimentation, and development of independent, critical thought. Topics include sexual selection, bird song learning, and aggressive behavior. Three lectures and one three-hour laboratory per week (one weekend field trip may be required). (Also listed as BI 315.) Prerequisites: PY 101, BI 115 and BI 225. Spring.

PY 316 Child & Adolescent Psychopathology (1)

A survey of psychological disorders that primarily affect children and adolescents. The course takes a developmental approach to childhood psychopathology, focusing on diagnostic criteria and familial, educational, and individual features associated with each disorder. Research on etiological theories and treatment is also discussed. Prerequisite: PY 101.

PY 324 Developmental Psychology (1)

An overview of the theoretical approaches and research methods in developmental psychology with an emphasis on the hereditary and environmental influences on physical, social, cognitive, and personality development in childhood and adolescence. Prerequisite: PY101.

PY 330 Clinical Psychology (1)

An introduction to the development and current practices of clinical psychology. Emphasis is placed on models of therapeutic intervention, assessment, trends in psychotherapy, and ethical, professional, and research issues. Prerequisite: PY 101.

PY 369 Political Psychology (1)

An advanced course that applies psychological theories of human cognition, affect, and individual differences to the study of political behaviors. Topics include the development and maintenance of social attitudes and political beliefs, decision making, voting and campaigns, political media, intergroup relations, conflict and violence, and genetic influences on political behaviors. (Also listed as PS 369.) Prerequisite: PY 101.

PY 407 Cognitive Psychology (1)

Introduction to the concepts, theories, and methods of cognitive psychology or the empirical study of the mind and mental processes. Topics may include neuroscience, attention and consciousness, perception, memory, knowledge, language, problem solving, reasoning, judgment, and decision making. Emphasis is placed on theoretical models grounded in empirical support. Laboratory required. Prerequisites: PY 101; PY 204 highly recommended.

PY 408 Psychology of Learning (1)

A survey of the theories, components, and applications of Pavlovian and Operant learning in humans and animals. In the laboratory component, students will demonstrate and apply principles learned in class, providing first-hand experience with psychological experimentation. Laboratory required. Prerequisite: PY 101.

PY 410 Senior Seminar: History and Systems of Psychology (1)

A study of the philosophical foundations and historical development of the major theories and research areas of psychology. Classic studies in psychology, as well as the lives of major figures in the field, are also discussed. Prerequisites: PY 101, 204, 304, psychology or biology-psychology major, and consent.

PY 417 Senior Seminar: Research in Psychology (1)

Involvement of the student (alone or with other students) in the development and execution of a research project. Topics of research vary according to the interests of the student and the professor. The project typically requires the student to write a research report in APA style. Prerequisites: PY 101, 204, 304, psychology or biology-psychology major, and consent.

PY 450 Senior Seminar: Advanced Topics in Psychology (1)

An in-depth exploration of contemporary research on selected topics. Topics vary according to the instructor's interests. May be repeated for credit when the focus is different. Prerequisites: PY 101, 204, 304, psychology or biology-psychology major, and consent.

Religion (RE)

Bachelor of Arts

J. Lawrence Brasher, Amy C. Cottrill, Mark R. McClish

Religion is a fundamental part of the human experience and an inextricable dimension of thought, belief, ethics, politics, society, culture, and the arts. The discipline of Religious Studies asks how different cultures have put together the worlds in which they live. Areas of inquiry include the history of local and global religious traditions, spiritual dimensions of human experience, religious dimensions of culture, and the place of religion in society. Ultimately, the study of religion helps students to understand the complex processes by which individuals and groups create meaning for themselves and imbue those meanings with power.

Religious Studies is inherently intercultural and interdisciplinary, and creativity and connection are encouraged. The Department of Religion offers courses on topics such as ecological spirituality, the cultural context of the Hebrew Bible, Buddhist meditation, the history of Christian thought, religion and gender, religion and film, and religion and politics. The department also offers opportunities to study Hebrew and Sanskrit and organizes exploration term study-travel projects to England, India, and the forests of northern Alabama. All of these offerings share a common focus on inquiring into the religious worlds that humans create.

Religion students are frequently motivated by concerns about social justice, curiosity about both familiar and unfamiliar cultures, an interest in religious experience and practice, and a general desire to understand people more fully. Because the academic study of religion teaches such valuable and transferrable skills as critical and creative thinking, effective and purposeful communication, and rigorous research, religion majors and minors are prepared upon graduation to pursue a variety of vocations: graduate work in religious studies or theology, social work, public health, law, medicine, business, and more.

Upon completion of the religion major, students will be able to

- demonstrate a significant familiarity with at least one religious tradition, recognize its diverse manifestations in particular cultural contexts, and engage in informed discussion of its history and practices,
- interpret “textual religion” and apply the methodologies (linguistic, literary, sociological, historical, rhetorical, or ideological) that relate to the critical interpretation of sacred texts and religious writings,
- integrate the study of religion into other disciplinary studies,
- conduct original scholarly research in the academic study of religion,
- present scholarly research to a public audience.

Major Requirements

The following courses are required (9 units):

one unit from courses on individuals, communities, and religious traditions:

RE 100 Ecospirituality and Environmental Sustainability

RE 201 Christianity

RE 221 World Religions

RE 222 Religions of Asia

RE 231 Popular and Folk Religion

RE 235 Abrahamic Faiths: Judaism, Christianity, and Islam

RE 275 Buddhism

RE 276 Hinduism

one unit from courses on sacred texts and interpretive practices:

RE 205 Hebrew Bible

RE 215 Christian Scriptures

RE 230 Christian Scriptures in Literature, Art, and Film

HB 101 Elementary Biblical Hebrew I

HB 102 Elementary Biblical Hebrew II

SK 101 Elementary Sanskrit I

SK 102 Elementary Sanskrit II

six elective units in RE, at least three of which must be in RE at the 300 level or above; HI 282, HON 315, and PL 361 may also be used to fulfill this requirement

RE 470 Senior Seminar in Religion (fall of senior year)

Minor Requirements

The following courses are required (5 units):

five units in RE, HB, SK, or HON 315

*Courses in Religion***RE 100 Ecospirituality and Environmental Sustainability (1)**

An introduction to contemporary ecospirituality and environmental activism with a focus on environmental sustainability in Alabama. This course highlights the growing alliance between spiritual awareness and the environmental movement. Students will read works of ecocentric theologians and scientific literature on the ecology of Alabama, study organized environmental initiatives, and gain perspective from field trips and service-learning. Spring.

RE 201 Christianity (1)

An historical-theological introduction to Christianity with special attention to the development of Protestantism. Fall, Spring.

RE 205 Hebrew Bible (1)

A study of the history and literature of the Hebrew Bible, or Old Testament. The course locates the Hebrew Bible in its historical context in the ancient Near East and explores the new ways of thinking about sacred texts that have emerged in modern biblical studies. A discussion-rich course, students will be equipped to enter into discussion with Jewish and Christian interpreters who wrestle with the political, ideological, and theological implications of these texts, both in the ancient world and in modern settings.

RE 215 Christian Scriptures (1)

A study of the history and literature of the Christian Scriptures, or New Testament. The course equips students for culturally-cued reading of these texts by exploring the historical setting from which they emerged, bringing significant themes of this early Christian literature into conversation with issues of concern in modern Christian theology (a Leadership Studies designated course).

RE 221 World Religions (1)

An introductory survey of such major world religious traditions as Hinduism, Buddhism, Confucianism, Daoism, Judaism, Christianity, and Islam. Course topics may vary each time the course is taught. In addition to a historical overview of diverse thought traditions and practices, a primary focus will be the response to modernity and the challenge and change in contemporary religious thought. Additional topics may include the place of women in these different traditions, understanding of diversity and pluralism, and responses to religious violence.

RE 222 Religions of Asia (1)

A survey of the major religious traditions of Asia including Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Daoism, and Shinto. This course explores the major concepts, doctrines, and practices of each tradition in historical perspective. Emphasis will be placed on the examination of cross-cultural religious categories within each, such as salvation, ritual, gender, or ecology.

RE 230 Christian Scriptures in Literature, Art, and Film (1)

An investigation of the *interpreted* Bible, or the Bible as it has been visualized, filmed, painted, sculpted, and retold by early and modern readers. One reason for the Bible's enduring cultural significance is the way artists and authors have engaged biblical texts and themes as conversation partners in the creation of their own texts. This course explores the dynamics of biblical interpretation in diverse forms of media with the intention of fostering more sophisticated reading strategies of film, visual, and literary culture, and the biblical text itself.

RE 231 Popular and Folk Religion (1)

An examination of popular and folk religions—beliefs and practices that exist among the people, apart from and alongside the theological and liturgical forms of mainline religion.

RE 235 The Abrahamic Faiths: Judaism, Christianity, and Islam (1)

A study of the three major religious traditions—Judaism, Christianity, and Islam—that trace their historical and theological roots to one figure: Abraham. The objective of this course is to explore the interconnection of these traditions, a historical and theological entwinement that is vital for understanding the modern world situation.

RE 250 Jesus Through the Centuries (1)

An examination of Jesus as a figure in history. This seminar critically examines the way Jesus has been viewed in different historical eras, including various attempts to reconstruct the “historical Jesus,” contemporary representations of Jesus in film, and the emerging scholarly consensus on Jesus in history.

RE 275 Buddhism (1)

A study of the Buddhist traditions from the life of Buddha to modern times. The course explores the doctrines and practices of Buddhist traditions in historical and geographic context. Emphasis is placed on the how the study of Buddhism in historical context contributes to our understanding of cross-cultural categories in the study of religion as well as the concept of “religion” itself.

RE 276 Hinduism (1)

A study of the Hindu traditions from prehistory to modern South Asia and the era of globalization. This course examines the diversity and unity of those South Asian religious dispositions, beliefs, and practices referred to collectively in the modern period as “Hinduism.” Emphasis will be placed on how the study of Hinduism challenges and refines our understanding of the concept of religion.

RE 280 John Wesley and the People Called Methodists (1)

An examination of Methodism, from its beginnings, to the present. The course will cover the history, doctrine and polity of Methodism. Emphasis is placed on the influence of John Wesley and the effect his theology, life and ministry had on Methodism in particular and society in general. The purpose of the course is to help both Methodists and non-Methodists understand and appreciate the contributions that Methodism has made in the Protestant world (a Leadership Studies designated course). Spring.

RE 288 Meditation: Theory and Practice (1)

An examination of Hindu and Buddhist philosophy through the theory and practice of meditation, and as means through which to understand debates regarding consciousness and its relationship with the material world in Indian philosophy. Consideration of traditional texts on meditation and philosophy (while engaging in the contemplative methods that inform them), and contemporary scientific studies and the philosophical frameworks that address meditation's putative effects.

RE 293, 393, 493 Independent Study in Religion (½ or 1)

Directed study for advanced students in the major. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

RE 298, 398, 498 Teaching Experience in Religion (½ or 1)

A teaching experience course. Upon invitation, qualified students participate in first-year and sophomore courses as docents. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog.

RE 311 Christian Ethics (1)

An examination of the implications of Christian faith for contemporary ethical problems. Prerequisite: RE 201.

RE 315 Contemporary Christian Theology (1)

A survey of the thought of certain leading theologians in the twentieth century. Particular attention is given to Barth, Tillich, Bonhoeffer, the Niebuhrs, process theology, and liberation theology. Prerequisite: RE 201.

RE 320 Religion and the Natural World (1)

An exploration of religious understandings of the natural environment, including such world views as ancient myths, animism, Daoism, Hinduism, Buddhism, Islam, Native American traditions, contemporary popular nature worship, and the Judeo-Christian faith. Prerequisite: at least one year of college coursework.

RE 330 Religion in America (1)

An analysis of the impact of religious thought upon the development of American society.

RE 345 Power and Religion (1)

An examination of the relationship between "power" and "religion," and how religious agents and institutions interact with political order through examples drawn from classical South Asia, post-Reformation Europe, and revolutionary Iran. Topics include the role played by religion in the "post-secular," global political order; the dramatic resurgence of religion in politics; and the future of religious authority.

RE 350 The Ethical Vision of the Christian Scriptures (1)

An exploration of and critical reflection upon various approaches to using the Christian Scriptures as a source for ethical reflection. The course addresses two primary questions. First, what are the ethical perspectives of the Christian Scriptures regarding specific themes, such as community and justice, violence and liberation, wealth and poverty, sexuality, and the care of the Earth? Second, how might we structure the conversation between the ancient text and the modern world? Prerequisite: at least one unit in RE.

RE 353 Nonviolence (1)

A study of the concept of nonviolence in spiritual, ethical, and political perspective. This course examines the virtue of nonviolence within religious traditions, particularly within the pacifist religion of Jainism, and seeks to understand how personal commitment to nonviolence operates within greater spiritual and ethical dispositions. It also examines the evolution of nonviolence as a political strategy for the resolution of conflict from the interpersonal to the national. Emphasis is placed on the 1963 civil rights campaign in Birmingham and the study of the strategy and tactics of nonviolent direct action (a Leadership Studies designated course).

RE 360 Understanding Religion: History, Theory, and Method (1)

An investigation of the concept of religion as well as the theory and methods that define the academic study of religion. This course is a critical inquiry into the origins and evolution of the concept of religion and its use as category in the study of the human experience. This inquiry is carried out by examining the work of the major theorists of religion from Marx and Freud to Eliade and Geertz. Examination of these theorists highlights the various methodological approaches to the study of religion. Emphasis will be placed on the evolution of new approaches to the study of religion under the conditions of postmodernity.

RE 375 Gender and the Hebrew Bible (1)

An exploration of the Hebrew Bible through the lens of gender theory. On a theoretical level, students develop the skills to read and critique primary and secondary readings according to their presuppositions and ideological commitments concerning gender. Additionally, the course equips students with a more developed understanding of the complexity of this sacred text that frequently informs modern conceptions of gender roles (a Leadership Studies designated course). Prerequisite: at least one unit in RE.

RE 390 Violence and the Bible (1)

An exploration of the violent narratives, imagery, symbolism, and rhetoric of the Bible. In addition to examining the way biblical texts have been used to legitimate and authorize violent acts in the world, a significant focus of this course is how violence functions within the textual world of the Bible. Attention is given to possible models of interpretation of and ethical responses to the violent texts of the Bible. Prerequisite: at least one unit in RE.

RE 401 Seminar in Theological Studies (1)

A seminar on recent theological developments: 1963 to present. Prerequisite: RE 201.

RE 405 Seminar in Hebrew Bible (1)

A seminar on a theme or book in the Hebrew Bible. Prerequisite: at least one unit RE.

RE 415 Seminar in Christian Scriptures (1)

A seminar on a theme or book in the Christian Scriptures. Prerequisite: at least one unit in RE.

RE 450 Religion and Politics in America (1)

An exploration of the relationship between religion and politics in America. Emphasis is placed on the role of religion in American culture and how religion affects politics. Also listed as HON 450, this course may be counted by Honors Program students toward fulfillment of their course requirements. (Also listed as PS 450.)

RE 470 Senior Seminar in Religion (1)

The senior capstone seminar in which senior religion majors write a significant research paper. The topic for the paper is decided by the student in consultation with the instructor. This course is required for all religion majors during the first semester of their senior year. Students will present their final projects in a senior conference. Prerequisite: consent.

Sanskrit (SK)*Major Requirements*

No major or minor is offered in Sanskrit.

*Courses in Sanskrit***SK 101 Elementary Sanskrit I (1)**

A beginning course for instruction in the South Asian language of Classical Sanskrit, in which Hindu, Buddhist, and Jain scriptures were composed. This course provides instruction in the Devanagari script as well as Sanskrit phonology, vocabulary, morphology, and grammar.

SK 102 Elementary Sanskrit II (1)

A continuation of SK 101. The sequence of Elementary Sanskrit I and II is meant to provide students with the capability to begin reading epic Classical Sanskrit such as that of the Ramayana of Valmiki.

Sociology (SO)

Bachelor of Arts

Guy C. Dalto

The sociology major is designed to give liberal arts students concepts and tools for understanding human behavior in society. An undergraduate major in sociology prepares students for graduate or professional school. Those intending to enter the job market immediately after graduation will find that the analytical and data analysis skills they have gained as sociology majors will allow them to apply for entry-level research positions in both government and business.

Upon completion of the sociology major, students will be able to

- demonstrate an understanding of sociology's many connections and contributions to other disciplines,
- demonstrate an understanding of the usefulness and limitations of the sociological imagination,
- demonstrate the skills and articulate the knowledge gained while progressing through the major.

Major Requirements

The following courses are required (11 units):

SO 101
SO 204 and 304
SO 215, 335, or 339
SO 305, 308, or 370
five elective units in sociology
SO 499

Methods courses (SO 204 and 304) should be taken during the sophomore year.

Minor Requirements

The following courses are required (5 units):

SO 101
SO 215, 335, 339, or 383
SO 305, 308, or 370
two elective units in SO

*Courses in Sociology***SO 101 Introduction to Sociology (1)**

The study of human society: the processes of social interaction and organization. Emphasis is placed on learning the basic concepts, principles, and theoretical perspectives of sociology. Fall, Spring, Summer.

SO 102 Contemporary Social Problems (1)

The application of sociological principles and perspectives in the analysis of current issues. The impact of social change, deviations from norms, and conflicts between social structures and social goals and values are considered in relation to social problems. Fall, Spring.

SO 204 Survey Data Analysis and Statistics (1)

Theory and practice in formulating hypotheses and evaluating them by analyzing secondary sources of data with statistical analysis software. Emphasis is placed on data management, data analysis, the use of appropriate statistics, and the interpretation of statistical output. Though intended as a prerequisite for EC 304, PS 304 or SO 304, this course can help any student develop analytical skills. Laboratory required. (Also listed as EC 204 and PS 204, this course may be counted for credit in economics, political science or sociology.) Prerequisites: EC 201 or EC 202 or PS 101 or SO 101. Fall.

SO 215 Sex, Gender, and Society (1)

A survey of theory and research on males and females; biological and cultural factors in development and abilities; perception and treatment of the genders by society; and current gender issues and their historical context. (Also listed as PY 215, this course may be counted for credit in either sociology or psychology.) Prerequisites: SO 101 or 102, or PY 101, and at least sophomore standing. Spring.

SO 293, 393, 493 Independent Study in Sociology (½ or 1)

Directed study for advanced students in the major. Coursework will include directed readings in sociology. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

SO 298, 398, 498 Teaching Experience in Sociology (½ or 1)

A teaching experience course. Upon invitation, qualified students may register for this course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog.

SO 300 Media and Society (1)

An exploration of the interactive relationship between media and society from political, psychological, economic, and sociological perspectives. This course will focus on how media sources such as television, film, and the Internet, influence society at group and individual levels and how society, in turn, influences the creation and production of media. (Also listed as MFS 300, PS 300, PY 300; may be taken only once.) Offered on alternate years in the spring.

SO 303 Social Psychology (1)

The study of the social phenomena that affect the behavior of individuals, including social perception, social cognition, and social influence. (Also listed as PY 303, this course may be counted for credit in either sociology or psychology.) Prerequisite: SO 101 or 102, or PY 101.

SO 304 Research Methodology (1)

The scientific method applied to economic, social and political phenomena: formulating hypotheses; techniques for collecting data, measuring variables, and interpreting research findings. The course includes a laboratory in which statistical procedures are applied, interpreted, and documented through completion of a significant research project. Laboratory required. (Also listed as EC 304 and PS 304, this course may be counted for credit in economics, political science or sociology.) Prerequisite: EC 204 or PS 204 or SO 204. Spring.

SO 305 Sociology of the Family (1)

A study of the relationship between the family and the changing external environment as well as the dynamic processes within the family. Historical and cross-cultural perspectives are considered along with alternatives to the traditional family. Prerequisite: SO 101, 102, or PY 101. Fall.

SO 308 Criminal Justice (1)

An investigation into the social processes involved in the criminal justice system. Crime and delinquency, police organization and behavior, and the sociology of law are stressed. Prerequisite: SO 101, 102, or PY 101. Spring.

SO 309 Work Behavior (1)

The application of the methods and principles of the science of human behavior to people at work. (Also listed as PY 309, this course may be counted for credit in either sociology or psychology.) Prerequisite: SO 101, 102, or PY 101. Fall.

SO 312 Community Service Practicum (1)

Individual field work under joint supervision of sociology faculty and social service agency personnel. Intended for majors. Graded "S"/"U." Prerequisite: SO 101 or 102.

SO 335 Race and Ethnic Relations (1)

An examination of some of the major issues in the relations between dominant and minority groups. Emphasis is on contemporary U.S. society although historical and cross-cultural analyses are included. Prerequisite: SO 101, 102, or PY 101. Spring.

SO 337 Social Movements and Politics (1)

An examination of the relationship between social movements, social change, and politics. Emphasis is placed on social movement theory, types of social movements, and case studies of social movements (a Leadership Studies designated course). Prerequisite: SO 101 or 102.

SO 339 Social Stratification (1)

The study of economic class, prestige, life style, and power hierarchies. Causes and consequences of structured social inequality are emphasized. Prerequisite: SO 101 or 102. Fall.

SO 350 Special Topics in Sociology (1)

An in-depth exploration of theory and research in a sub-disciplinary area of sociology. Topics will vary. May be repeated for credit when the focus of the course is different. Prerequisite: SO 101 or 102.

SO 370 Sociology of Medicine (1)

Investigations of the organization and distribution of health care, and the influence of social factors on health (a Leadership Studies designated course). Prerequisite: SO 101 or 102. Spring.

SO 373 Urban Sociology (1)

Social organization of the urban community; historical and contemporary patterns in the structure and growth of the city; cross-national processes of urbanization and social change. Prerequisite: SO 101 or 102. Fall.

SO 376 Environmental Sociology (1)

Examines environmental issues from a sociological perspective. Emphasis is placed on human causes of environmental change such as science and technology, the government and the economy, population and consumption, and religion and culture; social and environmental consequences of the relationships between humans and the environment. Prerequisite: SO 101 or 102, or UES 150.

SO 380 Sociology of Religion (1)

An examination of the social dimension of religion and analysis of the dialectic between religion and society. Sociological theories of religion, religious organizations and behavior, and processes of social change and secularization are studied. Attention is given to religion in America with use of comparative and historical material. Prerequisite: SO 101 or 102. Spring.

SO 383 Social Aspects of Aging and Dying (1)

An examination of the social dimensions of aging and dying. Sociological theories of aging and dying, ways in which societies structure this process, and the patterned experience of aging and dying are considered. Prerequisite: SO 101 or 102. Fall.

SO 412 Community Service Practicum (1)

Individual field work under joint supervision of sociology faculty and social service agency personnel. Graded "S"/"U." Prerequisite: SO 101 or 102.

SO 450 Sociological Theories (1)

A review of concepts and issues associated with various theoretical perspectives. Differences in macrosociological and microsociological approaches are examined. Intended for majors, but open to other students with consent of instructor. Fall.

SO 470 Seminar for Majors (1)

Application of theory to a particular problem area. The product may be a term paper and/or empirical research. Topics vary according to interests and needs. The course stresses the ability to communicate ideas orally and in writing. Prerequisite: SO 304.

SO 499 Senior Project in Sociology (1)

A capstone experience that can be done as an independent project or as part of a regular exploration term course. The project requires a substantial paper that demonstrates a knowledge of sociological concepts and research methodology. Prerequisite: senior standing or consent. Exploration term.

Spanish (SN)

Bachelor of Arts

Barbara Domcekova, Kim Lewis, Janie Spencer

In light of the significant changes taking place in our present day world and the need for greater international understanding and cooperation, one cannot overestimate the importance of foreign language study. The courses in foreign languages at Birmingham-Southern College are designed to help students attain written and oral proficiency. Furthermore, in studying a foreign language, students develop an appreciation of another culture and in doing so gain new insights into their own culture as well.

Students are encouraged to complement their coursework in a foreign language with various on- and off-campus experiences: viewing foreign language films, performing internships or volunteer activities using the target language, taking part in a service-learning project or exploration term study-travel project in a country where their target language is spoken, or participating in an approved study abroad program.

Spanish majors are strongly advised to adopt an appropriate cognate program, either as a minor or as a double major. Proficiency in Spanish is particularly useful for students planning careers in teaching (university, secondary, and bilingual), international business, health care, social work, law, foreign service, and research and technology. In addition, the rapidly growing Hispanic population in many regions of this country underscores the advantages of the ability to communicate with speakers of Spanish and to understand their culture.

Students may earn credit in Spanish at Birmingham-Southern through the Advanced Placement or International Baccalaureate programs. A score of four or more on either the grammar or the literature AP examination or a score of five or more on the IB examination may be used towards graduation requirements, but not towards Explorations Curriculum Requirements. See the section Credit by Examination under Academic Policy for a full description of the policy.

Upon completion of the Spanish major, students will be able to

- function successfully in Spanish in a variety of real-life situations,
- make polished formal and informal presentations on a variety of topics,
- understand the gist as well as several discrete details of discourse as spoken by native speakers of Spanish at native speed,
- write in Spanish with a high degree of grammatical correctness and appropriate choices of vocabulary and idiomatic expressions,
- converse in Spanish in connected discourse in a variety of time frames,
- recognize and respect cultural differences among the different Spanish-speaking countries.

Major Requirements

The following courses are required (10 or 11 units):

SN 300

SN 315

SN 320

two literature courses at the 400 level

SN 471

one of the following:

five elective units in SN at the 270 level or above

or

four elective units in SN at the 270 level or above, and one semester of study (minimum of 10 weeks, 3 classes per week) in a Spanish-speaking country

More than half of the courses counting towards the major must be taken at Birmingham-Southern College.

Minor Requirements

Minor in Spanish

The following courses are required (5 or 6 units):

SN 300

SN 315

one of the following:

SN 270 or 280, plus three electives at the 320 level or above

or

SN 270 or 280, plus two electives at the 320 level or above, and one semester of study (minimum of 10 weeks, 3 classes per week) in a Spanish-speaking country

More than half of the courses counting towards the minor must be taken at Birmingham-Southern College.

Minor in Spanish for the Workplace

The following courses are required (6 units):

SN 270

SN 280

SN 290

SN 300

SN 315

SN 320

More than half of the courses counting towards the minor must be taken at Birmingham-Southern College.

*Courses in Spanish***SN 101 Elementary Spanish I (1)**

An introduction to the sounds and structure of the language as well as to the culture of Hispanic peoples. Skills emphasized are reading, writing, speaking, and oral comprehension. Designed for students who have no prior knowledge of Spanish. Prerequisite: consent. Fall.

SN 102 Elementary Spanish II (1)

A continuation of SN 101. Prerequisite: SN 101. Spring.

SN 201 Fundamentals of Spanish Grammar (1)

A review of the fundamentals of grammar designed primarily for students who have had only one or two years of language on the high school level. Prerequisite: consent. Fall, Spring.

SN 220 Intermediate Spanish (1)

Building on beginning Spanish, this course thoroughly reviews basic grammar concepts, builds vocabulary, and further develops all four language skills. Prerequisite: SN 102 or 201. Fall, Spring.

SN 221 Intensive Spanish (2)

An accelerated Spanish course focusing on the review of the fundamentals of Spanish grammar, building vocabulary, and developing all four language skills. Students will work at a high pace and high intensity level to complete two semesters of work in one semester. Prerequisite: consent. Fall.

SN 270 Tertulia española (1)

Instruction and practice in oral comprehension and speaking. Conversation is based on *realia* (newspapers, magazines, videos). The course emphasizes oral proficiency and awareness of modern culture. Prerequisite: SN 220 or 221. Fall, Spring.

SN 280 Estrategias para leer (1)

An introduction to Spanish literature as well as to the skills and methods needed to read literature in the Spanish language. This course provides practice in and application of these skills using a variety of genres. The course increases reading proficiency and prepares students for 400-level literature courses. Prerequisites: SN 270 or 220 and consent. Spring.

SN 290 Spanish for the Workplace (1)

A course focusing on vocabulary and content specific to a particular profession (such as health care or business). Prerequisite: SN 270 or 280.

SN 293, 393, 493 Independent Study in Spanish (½ or 1)

Directed study for advanced students in the major. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

SN 298, 398, 498 Teaching Experience in Spanish (½ or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog.

SN 300 Advanced Conversation (1)

Intensive audio-lingual practice in the classroom and language laboratory, phonetics, oral reports, discussion groups. Prerequisite: SN 270 or 280. Fall.

SN 315 Advanced Grammar and Composition (1)

A detailed analysis of grammar and intensive practice in composition. Prerequisite: SN 270 or 280. Spring.

SN 320 Advanced Communication (1)

Intensive practice of speaking, listening comprehension, writing and reading at the advanced level. Prerequisite: SN 300, 315 or consent. Spring.

SN 333 Spanish Across the Curriculum (¼)

Directed readings in the language in conjunction with a course in another discipline. May be taken more than once for credit providing that the disciplinary course is different. Prerequisites: SN 220 and consent.

SN 360 Spanish Civilization (1)

A study of the culture of Spain from a variety of viewpoints: historical, literary, sociological, anthropological, and political. Prerequisite: SN 300 or above, or consent.

SN 365 Latin American Civilization (1)

A study of the culture of Spanish-speaking America from a variety of viewpoints: historical, literary, sociological, anthropological, and political. Prerequisite: SN 300 or above, or consent.

SN 370 Special Topics in Culture (1)

An in-depth study of a faculty-selected topic on some aspect of Hispanic culture. Topics may concentrate on a geographic region of the Hispanic world or on a particular cultural phenomenon common to several areas, such as *machismo* or the role of the military. Prerequisite: SN 300 or above, or consent.

SN 400 Introduction to Textual Analysis (1)

Study and application of the techniques of textual analysis. Attention is given to the four basic genres: narrative prose, drama, poetry, and the essay. Prerequisite: SN 280.

SN 401 Panorama of Spanish Literature (1)

An introduction to Spain's literature written from the Middle Ages to the present. Selected works, which include poetry, prose, and drama, emphasize literature as a reflection of Spanish society of the period. Prerequisite: SN 280 or 400. Spring, every other year.

SN 402 Panorama of Latin American Literature (1)

An introduction to Latin American literature written from colonial times to the present. Selected works, which include poetry, prose, and drama, reflect the Latin American society of the period. Prerequisite: SN 280 or 400. Fall, every other year.

SN 471 Senior Research Project in Spanish (1)

Student development and completion of a research project and accompanying bibliography. Students will work independently to write a significant research paper in MLA style. Topics of research will vary according to the interests of the students and sponsoring professor. Prerequisite: senior standing or consent. Spring.

SN 495 Special Topics in Literature (1)

An in-depth study of a faculty-selected topic in literature, either from Spain, Latin America, or the Latino United States. Topics may concentrate on the works of a particular author or on a common theme running through the selected works of several authors. Prerequisite: SN 400, 401, or 402.

Speech (SP)*Major Requirements*

No major or minor is offered in speech.

*Courses in Speech***SP 101 Introduction to Speech (1)**

A study of the speech skills common to all forms of oral communication examined through public address, impromptu speaking, and group discussions. Fall, Spring.

Theatre Arts (THA)

Bachelor of Arts

Michael Flowers, Alan Litsey, Matthew Mielke

The theatre arts program offers courses for the general education of all students, as well as professional training for those wishing to major in theatre arts. Using the unique teaching facilities of the College Theatre—a performance plant housing an open stage with a split-revolve-lift in a flexible auditorium—and an intimate “black box” theatre, the program offers courses in all areas of theatrical performance, musical theatre, technical theatre, direction, and design. A student wishing to major in theatre arts may elect the disciplinary major below or the interdisciplinary major in musical theatre listed in the Interdisciplinary Major Requirements section of this catalog.

Upon completion of the theatre major, students will be able to

- perform acting goals and tactics,
- execute theatre designs using appropriate technology,
- function as a member of an ensemble.

Major Requirements

The following courses are required (12 units):

THA 110

THA 120

THA 210

THA 222

THA 230

THA 320

THA 211 or 310

three units from THA 201 to include at least one project in performance
and one in technical theatre

THA 403

THA 499

Minor Requirements

The following courses are required (5½ units):

THA 100

THA 120

THA 201

THA 110, 211, or 310

THA 222

THA 403

*Courses in Theatre Arts***THA 100 Introduction to Theatre (1)**

An introduction to the understanding and appreciation of dramatic literature and theatre arts. Spring.

THA 110 Introduction to Stagecraft (1)

An introduction to the principles and practices of constructing stage settings and furnishings, problem solving using theatre technology, shop safety and scenic art. Spring.

THA 111 Make-up (1)

Basic techniques in application of stage make-up for the performing arts. Prerequisite: consent. Fall.

THA 120 Beginning Acting (1)

An introduction to the craft of acting, including focus on clarity and creativity in communication and performance skills, and the development of character analysis skills. The course reflects a "learning by doing," "hands on" approach. Fall, Spring.

THA 201 Theatre Practicum (½)

Practical experience in performance or technical areas of theatre by participation in College Theatre productions. May be repeated for credit. Prerequisite: consent. Fall, Spring.

THA 210 Technical Workshop (1)

A practical course in the technical aspects of theatre. Fall, Spring.

THA 211 Stage Lighting (1)

Principles and practice of stage lighting, design, and execution. Prerequisite: consent. Fall.

THA 220 Voice and Diction (1)

Building and improving vocal skills through exercise and analysis. Prerequisite: consent. Spring.

THA 222 Voice and Movement (1)

Techniques of vocal production and stage movement, including Shakespearean sonnets and unarmed combat. Spring.

THA 230 Classic and Modern Theatre (1)

Theatrical production and dramatic literature from the Greeks to the present. Fall.

THA 293, 393, 493 Independent Study in Theatre Arts (½ or 1)

Directed study for advanced students in the major. Coursework should stress practical experience in full-length projects, and may include study in acting, directing, playwriting, or design. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog. May be repeated for credit.

THA 298, 398, 498 Teaching Experience in Theatre Arts (½ or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog.

THA 307 Introduction to Playwriting (1)

An introduction to the principles of dramatic structure, playwriting and revision. (Also listed as EH 307.) Prerequisite: EH 102 or 208.

THA 310 Set Design (1)

The art of stage design from concept to construction. Fall.

THA 320 Intermediate Acting (1)

Building a character in context and depth through improvisation and scene study. Prerequisite: THA 120. Fall.

THA 323 Musical Theatre I (1)

The study of musical theatre, approached through analysis, performance, and criticism. Prerequisite: consent. Fall.

THA 324 Musical Theatre II (1)

Advanced scene study work in the techniques of musical theatre. Prerequisite: THA 323. Spring.

THA 331 Modern Playwrights (1)

Play reading and script analysis of plays from the advent of realism to the present. Spring.

THA 370, 470 Seminar in Theatre Art (1)

Selected studies in theatre arts offered at the discretion of the faculty or by student request. Topics include audition techniques, advanced acting, playwriting, etc. May be repeated for credit. Prerequisite: consent.

THA 403 Directing and Stage Management (1)

A study of the techniques of directing and stage management approached through practical projects and the staging of a one-act play (a Leadership Studies designated course). Prerequisite: consent.

THA 499 Senior Project in Theatre (1)

Significant production responsibilities in the exploration term theatre production, accompanied by a substantial paper examining the exploration term project. This paper may also include other senior theatre experiences. Required for theatre arts and musical theatre majors. Exploration term.

INTERDISCIPLINARY MAJOR AND MINOR REQUIREMENTS

To meet graduation requirements, students who pursue an interdisciplinary major must maintain a minimum grade point average of 2.00 in the required courses in each of the disciplines.

Interdisciplinary Majors

- Asian Studies
- Biology-Psychology
- History-Political Science
- International Studies
- Media and Film Studies
- Musical Theatre
- Sociology-Political Science
- Sociology-Psychology
- Urban Environmental Studies

Interdisciplinary Minors

- Asian Studies
- Gender and Women Studies
- Latin American Studies
- Urban Environmental Studies

ASIAN STUDIES (AN)

Bachelor of Arts

Matthew Levey, Program Coordinator

The Asian Studies program is an interdisciplinary curriculum available to students at Birmingham-Southern College, Miles College, Samford University, the University of Alabama at Birmingham, and the University of Montevallo. The program offers a major and a minor, but it is open to students with other majors as well. Students who study Asia add a multi-cultural dimension to their college education which is useful in graduate study and careers in fields as diverse as government service, international business, banking, marketing, law, education, and journalism. This curriculum gives the student the opportunity to study Asian societies from many disciplinary perspectives and to develop important analytical and disciplinary skills. Asian Studies is particularly relevant to today's undergraduate because it emphasizes the changing traditions of Asia, contemporary problems faced by Asian nations, and the relations between Asian nations, as well as between them and Western nations. The courses in the curriculum cover East, South, and Southeast Asia.

Major Requirements

The following courses are required (13 units):

two introductory courses, defined as courses with a breadth of coverage in either geographic/cultural or temporal range. See Sinitic Survey Options and Indic/Islamic Survey Options below.

four courses in an Asian language relevant to the student's primary cultural/geographic area of interest: Chinese or Japanese for those interested in Sinitic (East) Asia, and Hindi or Arabic for those interested in Indic/Islamic (South, Southeast, Southwest) Asia

six elective courses, five of which must constitute a cultural or geographic area of concentration or core in either Sinitic (East) Asia or Indic/Islam (South, Southeast or Southwest) Asia; and one of which is from another cultural or geographic area. Electives may not be "introductory," as defined above; no more than four of the electives can be in one academic discipline; no more than one of the electives can be an international (non Asia-specific) course. See Sinitic Electives and Indic/Islamic Electives below.

one course in a senior conference in an area of the student's interest

Minor Requirements

The following courses are required (8 units):

two introductory courses, as defined in the major requirements

two courses in an Asian language relevant to the student's primary cultural/geographic area of interest, as defined in the major requirements

four elective courses, which will constitute a cultural or geographic area of concentration in either Sinitic (East) Asia or Indic/Islamic (South, Southeast or Southwest) Asia

Courses in the Asian Studies Curriculum

* denotes introductory courses

Sinitic World (East Asia)*Art History*

ARH 206 Survey of Asian Art (UAB)*

ARH 306 The Asian Experience (UAB)*

ARH 470 Chinese Art and Culture (Prerequisite: ARH 206) (UAB)

ARH 473 Japanese Prints and Printmakers (UAB)

ARH 474 Chinese Painting (Prerequisite: ARH 206 or 470) (UAB)

ARH 475 Japanese Art (Prerequisite: ARH 206 or 470) (UAB)

ARH 476 Oriental Ceramics (Prerequisite: ARH 206) (UAB)

*History (HI/Hist/HIST/HY)**Introductory Surveys of Asia or East Asia*

Hist 463 Monsoon Asia: Survey of Culture and History (S)*

Hist/Pols/Geog 395 Asia: Land and People (S)*

Hist/Pols/Geog 396 East and Southeast Asia: Land and People (S)*

HY 271 Traditional East Asian History and Culture (UAB)*

HY 272 Modern East Asia (UAB)*

Introductory Surveys of China

HI 181 East Asian Civilization I: China to 15th Century (BSC)*

Hist 441 History of China to 1644 (S)*

HY 474 China to the 19th Century (UAB)*

Introductory Surveys of Japan

HI 182 East Asian Civilization II: Japan to 15th Century (BSC)*

Hist 443 Japan (S)*

HY 476 Japan to the 19th Century (UAB)*

Modern China

HI 283 Modern China (BSC)

HY 475 Modern China (UAB)

Hist 444 Asia's Response to the West (S)

Contemporary China

HI 385 The People's Republic of China (BSC)
 Hist 442 History of China Since 1911 (S)

Modern Japan

HI 284 Modern Japan (BSC)
 HIST 435 Modern Japan (UM)
 HY 374 Meiji Japan (UAB)
 HY 477 Modern Japan (UAB)
 HY 376 Japan and the United States (UAB)

Contemporary Japan

HI 386 Japan in the Twentieth Century (BSC)
 HY 375 The Pacific War (UAB)
 HI 287 Western Images of Asia (BSC)
 HI 288 Remembering World War II (A): The Wars in Asia
 and the Pacific (BSC)

Asian History in Multinational Perspective

HI 287 Western Images of Asia (BSC)
 HI 288 Remembering World War II (A): The Wars in Asia
 and the Pacific (BSC)

Asian Thought and Religion

HI 282 Disputers of the Dao: Confucianism, Daoism
 and Buddhism in East Asia (BSC)
 PHL 239 Classical Thought in India, China and the West (UAB)*
 RE 221 World Religions (BSC)*
 RE 340 Religions of China (MC)

Politics

PS 209 East Asian Political Systems (UAB)
 PS 361 Politics of China and Japan (BSC)

Anthropology

ANTH 205 The Asian Experience (UAB)

Indic and Islamic World: South, Southeast and Southwest Asia

Historical and Cultural Surveys

ARH 206 Survey of Asian Art (UAB)*
 ARH 306 The Asian Experience (UAB)*
 Geog/Hist/Pols 395 Asia: Land and People (S)*
 Geog/Hist/Pols 396 East and Southeast Asia: Land and People (S)*
 ANTH 205 The Asian Experience (UAB)
 ANTH 243 Peoples of the World: Southeast Asia (UAB)
 ANTH 245 Peoples of the World: Middle East (UAB)

Philosophy and Religion

PHL 239 Classical Thought in India, China and the West (UAB)
 RE 221 World Religions (BSC)

Contemporary South Asia

PS 202 Indian Government and Politics (MC)

SO 301 South Asian Society and Culture (MC)

Middle East and Africa

HI 265 The Middle East in the Twentieth Century (BSC)

Hist 426 Modern Middle East (S)

Hist 464 Africa/Mideast: Survey of Culture and History (S)*

Vietnam War

Hist 456 Vietnam: An American Watershed (S)

HY 421 America in Vietnam (UAB)

International, Non Asia-Specific

EC 305 Comparative Economic Systems (Prerequisites: EC 201 and 202) (BSC)

EC 410 International Trade (Prerequisites: EC 201 and 202) (BSC)

EC 430 Economic Growth and Development (Prerequisites: EC 201 and 202) (BSC)

EH 395 Contemporary International Fiction (BSC)

ENG 232 World Literature II (UM)

ENG 320 Studies in World Literature (UM)

Engl 420 Comparative Literature (S)

Geog 101 World Regional Geography (S)

Geog/Hist/Pols 451 Geography of International Affairs (S)

HIST 101 World Civilizations (UM)

HIST 102 World Civilizations (UM)

HY 104 World History to 1600 (UAB)

HY 105 World History, 1600 - Present (UAB)

Hist/Pols 348 Riot, Rebellion and Revolution (S)

Hist/Pols/Geog 451 Geography of International Affairs (S)

HY 419 The Second World War (UAB)

MU 126 Music of the World's Peoples (BSC)

PS 235 Introduction to International Relations (BSC)

PS 238 Introduction to Comparative Politics (BSC)

PS 338 Comparative Political Behavior (BSC)

PS 340 Comparative Elite Behavior (BSC)

PS 342 Comparative Political Development (BSC)

PS 400 International Political Economy (BSC)

PS 445 Democratization (BSC)

POS 340 World Politics (UM)

POS 350 International Organizations (UM)

POS 450 Global Policy Studies (UM)

POS 455 International Relations (UM)

Pols/Hist 348 Riot, Rebellion and Revolution (S)

Pols/Geog/Hist 451 Geography of International Affairs (S)
 Pols 319 International Relations Since WWII (S)
 Pols 363 Politics of Developing Nations (S)
 Pols 370 Women and World Politics (S)

PY 230 Cross Cultural Psychology (BSC)

Relg 301 World Religions (S)

The following options indicate which courses cover the same or similar content; multiple courses that cover the same or similar content may not be used to satisfy requirements.

Sinitic Survey Options

Option 1: China/Japan Surveys in two-course disciplinary sequence
 HI 181 and 182 (BSC); or Hist 441 and 443 (S); or HY 474 and 476
 (UAB)

Option 2: Asia/East Asia Survey in two different disciplines
 Any two courses from two different disciplines: ARH 206 (UAB) or ARH
 306 (UAB); ANTH 205 (UAB); Hist 463 (S); Hist/Geog/Pols 395(S);
 Hist/Geog/Pols 396 (S)

Option 3: East Asia Early and Late in two-course sequence
 HY 271(UAB) and HY 272 (UAB)

Indic/Islamic Survey Options

ARH 206 (UAB) and ARH 306 (UAB); or Geog/Hist/Pols 395 (S) and
 ANTH 205 (UAB); or Geog/Hist/Pols 396 (S) and ANTH 205 (UAB); or
 ANTH 243 (UAB) and ANTH 245 (UAB); Geog/Hist/Pols 395 (S) and
 Geog/Hist/Pols 396 (S)

Elective Courses

To prevent duplication of course content, please refer to the lists below
 in choosing elective courses; no more than one course per line will count
 toward completion of Asian Studies Major.

Sinitic Electives

Art History:

ARH 470 (Prerequisite: ARH 206) (UAB)

ARH 473 (UAB)

ARH 474 (Prerequisite: ARH 206 or ARH 470) (UAB)

ARH 475 (Prerequisite: ARH 206 or ARH 470) (UAB)

ARH 476 (Prerequisite: ARH 206 or ARH 470) (UAB)

History:

HI 283 (BSC) or HY 475 (UAB) or Hist 444 (S)

HI 385 (BSC) or Hist 442 (S)

HI 284 (BSC) or HIST 435 (UM) or HY 374 (UAB) or HY 477 (UAB) or HY 376 (UAB)

HI 386 (BSC) or HY 375 (UAB) or HY 376 (UAB)

HI 287 (BSC)

HI 288 (BSC)

Religion/Philosophy in Historical Perspective:

HI 282 (BSC) or RE 340 (MC)

PHL 239 (UAB) or RE 221 (BSC)

Political Science

PS 209 (UAB)

PS 361 (BSC)

Indic/Islamic Electives

History:

HI 265 (BSC) or Hist 426 (S)

HY 421 (UAB) or Hist 456 (S) or Hist 464 (S)

Religion/Philosophy in Historical Perspective:

PHL 239 (UAB) or RE 221 (BSC)

Social Sciences:

PS 202 (MC)

SO 301 (MC)

Descriptions of courses appearing on the chart above for courses taught at Birmingham-Southern may be found under their respective disciplines in the Curriculum section of this catalog. Descriptions of courses taught at other institutions may be obtained by contacting the Director of Asian Studies.

*Courses in Asian Studies***AN 150 Introduction to Chinese Culture (1)**

A survey of Chinese culture, taught in English. The course provides students with a better understanding of the Chinese people and culture, and prepares students to meet the challenges of the twenty-first century. Topics include geography, business, politics, philosophy, religion, art, music, film, medicine, food, family, and history.

AN 470 Senior Project in Asian Studies (1)

A research project that demonstrates a student's ability to investigate a problem relating to Asia. The research paper required must use scholarly and, if possible, primary sources, either in translation or in the appropriate Asian language. Prerequisite: senior standing in Asian Studies.

Biology-Psychology (BI) (PY)

Bachelor of Science

Megan Gibbons and G. Shane Pitts, Program Coordinators

The biology-psychology major comprises a specific combination of courses designed to provide students with an understanding of the biological basis of behavior and thought. The major is designed to prepare students for a number of graduate programs, including those in the neurosciences, physiology, physiological psychology, and behavioral biology. It also provides good preparation for students planning to go into one of the health professions.

Major Requirements

The following courses are required (16 units):

BI 115 Organismal Biology

BI 125 or HON 126 Cellular and Molecular Biology

BI 215 Principles of Genetics

BI 225 Evolutionary Ecology

BI 303 Physiology

BI 315 Animal Behavior

one elective unit in BI from the following:

BI 301 Molecular Genetics and Genomics

BI 402 Cell Biology

BI 405 Recombinant DNA Technology

BI 408 Biochemistry

BI 425 Comparative Vertebrate Embryology

BI 442 Comparative Vertebrate Anatomy

BI 493 Independent Study

CH 120 General Chemistry or CH 149 Chemical Principles

PY 101 Introduction to Psychology

PY 204 Statistics for Research

PY 312 Biological Psychology

PY 407 Cognitive Psychology or 408 Psychology of Learning

two electives in PY, one of which must be from the following:

PY 217 Drugs, Brain and Behavior

PY 208 Human Sexual Behavior

PY 313 Psychological Disorders

PY 324 Developmental Psychology

two units in the senior capstone experience in biology or psychology.

For biology, students must complete two units from BI 470, 472, and/or 499. For psychology, students must complete PY 417, and one unit in PY 410 or 450 (both of which require PY 304 as a prerequisite). Biology-psychology majors must complete the E.T.S. Major Field Test in Biology and the equivalent in psychology.

Gender and Women Studies (GWS)

Victoria Ott and Heather J. Meggers-Wright, Program Coordinators

The gender and women studies minor serves to help students examine the social construction of gender through analytical processes. As a supplement to a disciplinary major, this minor provides students with an interdisciplinary study of the elements that have shaped gendered experiences and helped define masculine, feminine, and other gendered identities through time, across cultures, and within social spheres. Students completing the gender and women studies minor will gain skills in integrating interdisciplinary knowledge and using multiple methodologies to study gendered experiences from critical and empirical perspectives. The minor, moreover, will enhance students' chosen majors as analytical study through the lens of gender broadens the students' understanding of their disciplines. These skills will help prepare students for graduate study and for a variety of fields such as public health, education, social service, business, and government.

No courses counted toward a disciplinary major may be counted toward the gender and women studies minor unless explicitly noted otherwise.

Major Requirements

No major is offered in gender and women studies.

Minor Requirements

The following courses are required (5 units):

GWS 200 or exploration term equivalent

four additional units from the following:

ARH 299 Queer Visual Culture

ARH 400 The Body in American Visual Culture (Special Topics in Art History)

EH 220 or 227 From Suffrage to Cyborgs: Twentieth-Century Feminism(s) and the Novel

EH 394 Contemporary Drama

EH 420 or 425 Introduction to Performance Theory

HI 210 U.S. Women's History

HI 309 Women of the American South

HON 315 Sexual Ethics and Religion in Global Perspective

PS 300 Women in Politics

PY 208 Human Sexual Behavior

RE 375 Gender and the Hebrew Bible

SO 215 Sex, Gender, and Society

One course in an independent study and up to one exploration term course in topics related to GWS can be used to satisfy the minor requirements.

Courses in Gender and Women Studies

GWS 200 Introduction to Gender and Women Studies (1)

An introduction to the concepts and issues concerning the field of gender and women studies. By nature, this introductory course takes an interdisciplinary approach to explore topics relating to the field of gender and women studies. Placed within a historical and contemporary context, students examine topics ranging from feminist philosophy, gender roles and stereotypes, gender development, sexuality and relationships, sexual identity, workplace issues, legal challenges, women in media, violence against women, and global feminism.

History-Political Science (HI) (PS)

Bachelor of Arts

Robert J. Slagter and Randall Law, Program Coordinators

The history-political science major provides intensive study of both disciplines and offers the opportunity for a student to recognize and create intellectual connections between the two related fields. The major emphasizes the development of analytic and writing skills needed in graduate study or professions such as teaching, law, and business.

Major Requirements

The following courses are required (15 units):

History (7 units):

one of the following:

HI 102, and either 103 or 110

or

HI 151 or 155, and HI 152

or

HI 181 and 182

HI 300

two additional units in HI at the 200 level

two additional units in HI at the 300 level

Political Science (7 units):

PS 101 or PS 238

PS 204

PS 304

PS 470

three elective units in PS

one additional unit in HI 400 or PS 472

International Studies (IS)

Bachelor of Arts

Vincent T. Gawronski, Program Coordinator

The international studies major provides students interested in global affairs with an intensive course of study of international topics. The major requires ability in a foreign language, completion of an interdisciplinary set of courses, and a significant international experience with the *strong* expectation that this experience will involve study abroad. Students interested in this major are encouraged to meet with the program coordinator at the earliest possible date.

Five components comprise the major. The first is the core curriculum, which introduces the concepts of culture and diversity, the historical interaction among cultures, and the methods used to study them. The second element is intensive training in a foreign language, which allows for the study of primary documents in context, travel and work abroad, and the ability to think and communicate beyond national borders. The third component is a four-course area of concentration. The fourth element is the senior capstone, in which the student synthesizes the knowledge and skills developed in the program into a work of original research.

The fifth component of the major is the *strong* expectation that the student integrate a study abroad program into the major. Study abroad can take place during a regular semester, during exploration term, or through a summer program. It may involve participation in an established program or may be individually contracted. Students planning to study abroad should contact the Sklenar Center for International Programs.

Major Requirements

The following courses are required (15 units):

six core units from:

IS 100 Introduction to International Studies

EC 201 Principles of Economics I

HI 208 Diplomatic History of the United States Since 1941

PS 235 Introduction to International Relations

PS 238 Introduction to Comparative Politics

PS/UES 210 Environmental Problems and Policy

four units in a modern foreign language at the 220 level or above;

courses used to fulfill this requirement may not count towards the area of concentration requirements. The chosen language should be pertinent to the area of concentration when possible.

four units in a proposed area of concentration. The area of

concentration must demonstrate coherence, either thematically (for example, democratization or development), geographically (for example, Europe, Asia, or Latin America), or in some other way.

Concentrations are developed in consultation with and reviewed by the International Studies Committee.

IS 499 or IS 493 Senior Research Project in International Studies

At least five units in the major must be at the 300 level or above.

Languages not offered by Birmingham-Southern College and taken through the BACHE consortium may satisfy the foreign language requirement. These units must be at the 200 level or above and receive prior approval of the program coordinator and the International Studies Committee.

Students who major in international studies and a modern foreign language, or those students with a demonstrated fluency in another language may complete four additional units in the area of concentration instead of the required language units. Substituting area of concentration units for language units must receive prior approval of the program coordinator and the International Studies Committee.

Courses in International Studies

IS 100 Introduction to International Studies (1)

An introduction to a range of international studies topics including culture and communication, economics and politics, health, migration and population.

IS 101 Pre-Departure Topics For Study Abroad (½)

A required preparation for study abroad emphasizing experiential learning, class presentations, and individual research. Successful completion required for students to earn credit for study abroad. Prerequisite: consent. Fall, Spring.

IS 293, 393, 493 Independent Study in International Studies (½ or 1)

Directed study for advanced students in the major. Coursework will include directed readings and inquiry into selected areas in international studies. Upon invitation, qualified students may register for this course. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

IS 298, 398, 498 Teaching Experience in International Studies (½ or 1)

A teaching experience course. Upon invitation, qualified students may register for this course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog.

IS 473, 474 Selected Topics (1)

Selected topics in International Studies. Topics vary according to student interest and faculty interest and availability. Prerequisite: consent.

IS 499 Senior Research Project in International Studies (1)

A significant interdisciplinary individual project that must be approved during the spring term of the junior year by the International Studies Committee. The typical project will require significant independent research and will result in a paper at least twenty-five pages in length. Creative projects presented in other formats will also be considered. The focus of the senior capstone should be within the student's area of concentration, with the expectation that faculty sponsor(s) have expertise in that area. This course requires an academic contract for individualized study, reviewed and approved by the Office of Exploration Term and Contract Learning.

Latin American Studies (LAS)

Vincent T. Gawronski, Program Coordinator

As a supplement to a disciplinary major, the minor in Latin American studies provides a multi-faceted preparation for a wide range of careers in the public and private sectors. To facilitate the student's understanding of the importance of Latin America on the global stage, the minor provides a broad-based study of language and literature, history, politics, and culture. The goal of the LAS minor is to heighten the student's awareness and knowledge of the complexities of Latin America as a region and the vast diversity of Latinos living in the United States. Ideally students who minor in Latin American studies will travel to Latin America at some point during their undergraduate coursework. The College offers a variety of opportunities for study abroad, international internships, and even scholarship aid for such travels through the Sklenar Center for International Programs.

Consistent with the College's policies for an academic minor, no courses counted toward the major may be counted toward the Latin American studies minor unless specifically exempted from this exclusion.

Major Requirements

No major is offered in Latin American studies.

Minor Requirements

The following courses are required (6 units):

- (1) SN 270 or equivalent (This requirement may be waived through a proficiency exam.)
- (2) two units in interdisciplinary core courses:
 - (a) historical component (1 unit):
HI 260 Social History of Latin America
 - (b) political component (1 unit):
PS 240 Introduction to Latin American Politics
- (3) three additional elective units from the arts, history, literature, or social studies from the following:
 - ARH 405 Pre-Columbian Art
 - EH 225 Labyrinths and Solitude: Latin American Fiction in Translation
 - EH 395 Contemporary International Fiction
 - HI 261 Modern Latin America and the Revolutionary Tradition
 - LAS 200 Seminar in Latin American Studies
 - MU 126 Music of the World's People (Latin America: Spring term of odd-numbered years)

- PS 366 Politics of Mexico and Central America
- PS 393 Independent Study (when on Latin American topic)
- PS 410 Development in the Americas
- PY 216 Health, Illness, and Healing in Cultural Context
- SN 350 Latinos in the United States
- SN 365 Latin American Civilization
- SN 370 Special Topics in Culture (when taught on a Latin American topic, such as Latin American films or human rights in Latin America)
- SN 402 Panorama of Latin American Literature
- SN 495 Special Topics in Literature (when taught on a Latin American topic)

Courses in Latin American Studies

LAS 200 Seminar in Latin American Studies (1)

An interdisciplinary seminar in Latin American studies taught by a faculty member with a specialty in the area. The focus of the seminar will change each time it is offered: for example, topics include the dictator in Latin America, the role of the family, women in Latin America. Prerequisites: EH 102 and at least one year of college coursework.

Media and Film Studies (MFS)

Bachelor of Arts

David Resha, Program Coordinator

The media and film studies major considers the historical and cultural understanding of text, the critical examination of film and fundamentals of cinematography, and the psychological, sociological, and political impact(s) of mass media. In this program, "media" refers to various forms of representation and communication, including traditional arts and letters, print and broadcast news, the trade press, television, photojournalism, film, the Internet, digital systems, and emerging information and communication technologies.

While the focus of the major lies firmly in the theory and analysis of historical and contemporary forms of human expression and communication, students also practice and produce media by taking courses in journalism, photojournalism, photography, computer science, film, or by engaging in a production-oriented project.

The major requires a set of core courses designed to provide a foundation in the historical, theoretical, critical, and analytical study of various media, including film. Following this concentration, students individualize their major by choosing electives in one of three concentrations: mass media and society, media and culture, or media production. Each student is also required to engage in an independent project or an internship and to participate in an interdisciplinary senior seminar.

Neither credit by examination in the AP and IB programs, nor individualized educational experiences, with the exception of an approved internship or independent project, may be used to satisfy requirements in the major.

Courses in the media and film studies major that are also listed with other disciplines may be used to satisfy requirements in other majors or minors at the discretion of the designated discipline.

Major Requirements

The following courses are required (11 units):

- MFS 100 Introduction to Media Studies
- MFS 201 History of American Media
- MFS 210 Film Analysis
- MFS 300 Media and Society
- MFS 310 Film and Media Theory
- MFS 470 Seminar and Senior Conference
- MFS 493 Independent Project or MFS 497 Internship

four units from one of the following concentrations:

Mass Media and Society

- AR 324/424 Photography as Witness: Photojournalism and the Art of Visual Narrative
- EH 204 Writing For The Media
- EH 305 Journalism Workshop
- HON 284 Psychology of Mass Media
- PS 111 Humor and the Cynical Political Mind
- PS 195 Talk Talk Spin Spin: Politics, Media, and Political Culture
- PS 345 American Political Behavior
- PS 473 Selected Topics: Politics Through Documentary
- PY/PS 369 Political Psychology
- PY 417 Senior Seminar: Research in Psychology

Media and Culture

- AR 324/424 Photography as Witness: Photojournalism and the Art of Visual Narrative
- EH 248 Monsters, Monarchs, and Monastics: Legacies of Medieval Literature in Popular Culture
- EH 349 Literature and the Arts
- EH 384 Literature of the American Indian
- EH 420 Studies in the Drama
- HON 215 Discovering Photography
- MFS 250 History of Documentary Film
- PL 263 Philosophy of Film: Cinematic Wisdom West to East
- RE 230 Christian Scriptures in Literature, Art, and Film

Media Production

- AR 222 Camera Mechanics and Composition
- AR 324/424 Photography as Witness: Photojournalism and the Art of Visual Narrative
- CS 170 Introduction to Computing
- EH 204 Writing for the Media
- EH 305 Journalism Workshop
- HON 215 Discovering Photography
- HON 216 Printmaking: History and Process
- MFS 220 Film Production I
- MFS 221 Film Production II
- MFS 222 Screenwriting
- MU 158 Music Technology

The mass media and society concentration studies the psychological, sociological, and political impacts of mass media on how we think and organize ourselves, including the relationship between media (old and new) and politics and the way people process information and form beliefs.

The media and culture concentration examines how media texts and related practices represent and construct reality and how they convey meaning.

The media production concentration asks students to produce media texts, including film and video, web-based media, photography, art, music, or traditional print journalism.

Students should complete either MFS 100 or MFS 201 as early as possible, and prior to determining their concentration area.

Courses in Media and Film Studies

MFS 100 Introduction to Media Studies (1)

An introduction to critical analysis of mass media in the context of contemporary culture and social institutions, including an examination of how mass media, such as film, television, advertising, the Internet, and others, affect and reflect cultural values, political attitudes, personal identity, and behavior. Students learn basic media literacy by developing conceptual tools for thinking critically about mass media, with a special emphasis on (1) how various media shape and convey meaning; and (2) the impact that the form, function, and institutional production of media have on local, national, and global communities. Offered yearly in the fall.

MFS 201 History of American Media (1)

An examination of the role of print media, radio and television, film, and computer technology in shaping the transition of American society from traditional forms of print and broadcast media to the rise of the information age. Emphasis will be placed on students reading, seeing, and hearing original documents, broadcasts, and photos (or commentaries upon them). (Also listed as HI 201.) Spring.

MFS 210 Film Analysis (1)

An introduction to the fundamental concepts and tools of film analysis. The course focuses on learning to isolate, describe, and analyze stylistic elements of film, as well as film narrative and narration. This course serves two purposes: to provide the necessary descriptive and analytic tools to excel in upper-level film courses; and to deepen the student's appreciation of cinema by encouraging the viewing of films as richly textured works of art.

MFS 220 Film Production I (1)

An introduction to narrative video production. The course asks students to employ the conventions of classical storytelling to produce projects that are clear, coherent, thoughtful, and emotionally engaging. Students will also learn how to properly use video production equipment, including HD video cameras, professional audio and lighting equipment, and Final Cut Pro editing software.

MFS 221 Film Production II (1)

An examination of non-fiction video production. Through production work, screenings, readings, and discussion, we will explore various styles and strategies for making artwork that draws upon the richness of the world that surrounds us. The course will focus on employing observational filmmaking techniques to capture people and places in the Birmingham area. Prerequisite: MFS 220.

MFS 222 Screenwriting (1)

An examination of screenwriting using classical narrative structure. The course focuses on conventional storytelling elements like goals, conflicts, development, and resolution and how these are employed to clearly tell a story, engage the viewers' attention, and elicit emotions from the audience. There will be an emphasis on using classical storytelling devices in a coherent and creative manner.

MFS 250 History of Documentary Film (1)

An introductory survey of documentary film. The course will focus on some of the major developments in documentary practice, while also considering a number of theoretical issues in the documentary tradition, including the problem of objectivity, the relationship between the documentary image and reality, and the mixing of fiction and non-fiction modes. The goals of this course are to introduce students to the important historical trends and concepts and to help develop the critical and analytical skills needed to understand the structure, style, and rhetorical strategies of documentary film (a Leadership Studies designated course). (Also listed as HON 250.)

MFS 293, 393, 493 Independent Study in Media and Film Studies (½ or 1)

Directed study for advanced students in the major. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

MFS 298, 398, 498 Teaching Experience in Media and Film Studies (½ or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog.

MFS 300 Media and Society (1)

An exploration of the interactive relationship between media and society from political, psychological, economic, and sociological perspectives. This course will focus on how media sources such as television, film, and the Internet, influence society at group and individual levels and how society, in turn, influences the creation and production of media. (Also listed as PS 300, PY 300, SO 300; may be taken only once.) Offered on alternate years in the spring.

MFS 310 Film and Media Theory (1)

A survey of film and media theory from the silent era to the present. The course focuses on several key theorists and their ideas about the nature and function of cinema/media, as well as the relationship between texts, spectatorship, and culture. Throughout the semester, we will properly situate these theories in their historical context and examine the influence they have had on subsequent theorists and practitioners. Prerequisite: MFS 100, 201, or consent.

MFS 470 Seminar and Senior Conference (1)

An interdisciplinary seminar in a special topic designed to engage all three areas of concentration.

Musical Theatre (MS) (MU) (THA)

Bachelor of Arts

Michael Flowers, Program Coordinator

The musical theatre major provides students with a combination of courses in dance, music, and theatre that is intended to prepare them for careers as performers in musical theatre. Given its emphases on acting, ballet, voice, piano, jazz, and music theory, the musical theatre major is more specialized than the theatre major, and a successful review at the end of the sophomore year is required to gain admission to the program.

Major Requirements

The following courses are required (15 units):

one-half unit in MS 110 and/or 310 (achieve proficiency level 1)

two units in MS 320

two units in MU 151 and 152

THA 120 and 320

THA 210

THA 230

THA 323 and 324

one unit of DA

a minimum of five performance experiences in on-campus productions, including one dramatic performance, one musical performance, and one experience as a technician; students should thus enroll for two-and-one-half units of THA 201

THA 499

Sociology-Political Science (SO) (PS)

Bachelor of Arts

Robert J. Slagter, Program Coordinator

The sociology-political science major is a course of study that shows the interconnections between the two disciplines. The two areas have a common methodology and share an interest in the study of relationships of power and authority in society. Students who choose this major may go on to graduate study in either discipline or professional study in a field such as law.

Major Requirements

The following courses are required (11 units):

PS 101
SO 101
PS 204 or SO 204
PS 304 or SO 304
SO 335, SO 339, or SO 383
additional units in PS for a total of five
additional units in SO for a total of five
PS 472 or SO 499

Sociology-Psychology (SO) (PY)

Bachelor of Arts

Robert J. Slagter and G. Shane Pitts, Program Coordinators

The sociology-psychology major encourages students to see the methodological and theoretical relationships between sociology and psychology, and it allows them to take a social-psychological approach to the analysis of human behavior and social interaction. Students who select this major may continue their study in a variety of graduate programs in psychology, sociology, or social work. They may also pursue additional training in law, medicine, or the health professions.

Major Requirements

The following courses are required (13 units):

PY 101
SO 101
PY 204 or SO 204
PY 215 or SO 215
PY 303 or SO 303
PY 304 or SO 304
PY 407 or PY 408
additional units in PY for a total of six
additional units in SO for a total of six
PY 417 or SO 499

Urban Environmental Studies (UES)

Bachelor of Arts

William G. Holt, III and R. Scot Duncan, Program Coordinators

The mission of the urban environmental studies (UES) program is to help our students build a foundation for understanding and solving the complex environmental challenges presented by urbanization and the human impact on the environment in the twenty-first century. The focus of the program is on a paradox. With over half of the world's population living in cities, urban environmental problems threaten urban dwellers and the natural ecosystems on which we all depend. And yet, urban centers can attain environmental, social, and economic sustainability if appropriately designed and managed. This complex field of study necessitates the interdisciplinary approach our UES program offers. The UES major blends courses from the natural sciences, social sciences, and humanities to inspire our students to think comprehensively and creatively about urbanism and the environment with the goal of empowering them to provide solutions to urban environmental problems.

Major Requirements

The following courses are required (10-12 units):

- UES 150 Introduction to Urban Environmental Studies
- UES 160 Environmental Earth Sciences
- UES/PS 210 Environmental Problems and Policy
- EC 202 Principles of Microeconomics
- BI 225 Evolutionary Ecology
- PL 307 Environmental Ethics or RE 320 Religion and the Natural World or EH 325 Natural, Wild, and Free: American Environmental Literature
- three elective units from BI 314 Conservation Biology, BI 411 General Ecology, EC 340 Economics of Natural Resources and the Environment, PH 103 Energy and the Environment, UES 206 Special Topics in Urban Environmental Studies
- UES 470 Senior Seminar in Environmental Studies

BI 314, BI 411, EC 340, EH 325, PL 307, and UES/PS 210 have prerequisites not included in major requirements.

With approval of the UES faculty committee, students may repeat UES 206 when the focus or methodology differs. Transfer, study abroad, or environmentally themed courses not currently listed among UES requirements may also be approved for fulfillment of major requirements. Students should seek prior approval when possible.

Minor Requirements

The following courses are required (5 units):

UES 150 Introduction to Environmental Studies

UES 160 Environmental Earth Science

three elective units from the following:

BI 225 Evolutionary Ecology

BI 314 Conservation Biology or BI 411 General Ecology

EC 340 Economics of Natural Resources and the Environment

PL 307 Environmental Ethics

PY 220 Environment and Behavior

RE 320 Religion and the Natural World

SO 376 Environmental Sociology

UES 206 Special Topics in Urban Environmental Studies

UES/PS 210 Environmental Problems and Policy

BI 225, BI 411, EC 340, PL 307 have prerequisites not included in minor requirements. No more than one unit of UES 206 may count towards the minor.

Courses used to satisfy urban environmental studies minor requirements may count towards major requirements in biology, economics, philosophy, political science, and psychology.

*Courses in Urban Environmental Studies***UES 150 Introduction to Environmental Studies (1)**

An interdisciplinary introduction to the complexities of environmental problems. The course provides an overview of scientific knowledge on ecology and environmental management and examines political, economic, and ethical issues involved in the attainment of a sustainable future. The course explores how an understanding of the natural and social sciences is necessary to address and solve environmental problems. Selected topics, including population growth, food shortages, pollution containment, and energy resources, are addressed. Two lectures and one three-hour laboratory per week. Fall.

UES 160 Environmental Earth Science (1)

An introduction to the earth sciences, including climatology, oceanography, physical geography, geology, hydrology, and others. Topics include how the Earth's internal, surface, and atmospheric forces shape the physical environment and selected examples of how humans interact with the physical environment. Special emphasis is placed on urban areas. Two lectures and one laboratory period per week. Spring.

UES 206 Special Topics in Urban Environmental Studies (1)

An in-depth and interdisciplinary exploration of one or more environmental issues. Topics, disciplinary perspectives, and instructors may vary.

UES 210 Environmental Problems and Policy (1)

An introduction to U.S. and international policies that address our many significant environmental problems. There are more than 30 major U.S. environmental laws, and over 300 international agreements addressing environmental issues ranging from transboundary air pollution to trade in endangered species to nuclear non-proliferation. Selected U.S. and international policies and processes are highlighted, and challenges and successes of U.S. and international environmental policy are explored. (a Leadership Studies designated course) (Also listed as PS 210.) Fall, Spring.

UES 293, 393, 493 Independent Study in Urban Environmental Studies (1/2 or 1)

Directed study for advanced students in the major. Specific guidelines concerning independent study projects appear in the Individualized Study section of this catalog.

UES 298, 398, 498 Teaching Experience in Urban Environmental Studies (1/2 or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog.

UES 470 Senior Seminar in Environmental Studies (1)

An interdisciplinary capstone experience for the integration and synthesis of disciplines and subject areas related to the major, with an emphasis on problem-solving. The course involves readings, guest speakers, instructor and student-led discussions, and a significant project (with written and oral components) that focuses on advancing urban sustainability. Prerequisite: senior standing or consent.

INTERDISCIPLINARY COURSES

Interdisciplinary courses are either cross-, multi-, or interdisciplinary in nature. Interdisciplinary courses related to an interdisciplinary major or minor are listed with the program. Interdisciplinary courses are offered under the following designations:

Arts/Humanities (AH)

Fine Arts (FN)

Humanities (HM)

Interdisciplinary Studies (IDS)

Natural Sciences, Math, Computer Science (NSM)

Social & Behavioral Sciences (SBS)

Interdisciplinary Courses

HM 120 How Language Works (1)

An investigation into human language. This course introduces students to linguistics, the scientific study of language. Topics include language and society, language acquisition, pragmatics, syntax, semantics, phonology, and related issues.

IDS 200 Introduction to Human Rights (1)

A critical examination of human rights concepts and their practical applications from the perspective of a variety of disciplines in the humanities and social sciences (a Leadership Studies designated course). Prerequisite: at least sophomore standing.

IDS 280 Human Sexuality (1)

Biological, sociological, psychological, and ethical aspects of human sexuality. Course content will include a biological overview; an examination of behavioral variations; research in sexuality, social issues, sexual decision making, sexuality of special populations; and exploration of contemporary sexual issues. This course is not open to students who have taken PY 208.

SBS 105 World Regional Geography: Discovering the World Around You (1)

A study of the major regions of the world—Europe, Middle East, Asia, the Pacific, Africa, and America—with emphasis on the connections between location, population, distributions, problems, potentialities, existing relations and organizations among the countries of the world. Spring.

SBS 106 Nonprofit Organizations (1)

An examination of the role of nonprofit organizations in the United States and their growing importance internationally (a Leadership Studies designated course). Prerequisites: at least one year of college coursework and consent.

SPECIAL PROGRAMS

FOREIGN LANGUAGE ACROSS THE CURRICULUM

Birmingham-Southern College offers students opportunities to enhance their foreign language proficiency and cultural knowledge through coursework in other discipline areas. The Foreign Language Across the Curriculum program adds a foreign language component to courses in a variety of fields. Students taking these courses as FLAC courses receive an additional $\frac{1}{4}$ unit of credit in the foreign language. Such courses allow students to make sophisticated use of language skills, provide greater flexibility in foreign language study (beyond the traditional language classroom), and demonstrate the degree to which language influences ideas. Students in the program develop a keener cultural awareness and language skills necessary to participate more fully in today's shrinking, interdependent world.

Students must register for the disciplinary content course and for the FLAC component (language courses numbered 333) during the same term. Exceptions are students who have already had the disciplinary content course; these students may register for the FLAC component any time it is offered. Students taking the FLAC component do additional readings in the foreign language and meet with the foreign language professor and, possibly, the discipline professor one hour per week for discussion of those readings.

Students receive $\frac{1}{4}$ unit credit in the appropriate foreign language in addition to the unit credit for the disciplinary content course. If a student takes four FLAC components in the same foreign language, that resulting one unit of credit can be applied to a major or minor in that language. The minimum language level eligibility for the program is completion of the third semester course and consent.

HARRISON HONORS PROGRAM

Susan K. Hagen, Director of Harrison Honors Program

The Donald C. Harrison Honors Program in general education is designed to foster students' intellectual curiosity, their oral and written communication skills, and their ability to think and study independently. The importance of viewing issues from interdisciplinary perspectives and of integrating, as well as analyzing, knowledge is a special focus in the program's courses and requirements. The program addresses its mission through small, interdisciplinary seminars developed specifically for Harrison Scholars and through upper-level courses with an interdisciplinary focus. The Harrison Honors Program serves as a complementary approach to fulfilling the College's Explorations general education curriculum requirements.

Approximately 35 students are admitted to the program each year. Prospective students may apply by 1 December for early admission to the program or they may apply after being admitted to the College. Interested students should contact the Director of the Honors Program.

Honors Scholars who are in good standing in the program and who have attended the minimum number of lecture and arts events for their class standing enjoy priority registration. Each Harrison Honors Program Scholar is also eligible for a one-time \$3,000 research stipend to be used in the junior year or after having completed four and one-half HON units.

Harrison Honors Program Requirements

The Honors Program component of a Harrison Scholar's general education consists of five units of Honors seminars and one unit of independent study, the Harrison Honors project. The specific general education requirements met by Honors courses and those met by regular courses will vary from student to student, depending on which Honors courses the student elects to take. Students may take one Honors exploration term project which will count toward the five units of Honors seminars. Students who participate in study abroad programs that include interdisciplinary courses may also request to count one such course toward their Honors requirements. Harrison Scholars' remaining general education coursework is completed in the regular curriculum of the College. Students may also enroll in Honors courses offered by the honors programs in the Birmingham Area Consortium of Higher Education (BACHE). The Harrison Honors project is considered a general education course outside the major and its supporting courses, and outside the minor, if one has been declared, unless the faculty allow a particular project to meet a more specific general education requirement.

Typically, Harrison Scholars complete their Honors seminars by the end of the junior year, submit a proposal for the Honors project to the Honors Committee during the latter half of the junior year, and execute the Honors project during the senior year. Students wishing to deviate from this progression of coursework must consult with the director. All Harrison Scholars present the results of their project publicly.

Upon completion of the program, a Harrison Scholar will be able to

- identify and begin to pursue on her or his own initiative interdisciplinary connections/implications within areas of study,
- engage in an initial scholarly investigation of an interdisciplinary topic of personal interest outside of the major,
- present a clear thesis and plan of independent study for a general audience.

The notation “Harrison Scholar” is placed on the academic transcripts of students meeting graduation requirements as students in the Honors Program.

Honors Program Courses

Note: First-year students may enroll in 300-level Honors seminars or above only with the consent of the instructor. Many courses listed below are offered on an alternate year basis.

HON 120 The History of Terrorism (1)

An examination of the history of terrorism with the twin goals of explaining its contemporary prevalence and its historical significance. Emphasis will be placed on the political, social, and cultural contexts of terrorism and political violence; critical, literary, and popular responses to terrorism; changing definitions of terrorism; and the interrelationship between terrorism and modernity. Particular attention will be paid to revolutionary terrorism in Europe and Russia in the nineteenth and early twentieth centuries; ethno-nationalist terrorism in Europe, the Middle East, and North Africa in the second-half of the twentieth century; anti-imperialists and left-wing terrorism in the 1960s and 1970s; and the recent upsurge in religiously inspired terrorism. Prerequisite: Harrison Honors Program.

HON 125 America’s Music (1)

Explores the unique qualities of American music and the contributions of American musicians to the world. This course investigates the dialectical tension between the Eurocentric tradition and the search for a unique form of musical expression in America. The course provides complementary readings in literature, philosophy, and art, with an emphasis on primary sources. The course also emphasizes intercultural and international connections. Prerequisite: Harrison Honors Program.

HON 126 Cell and Molecular Biology (1)

An interdisciplinary investigation of the fundamental properties of cells. Topics include cell structure and function; energetics and metabolism; gene structure and expression; techniques used to study these phenomena; and the ethical, legal, and social implications of applying these techniques in medicine, agriculture and other fields. Designed for students who plan to major in biology or one of the natural sciences and/or who are pre-health. This course may substitute for BI 125 in majors and minors that require BI 125. Students may not earn credit for both BI 125 and HON 126. Two lectures and one three-hour laboratory per week. Prerequisites: Harrison Honors Program or consent, BI 115, and CH 120 or CH 149. Spring.

HON 206 Darwinism and Philosophy (1)

An examination of philosophical questions raised by a Darwinian account of the evolution of life such as the creation-evolution debate, evolutionary accounts of altruism, morality, free will, and human behavior generally. Prerequisite: Harrison Honors Program.

HON 208 Archaeology (1)

An introduction to the prehistory of the southeastern United States with emphasis on Alabama prehistory. Students participate in an archaeological dig, artifact analysis, and site report preparation. Two lectures and one three-hour laboratory per week. Prerequisite: Harrison Honors Program.

HON 210 Science, Physics, Music (1)

An investigation into the nature of science and the methods of physics, with music as the ultimate object of our study. Classroom discussions integrated with laboratory exercises will focus on key questions: what can we discover, to what degree can we be confident in those findings, and what are the limits to our understanding? Prerequisite: Harrison Honors Program.

HON 215 Discovering Photography (1)

An interdisciplinary introduction to the production and understanding of photography in its cultural context, including the impact on art, history, media and the way in which we view the world. The basics in photography are also covered. Camera required (no phone cameras). No previous experience in photography required. This course may not be used to satisfy major or minor requirements in studio art or art history. Prerequisite: Harrison Honors Program.

HON 216 Printmaking: History and Process (1)

An exploration of the evolution of European printmaking, considered simultaneously in terms of historical and technical development. Students will consider the aesthetic and social contextual significance of Old Master artists and works, then produce their own prints utilizing approximated period techniques and contemporary themes, affording a direct experience of the inextricable link between history, meaning and process. Prerequisite: Honors Program or consent.

HON 222 Frankenstein Meets Snow White: Cross-cultural Studies in Romanticism (1)

A seminar concentrating on the literature and culture (i.e., music, art, science) of Romanticism with special focus on Germany and England. This course employs a seminar format emphasizing class discussion, close readings, and lectures covering interdisciplinary material. It is geared primarily to first-year students. All texts are in English. Prerequisite: Harrison Honors Program.

HON 225 Creativity: Person, Process, Place (1)

A seminar that reviews and critiques current psychological theory and research on the creative process in all fields and related questions about the assessment and interpretation of creative products. Students will reflect on their own creative process, comparing their experiences to specific scientists and artists. Topics include creative problem solving, origins of cognitive and behavioral traits of creative individuals, and social, historical, and physical contexts conducive to creativity. Prerequisite: Harrison Honors Program.

HON 230 and 231 Plural America I and II (1 each)

A two-term seminar that examines the plurality of the American culture by studying both the history and literature of the major non-Western culture in our country. Students should come away with an appreciation of the achievements and limitations of our Western heritage and a heightened sensitivity to the cultural diversity of the world-at-large. The first term focuses on Native-American and Chicano history and literature and on the European context of American society. The second term focuses on the Asian-American and African-American experience. Prerequisite: Harrison Honors Program.

HON 233 W.E.B. Du Bois and American History (1)

An introduction to the life and thought of one of America's foremost public intellectuals, W.E.B. Du Bois. Students will cover essential facts about Du Bois' life and work and be able to situate his arguments and their significance in the broader currents of American history. Prerequisite: Harrison Honors Program.

HON 235 Connections: Music, Mathematics, and Structure (1)

A seminar exploring common themes between mathematics, music and other liberal arts disciplines using the perspective of structure and expression. The composer and the mathematician must both confront the problem of devising or adjusting structures used as vehicles for their ideas. The seminar examines how these problems are solved by considering the nature, function, and purpose of structure in music, mathematics, and a third discipline, and compares these disciplines for differences and elements in common. Prerequisite: Harrison Honors Program.

HON 243 Dissecting the Text: Literature, Medicine, and the Body (1)

An investigation of the relationship between literature, medicine, and the body. This seminar examines all aspects of the medical humanities as represented in literary texts about the experience of health, illness, and doctoring from medical professional, physician, and patient perspective. By analyzing the way we represent, interpret, and “read” the body, this course dissects the politics of health and suffering, illness and recovery, hope and healing. Prerequisite: Harrison Honors Program.

HON 247 An Arthurian Primer (1)

An investigation of three prominent strands of the Arthurian legend—the Grail quest, the adulterous love of Lancelot and Guinevere, and Arthur as the Once and Future King. Resources in literature, history, and visual art will be brought together to study how these Arthurian motifs have been used artistically and socially to promote cultural ideals from medieval England and France to contemporary America. Prerequisite: Harrison Honors Program.

HON 248 Monsters, Monarchs, and Monastics: Legacies of Medieval Literature in Popular Culture (1)

An introductory course focusing on critical approaches to literature. Using medieval literature in translation and texts from popular culture the course introduces students to the fundamentals of literary interpretation. Texts range from Arthurian romances to contemporary trade-market mysteries. Considerable attention is also given to technology in teaching and learning. Prerequisite: Harrison Honors Program.

HON 249 Literature, Visual Art, and Digital Images (1)

A survey of various approaches to the relationships between verbal and visual arts from the Middle Ages to the present, including emerging relationships between literature and digital media. Study includes works in one medium inspired by those of another, works in visual and verbal media from the same period, and artists of multiple forms. Prerequisite: Harrison Honors Program.

HON 250 History of Documentary Film (1)

An introductory survey of documentary film. The course will focus on some of the major developments in documentary practice, while also considering a number of theoretical issues in the documentary tradition, including the problem of objectivity, the relationship between the documentary image and reality, and the mixing of fiction and non-fiction modes. The goals of this course are to introduce students to the important historical trends and concepts and to help develop the critical and analytical skills needed to understand the structure, style, and rhetorical strategies of documentary film (a Leadership Studies designated course). Prerequisite: Harrison Honors Program.

HON 280 The Economics of Poverty (1)

An investigation of the tools and methods economists use to analyze the causes and effects of poverty and discrimination. The course examines economic theories and relevant empirical findings, analyzes poverty-related data and measurements of poverty and discrimination, and examines the effectiveness of public policies aimed at reducing poverty. Prerequisite: Harrison Honors Program.

HON 282 Disputers of the Dao: Major Texts in the Confucian, Buddhist, and Daoist Traditions in East Asia (1)

The historical development of the major philosophical and religious traditions of East Asia (Confucianism, Daoism, and Buddhism) taught through the reading of a selection of their fundamental texts. The focus will be the texts, the major doctrines and schools of these traditions, and the patterns of their historical development in China, India, Japan, and Korea. Prerequisite: Harrison Honors Program.

HON 284 Psychology of Mass Media (1)

A seminar examining the intersection between mass media and human psychology. The course explores how children, adolescents, and adults process and respond to mass media with emphasis on cognitive, social, behavioral, and personality theories. Topics include the impact of media on identity development, the ways that media representations of gender, race, and class affect our social and cognitive constructions of groups, the influences of media exposure on human behavior, and the role of the active audience in media consumption and creation. This course will highlight the interaction between the media and audience, focusing not only on how mass media shapes human psychology, but by how the psychology of the audience shapes media. Prerequisite: Harrison Honors Program.

HON 287 Western Images of Asia (1)

A multimedia exploration of Western attitudes about the "orient." By reading scholarly and fictional texts and carefully viewing the visual arts, this course analyzes the development of Western attitudes toward the "east," beginning with important medieval explorers and concluding with our present concern with the Japanese. Prerequisite: Harrison Honors Program.

HON 288 Remembering World War II (A): The War in Asia and the Pacific (1)

A seminar on how World War II in Asia and the Pacific is remembered in several countries, including China, Japan, Korea, and the United States. Using a variety of literary (novels, poetry, and memoirs), artistic (film and painting), and architectural (monuments, memorials, and museums) evidence, we explore the legacy and memories of World War II in these various countries, consider some of the many issues related to self-representation and historical memory, and examine how different cultures with widely divergent pasts and traditions come to shape memory and guilt. Prerequisite: Harrison Honors Program.

HON 289 Remembering World War II (B): The War in Europe and the Holocaust (1)

A seminar on how World War II in Europe and the Holocaust are remembered in several countries. Using a variety of literary (novels, poetry and memoirs), artistic (film and painting), and architectural (monuments, memorials, and museums) evidence, we explore the legacy and memories of World War II in these various countries, consider some of the many issues related to self-representation and historical memory, and examine how different cultures with widely divergent pasts and traditions come to shape memory and guilt. Countries to be studied are chosen from among the following: Germany, France, Poland, Russia/Soviet Union, and the United States. Prerequisite: Harrison Honors Program.

HON 293, 393 Honors Independent Study (½ or 1)

Directed study for Harrison Scholars. Interested students should consult with the Director of the Harrison Honors Program.

HON 298, 398, 498 Teaching Experience in Honors (½ or 1)

A teaching experience in an HON course. Specific guidelines concerning teaching experiences appear in the Individualized Study section of this catalog. HON credit for the teaching experience does not count toward the five required units in Honors seminars.

HON 301 Special Topics: Who Is Jesus? Exploring a Cultural Phenomenon (1)

An investigation of the ways that Jesus Christ has influenced and shaped culture for twenty centuries. This seminar takes the view that the person of Jesus not only influences culture but that culture continually interprets him to meet and to satisfy culture's understanding of itself. The course begins with a review of scriptural understandings of Jesus, moves to a survey of his place in the history of culture, and concludes with an examination of a variety of ways of interpreting Jesus' cultural identity. Prerequisite: Harrison Honors Program.

HON 302 Church, Slavery, and Civil War (1)

An in-depth examination of slavery in the American south and the debate around its abolition, explored through the role of religion in the American Civil War. This seminar will explore how the Bible and Christian theology were used to defend divergent and diametrically opposed positions. Throughout this discussion, the class will work to make connections between that historical period and theological debates surrounding controversial issues in twenty-first century American culture. Prerequisite: Harrison Honors Program.

HON 306 Ethics, Public Policy and Public Service (1)

An examination of topics related to the content of public policy and the conduct of public officials in the United States from the perspective of applied ethics. Prerequisite: Harrison Honors Program.

HON 307 Civil Rights and Justice (1)

A review of the Civil Rights Movement in the South, focusing on the judicial process and the role of the courts, followed by an examination of contemporary issues in housing, education, and employment—issues that reflect the continuing struggle to achieve full civil rights and justice. Prerequisite: Harrison Honors Program.

HON 315 Sexual Ethics and Religion in Global Perspective (1)

An examination of the wide diversity of ways religious traditions (especially Judaism, Christianity, and Islam) have understood, taught, and practiced sexual ethics. Attention is given to understandings of sexual ethics in sacred texts and the ways those texts continue to affect modern discourse around the world. Moreover, this class situates the connections between sexuality and religion in the context of modern globalization, a dynamic that brings these diverse religious traditions and their understandings of sexual ethics into frequent contact. May count as an elective for the major or minor in religion. Prerequisite: Harrison Honors Program.

HON 325 Contemporary Southern Politics (1)

An in-depth review of the literature on Southern politics as well as an opportunity for students to complete original research. Primary emphasis is placed on contemporary Southern political behavior, including parties and elections, voting behavior, and the politics of race. Prerequisite: Harrison Honors Program.

HON 345 Medieval Narrative in Words and Pictures (1)

An investigation of medieval modes of reading texts and images. Beginning with working definitions of such words as *reading*, *narrative*, and *intertextuality*, this seminar will explore such through interdisciplinary case studies and will address topics like the relations of images and texts, reception, and compositional structure and meaning. Prerequisite: Harrison Honors Program.

HON 349 Standing Our Ground: Space and Place in Art, Literature, Politics, and Religion (1)

A seminar that examines the way we view place and invest it with meaning. Subject matter ranges from landscape painting as visual storytelling to landscape gardening as political statement; from a contrast between urban, suburban, and rural spaces to the ways in which the American frontier myth generated popular culture phenomena; from debates over sacred ground to clashes over the habitats of endangered species. Prerequisite: Harrison Honors Program.

HON 350 Chaucer (1)

A reading of the *Canterbury Tales* and other selected major poems of Chaucer in Middle English. Prerequisite: Harrison Honors Program.

HON 361 Politics in China and Japan (1)

An examination of the current political systems of the two countries with focuses on political culture, elites and masses, political institutions and processes, current issues, and political change. Prerequisite: Harrison Honors Program.

HON 450 Religion and Politics in America (1)

Explores the relationship between religion and politics in America. Emphasis is placed on the role of religion in American culture and how religion affects politics. Prerequisite: Harrison Honors Program.

HON 493 Honors Project (1/2 or 1)

An independent study in general education in preparation or completion of the Honors Independent Project. All Honors projects require approval by the Harrison Honors Committee. Typically, the Honors Project is begun the spring of the junior year and completed the fall of the senior year. HON 493 may be repeated with consent. Prerequisite: Harrison Honors Program.

For admission requirements or additional information, interested students should contact either of the offices below:

Admission Office
Birmingham-Southern College
Birmingham, Alabama 35254
(800) 523-5793

Director of the Honors Program
Birmingham-Southern College
Box 549030
Birmingham, Alabama 35254
(205) 226-7837
(205) 226-7842
bschp@bsc.edu

LEADERSHIP STUDIES

Kent Andersen, Director of the Hess Center for Leadership and Service
James Randolph, Assistant Director of the Hess Center for Leadership and Service

The Hess Center for Leadership and Service encourages individuals to realize their full leadership potential so that they can contribute to the communities that matter to them. Guided by the assumption that anyone can lead, Hess Center programming enables participants to understand, analyze and practice leadership.

This is the essential question posed by the Hess Center: *how do we enact and cultivate effective leadership?*

The Hess Center achieves this mission through programming for students, faculty, staff, and the larger community. Four programs in the Hess Center for Leadership and Service serve students: the Academic Distinction in Leadership Studies, the Hess Fellows advocacy internships, the First-Year Leadership Challenge, and the *Compass* student publication.

The Academic Distinction in Leadership Studies Program

The Distinction in Leadership Studies program provides the opportunity for students to study and practice leadership. The program includes four elements: an introductory theory course, two leadership-designated courses across the curriculum, a cooperative project in a junior-year practicum, and a senior seminar, which provides a summative leadership analysis and application experience.

Upon completion of the DLS program, students will be able to

- critically reflect on their leadership experiences,
- identify and assess competing ethical, moral, or community interests (CI in Explorations Curriculum),
- work collaboratively with team members and community partners,
- apply critical and theoretical conceptions of leadership to new situations.

To earn the Distinction in Leadership Studies, students must complete the following requirements:

LS 200 Leadership Studies Theory and Practice (1 unit)

LS 300 Leadership Practicum (1/2 unit)

two LS designated courses (2 units)

LS 400 Leadership Studies Senior Project (1/2 unit)

attain at least a 2.50 grade point average in all coursework at the College

Recommended courses for the leadership studies designated units:

BA 400 International Strategic Issues
 ED 210 Curriculum Design
 EH 227 From Suffrage to Cyborgs: Twentieth-Century Feminism(s)
 and the Novel
 EH 394 Contemporary Political Theatre
 HI 208 Diplomatic History of the United States since 1941
 HI 210 U.S. Women's History
 HI 242 Industry, Imperialism, and World War: History of England
 from George III to the Present
 HI 245 Russian Civilization
 HI 250 Topics in the History of Terrorism
 HI 309 Women of the American South
 IDS 200 Introduction to Human Rights
 MFS 250 History of Documentary Film
 MU 271 Beginning Conducting
 PL 307 Environmental Ethics
 PS 240 Introduction to Latin American Politics
 PS 306/HON 306 Ethics, Public Policy, and Public Service
 PS/HON 307 Civil Rights and Justice
 PS/HON 325 Contemporary Southern Politics
 PS 340 Comparative Elite Behavior
 PY 203 Group Dynamics
 RE 215 Christian Scriptures
 RE 280 John Wesley and the People Called Methodists
 RE 353 Nonviolence
 RE 375 Gender and the Hebrew Bible
 SO 337 Social Movements and Politics
 SO 370 Sociology of Medicine
 SBS 106 Nonprofit Organizations
 THA 403 Directing and Stage Management
 UES/PS 210 Environmental Problems and Politics

Upon enrollment, students should indicate to the professor that they intend to use the course in fulfillment of the DLS requirements, and should plan to complete a project or paper focused on leadership in order to earn credit towards the DLS program.

Any course offered at the College may qualify for fulfillment of DLS requirements. Should students see a connection to leadership in a course, they should contact the professor and the director of the Distinction Program no later than mid-term and formally indicate that they would like to use the course to fulfill their DLS requirement.

*Courses in Leadership Studies***LS 200 Leadership Studies: Theory and Practice (1)**

An introduction to the academic study of leadership from both theoretical and practical perspectives. Not limited to students in the Leadership Studies program. Prerequisite: at least one year of college coursework. Fall, Spring.

LS 300 Leadership Practicum (½)

A real-world application of leadership principles. Distinction students practice leadership by working cooperatively with others to design and complete a community project. Projects vary by term. Prerequisite: LS 200. Fall, Spring.

LS 400 Leadership Studies Capstone (½)

A senior capstone seminar for the distinction in leadership studies program. Students complete an in-depth study of leadership and a public presentation. Prerequisite: LS 300. Fall, Spring.

LS 498 Teaching Experience in Leadership Studies (1)

Experience in the teaching of LS 200 Leadership Studies: Theory and Practice under the supervision of a member of the faculty. This course does not count toward the completion of the Distinction in Leadership Studies. Prerequisites: LS 200 and consent.

Hess Fellows Advocacy Internships

The Hess Fellows Advocacy Program provides an intensive internship opportunity that connects students with non-profit advocacy organizations. Students participate as full-members of the agencies, helping build organizational capacity by conducting research, facilitating coalitions among constituencies, leading community outreach programs, organizing lobbying efforts, coordinating grassroots campaigns, and other means.

The First-Year Leadership Challenge

The First-Year Leadership Challenge is a co-curricular experience offered during the month of January that helps students identify their leadership strengths and position themselves for success at BSC. The Challenge introduces key leadership concepts and helps students deepen their involvement in the campus community. Students meet weekly and participate in an off-campus retreat. A joint effort between the Office of Student Development and the Hess Center for Leadership and Service, the Challenge combines leadership exercises with structured reflection.

The Compass Student Publication

Compass publishes academic papers submitted by students, faculty, and alumni that address issues of leadership or service. The *Compass*, a completely student-run publication that is published once per academic year, welcomes submissions from all academic areas.

SERVICE-LEARNING

*Kristin Harper, Director, Bunting Center for Engaged Study
and Community Action*

*Jackie Walker, Coordinator, Bunting Center for Engaged Study
and Community Action*

The Bunting Center for Engaged Study and Community Action promotes active civic engagement by encouraging participation in service-learning projects with local, national, and international communities. Service-learning combines academic study, community work, and intentional reflection. This is the essential question posed by the Bunting Center: *how do we develop the best combination of knowledge, skills, and values that will make a positive difference in our communities?*

The Bunting Center provides opportunities for the Birmingham-Southern community to

- engage in the community beyond the gate,
- recognize and challenge assumptions,
- practice interacting across cultures,
- reconsider ways of knowing and sources of knowledge,
- understand and practice civic involvement,
- channel personal and academic interests to address community-identified needs,
- act to recognize and correct injustice,
- prepare for lives of active citizenship.

Opportunities for service learning include the following:

Community Partnerships are student-initiated and facilitated activities available throughout the school year. Students develop ongoing relationships with area agencies as they engage in service work. Current partnerships include First Light Women's Shelter, International Tutoring (ESL), Piper Place Day Program, Urban Kids, Hispanic Interest Coalition of Alabama (HICA), Oak Knoll Skilled Health and Rehabilitation, Desert Island Supply Company, NorthStar Youth Ministries, Blueprints, Habitat for Humanity, and Bush Hills Academy.

Alternative Spring Break offers an opportunity for students to develop their understanding of themselves and of another culture or place while engaged in service. Participants prepare as a team prior to travel. For past spring breaks, teams have worked in Puerto Rico, San Francisco, Boston, Appalachia, the Mississippi gulf coast, Washington, DC, as well as right here in Birmingham.

Service-Learning Exploration Term Projects provide students and faculty with intensive, course-based service-learning in local, national and international communities. Students are selected through an application process and prepare by engaging in team building activities, discussing the history, theory, and practice of service-learning, and researching issues relevant to the service site. Evaluation is based on participation in the orientation sessions, on-site performance, and a reflective essay.

Service-Learning Integrated Courses are regular term course offerings in various disciplines enhanced by integrating service-learning into the course, thus enriching exploration of the topic. Contact the Bunting Center staff for details about these courses.

SKLENAR CENTER FOR INTERNATIONAL PROGRAMS

Anne Ledvina, Associate Director

The Sklenar Center for International Programs (SCIP) provides leadership for international education on the campus of Birmingham-Southern College. SCIP maintains the belief that international experience is a fundamental part of a liberal arts education and is of significant value to a student's academic and professional development. The center divides its responsibilities between three areas: exchange and study abroad advising, international student and scholar advising, and internationally-focused programming. Through our contacts and knowledge, SCIP provides programs and creates connections that offer international study, internship, research, volunteer and teaching opportunities worldwide. We believe that all members of our college community should have the opportunity to travel abroad, meet people of other cultures, develop friendships and networks, enhance their language skills, and explore their personal, academic and professional goals.

International Study

SCIP prepares and encourages the development of globally-engaged students through the support of study abroad, internships, research opportunities and interaction with international students and scholars. The center provides

- highly regarded study abroad and exchange program options in all academic disciplines and majors,
- knowledgeable, insightful advising and information to anyone considering or planning a study abroad experience,
- skilled facilitation of the incoming and outgoing exchange process which includes working closely with students to develop the best possible experience on-campus and abroad,
- affordable options for study abroad through financial aid advising and the generous support of endowed scholarships,
- extensive planning assistance for students, faculty and staff interested in pursuing study, internships, research and professional opportunities abroad.

Requirements for participation in the study abroad program:

- (a) meeting all SCIP deadlines for application, scholarship and course pre-approval
- (b) meeting the minimum GPA of 2.5
- (c) completing the requirements of the IS 101 course (Pre-Departure Topics for Study Abroad) the semester prior to travel

International Students & Scholars

SCIP has a staff dedicated to supporting international students and visiting scholars during their time at Birmingham-Southern College. The center provides

- advice to international students and scholars regarding immigration compliance and visa status maintenance,
- orientation to the BSC community and to life in the U.S. through our International Seminar and International Peer Advisor program,
- assistance with cultural adjustment and personal concerns,
- on-campus advocacy for matters relating to international students and scholars,
- opportunities to make connections with faculty, students and community members both on- and off-campus.

International Leadership and Programming

SCIP supports intercultural awareness via educational, social, and cross-cultural programs and training, such as Global Gatherings and the International Floor (I-Floor). Global Gatherings are designed to celebrate an international holiday or highlight a particular culture. The I-Floor is a residential space that houses a community of students committed to intercultural living and learning. Residents also assist with the coordination of cross-cultural events on-campus. Required for those students traveling abroad, IS 101 (Pre-Departure Topics for Study Abroad) provides students with the opportunity to explore cultures from an ethnographic perspective and to consider how international experience shapes their lives.

SCIP has several student leadership positions for those interested in developing their skills in international education. The students serving in these positions are part of SCIP's Student Advisory Committee whose role is to assist SCIP with international education initiatives. The positions are listed below and more details can be found on the SCIP website:

International Student Peer Advisor
 Global Gathering Coordinator
 Teaching Assistant for IS 101 (Pre-Departure Topics for Study Abroad)
 Resident Hall Advisor for the I-Floor
 Study Abroad Peer Advisor

For further information about all international programs, please refer to the SCIP website: www.bsc.edu/academic/oip.

INDIVIDUALIZED STUDY

CONTRACT LEARNING

Katy E. Leonard, Director of Office for Exploration Term and Contract Learning

The Office of Contract Learning provides counseling and assistance for students interested in individualized study. Students may design learning experiences that reflect their individual needs and career interests. These learning experiences can range in scope from independent study courses to an entire major; all individual learning experiences require a written proposal from the student. Information about individualized majors can be found in the Academic Majors section of this Catalog.

Students initiate individualized learning experiences. However, individualized study opportunities are supervised by a faculty sponsor. Before approving a contract for an individualized study project, the faculty sponsor may request a written proposal detailing the objectives of the project, the procedure to be used, a timetable for work to be completed, a bibliography (if applicable), and the means by which the project will be evaluated. Individual faculty members have the option of refusing to accept the responsibility of supervising a particular contract. Prior to registration for the term, individualized study should be approved by the faculty sponsor and faculty advisor. Contracts must be signed by the add date for regular courses. Contracts are not to be considered an alternative for existing courses in the curriculum.

Individualized courses usually carry the designation of the supervising discipline. The college-wide designations "IND," "GEN," and other interdisciplinary designations are also available as alternatives for courses that are not clearly in a single discipline. Courses with non-disciplinary designations do not satisfy general education requirements. Course numbers for individualized study projects are listed below.

(1) 299 or 499 EXPLORATION TERM PROJECT (1 unit). If required for the major, the senior exploration term project (499) must be in the student's major discipline and must receive a letter grade. All other exploration term projects (299) may receive "S"/"U" or a letter grade. Off-campus exploration term projects receive "S"/"U" unless designated otherwise by the discipline. (See the Exploration Term section of this catalog for additional information.)

(2) 293, 393, 493 INDEPENDENT STUDY COURSES, AND SPECIAL TOPICS (½ or 1 unit). The amount of credit to be given is determined by the faculty sponsor. In order to register for independent study and special topics courses, a student must obtain approval from the faculty sponsor, the faculty advisor, and the chairperson of the department in which the course is offered. Should the faculty sponsor be a department chairperson, the course should also be approved by another member of the department or

by the Provost. To elect "S"/"U" credit, a student must have at least 16 units of college credit; otherwise, the courses receive letter grades. A maximum of two units may be earned for independent study and special topics courses.

(3) 297, 397, 497 EXPERIENTIAL LEARNING (½ or 1 unit).

Experiential learning is a program of learning outside the traditional classroom designed to encourage students to learn through experience in a non-academic setting. Off-campus projects are directed by Birmingham-Southern faculty members who share supervision with a field supervisor in the cooperating institution. Pre-professional internship courses (397, 497) may carry a "GEN" designation or a disciplinary designation. They may not be used to fulfill general education requirements. Unless a discipline specifies otherwise, all off-campus projects are evaluated "S" or "U." A maximum of two units may be earned for experiential learning credit according to the designations which follow.

297 Career Orientation Practicum (½)

Career orientation practicums are designed to give students an overview of diverse professions and various career options. They are intended to develop in the students a realistic understanding of the dimensions of various careers, an identification of the skills and values necessary to work in those careers, and the background for designing a college program that will yield great flexibility in choosing a profession. The practicum may be repeated once.

397 Pre-Professional Internship I (1)

Practical experience is offered for students who have some basic skills and/or knowledge in a professional area. Prerequisites are determined by each discipline. The project may be repeated once.

497 Pre-Professional Internship II (1)

This project is for students with advanced skills and/or broad knowledge in a professional area. Students are given the opportunity to practice skills which will be necessary at post-undergraduate entry into a career, or to further develop abilities which will be beneficial in a graduate program. Prerequisites are determined by each discipline. The project may be repeated once.

(4) 298, 398, 498 TEACHING EXPERIENCE (½ or 1 unit). The amount of credit is determined by the faculty sponsor. When the student receives credit for a teaching experience, he or she engages in activities that are commensurate with the designation "Teaching Fellow," which may include some combination of the following: setting up and/or teaching laboratories, assisting the instructor in creating or revising a course, collaborating with the instructor in preparation of examinations and other assignments and in the grading of these assignments, developing in-class activities, leading or facilitating class discussions, and preparing and delivering lectures. A maximum of two units may be earned for teaching experience. The following policies apply to teaching experiences:

(a) A brief written statement shall be prepared by the instructor and the student in question, outlining expectations for both the student and instructor and the amount of credit to be earned by the student. The course number indicates the level of expertise expected of the student.

(b) This statement shall be signed by both student and instructor no later than the confirmation of registration for the semester in question, and shall be held on file by the instructor and a copy given to the student to keep.

(c) Students earning this credit shall be designated "Teaching Fellows."

(d) Teaching Experiences (courses numbered 298, 398, and 498) may be evaluated with a letter grade or as "S"/"U" at the discretion of the instructor.

(e) Students who participate in the Vail College Fellows program shall earn credit or a tuition scholarship, as follows: "Fellows" earn academic credit for teaching experiences; "Distinguished Fellows" earn a tuition scholarship.

UNDERGRADUATE RESEARCH

The Charles B. Vail College Fellows Program, Birmingham-Southern's program of undergraduate research, provides a formal structure for joint faculty-student research and teaching. The program has a two-tiered design. Students in the first tier, Research Fellows and Teaching Fellows, receive academic credit for their projects. Teaching Fellows register for 298, 398 or 498, Teaching Experience; Research Fellows, for 293, 393, 493, Independent Study. An individualized study contract needs to be completed for 293, 393, 493. Students in the second tier, Distinguished Fellows, receive a \$1,000 tuition scholarship rather than academic credit.

Vail College Fellow projects are varied and take many different forms: teaching assistantships, writing center tutor appointments, research in the humanities, laboratory research in the sciences, for example. Many of these projects lead to scholarly presentations and publications.

Participation in the Vail College Fellows Program is noted on the student's transcript.

PRE-PROFESSIONAL PROGRAMS

The basic curriculum of the College is designed to give the student competencies in general and professional communication, creative problem solving from a variety of perspectives, an understanding of global perspectives and local interests, and the ability to connect knowledge in a broad range of disciplines, as well as the concentrated study in one discipline. The curriculum is also designed to permit a student to plan a program of studies leading to any one of a variety of careers. Some of these programs are essentially preparation for advanced work in professional schools, such as seminary, law, dentistry, or medicine. Others prepare the student for immediate entry into a profession, such as business, chemistry, geology, medical technology, or elementary and secondary teaching. Creditable work in a field of major concentration is, of course, the accepted program of preparation for entry into the academic departments of all graduate schools for professional training in college teaching and research.

In consultation with a faculty advisor, a student may work out any one of a large variety of such career programs suitable to his or her interests. A few suggestions of types of career programs available at the College appear below.

Business

Sara Robicheaux, Advisor

Graduate schools of economics or business administration vary in the criteria for admission to programs of study. In general, admission is based on the candidate's undergraduate grade point average, test scores (especially the Graduate Management Admissions Test, although the Graduate Record Examination is also used), and personal references from both undergraduate professors and employers, supervisors, or business acquaintances.

Admission to graduate study in these areas is not ordinarily dependent on the student having an undergraduate major in the field. However, the structure and duration of graduate programs are based upon the specific coursework and credits completed at the undergraduate level. Students considering graduate school in economics should take additional math courses beyond the major requirements, including linear algebra and further courses in calculus and statistics.

To facilitate transition from Birmingham-Southern to graduate schools of business or economics, interested students should identify themselves to their advisor and the appropriate department chair as early as possible. The student will be assigned an advisor who will assist in planning an appropriate program of study to expedite progress toward the graduate degree.

Church-Related Vocations

J. Lawrence Brasher, Advisor

A broadly diversified liberal arts education is basic to a career in the pastoral ministry, missions, Christian education, and other specialized ministries. Students planning careers in any of these areas will complete their preparation in a theological seminary or graduate school. In anticipation of advanced theological training, a major in religion and philosophy is recommended. Such a major leaves sufficient freedom for students to choose from a wide range of elective courses according to their own particular interests.

A faculty advisor assists each student in working out a four-year program of studies to fit his or her individual needs. Coursework in religion is usually begun in the first year with RE 201 Introduction to Christianity and RE 205 Hebrew Bible or RE 215 Christian Scriptures. In other years advanced courses in Biblical studies and theology, and courses in religion and society should be taken. The sequence of courses in history of philosophy is also helpful in preparation for seminary. Electives should be chosen from the following areas: history, English, psychology, sociology, political science, language, science, and the fine arts.

Health-Related Vocations

H. Wayne Shew, Health Professions Program Advisor

Students considering careers in the health professions should inform their academic advisors and the pre-health advisor of their plans as soon as possible. The pre-health advisor will provide students information about the pre-health advising system. Although their courses of study are under the general direction of the pre-health advisor, their particular schedules should be determined through consultation with their specific academic advisor. Admission tests, such as the Medical College Admission Test (MCAT), Dental Admission Test (DAT), etc., should be taken during the spring of the junior year, or in the early summer after their junior year.

A review and evaluation of each student's undergraduate record is made by the Health Professions Advisory Committee following completion of the student's junior year. This written evaluation is sent to the professional schools to which the student applies for admission.

Undergraduate requirements for admission to various health-related programs differ according to the program and the professional school. Students should be familiar with the requirements before applying for admission.

Any questions concerning pre-health career programs should be referred to the Chair of the Health Professions Advisory Committee.

Law

Natalie Davis, Advisor

Admission to a law school is normally based on personal and scholastic records and on the results of a student's score on the national legal aptitude test rather than on a prescribed undergraduate course of study. The prospective law candidate should seek to acquire from undergraduate studies skill in the written and oral use of the English language, understanding of Western political, social, and economic institutions, and an ability to think concisely and independently.

DUAL DEGREE PROGRAMS

Dual Degree in Engineering

Duane Pontius and Douglas Riley, Advisors

Students who participate in the pre-engineering dual-degree program attend Birmingham-Southern for approximately three years and then continue their education at an ABET accredited institution. After completing the academic requirements at both schools, the student is awarded a bachelor's degree from Birmingham-Southern and an engineering degree from the cooperating institution.

The College maintains partnering arrangements with five schools for which admittance into those engineering programs is guaranteed after completing the Birmingham-Southern College pre-engineering requirements and upon a favorable recommendation by the College's faculty liaison. The partnering institutions include Auburn University, Columbia University, the University of Alabama at Birmingham, Vanderbilt University, and Washington University. The precise agreements with these partners vary and some have additional course requirements specific to their programs. Interested students are encouraged to contact one of the pre-engineering advisors for specifics on requirements for each school and engineering program.

Pre-Engineering (10 units):

MA 231 Calculus I

MA 232 Calculus II

MA 310 Calculus III

MA 317 Linear Algebra

MA 311 Differential Equations

CS 170 Introduction to Computing

CH 120 General Chemistry or CH 149 Chemical Principles

PH 121 General Physics I

PH 122 General Physics II

PH 201 Mathematical Tools for Physics

Pre-engineering students must also meet Birmingham Southern's general education graduation requirements, with the exception of the senior conference. They should work closely with the program advisors in selecting specific courses required by cooperating institutions.

Although exempted from the 32-unit requirement, pre-engineering students must complete their engineering degree at the cooperating institution in order to receive their degree from Birmingham-Southern. Students who do not complete the degree requirements elsewhere will not receive a degree from Birmingham-Southern unless they return to the College and complete the requirements for another major as well as the remaining graduation requirements.

Dual Degree in Environmental Studies

R. Scot Duncan, Advisor

Students who participate in this dual degree program attend Birmingham-Southern for approximately three years and Duke University for two years. After completing the first year of study at Duke University, students are awarded a bachelor's degree from Birmingham-Southern. Upon successful completion of the Duke University program, students are awarded either a Master of Forestry (M.F.) or Master of Environmental Management (M.E.M.) degree. While at Birmingham-Southern, students in the dual degree program major in either biology/environmental studies or chemistry/environmental studies, the requirements of which are listed below:

Biology/Environmental Studies (11 units):

- BI 115 Organismal Biology
- BI 125 Cell and Molecular Biology
- BI 215 Principles of Genetics
- BI 225 Evolutionary Ecology
- BI 411 General Ecology
- BI 499 Senior Exploration Term Project
- four biology electives (two at the 400 level) excluding 298, 398, or 498
- CH 120 General Chemistry or CH 149 Chemical Principles

Additional courses (with a grade of "B+" or better) are required for admission to Duke University:

- EC 202 Principles of Economics
- MA 207 Statistics
- MA 231 Calculus I

Chemistry/Environmental Studies (10 units):

- CH 120 or CH 149 Chemical Principles
- CH 211 and 212 Organic Chemistry I, II
- CH 304 Quantitative Analysis
- CH 404 Advanced Analytical Chemistry
- CH 408 Biochemistry
- CH 401 and 402 Chemistry Seminar
- CH 499 Senior Exploration Term Project
- MA 232 Calculus II

Additional courses (with a grade of "B+" or better) are required for admission to Duke University:

- EC 202 Principles of Economics
- MA 207 Statistics
- MA 231 Calculus I

Environmental studies students must also meet Birmingham-Southern's general education requirements and the entry requirements of Duke University. They should work closely with the program's advisor in developing class schedules. Although exempted from the 32-unit requirement, environmental study students must complete their first year requirements at Duke University in order to receive the degree from Birmingham-Southern. Students who do not complete their first year at Duke University will not receive a degree from Birmingham-Southern unless they return to the College and complete the requirements for another major as well as any remaining graduation requirements.

Dual Degree in Nursing

H. Wayne Shew, Advisor

Students who participate in this dual degree program attend Birmingham-Southern College for three years, completing general education requirements for the baccalaureate degree, prerequisite courses for admission to the School of Nursing at Vanderbilt University, and course requirements for either the biology/pre-nursing or the biology-psychology/pre-nursing major. Students apply for admission to the School of Nursing in the fall term of their junior year. If accepted, the student enrolls at Vanderbilt in the fall term of the following year. After successfully completing the fall and spring semesters of generalist nursing courses at Vanderbilt University, the student is awarded the baccalaureate degree from Birmingham-Southern College. The student then continues for an additional four semesters (summer, fall, spring, and summer) to earn a Master of Science in Nursing from Vanderbilt University.

While at Birmingham-Southern, students in the program major in either biology/pre-nursing or biology-psychology/pre-nursing, the requirements of which are listed below.

Biology/Pre-Nursing

- BI 115
- BI 125 or HON 126
- BI 215
- BI 225
- BI 303
- BI 304
- Human Anatomy (taken off campus)
- one BI elective
- CH 120 or CH 149

Biology-Psychology/Pre-Nursing

BI 115

BI 125

BI 225

BI 303

Human Anatomy (taken off campus)

BI 304

CH 120 or CH 149

PY 101

PY 204

PY 312

PY 324

three PY electives

Biology/pre-nursing students are strongly encouraged to choose their elective from the following: BI 301, 402, 442.

Biology-psychology/pre-nursing students are strongly encouraged to choose their three electives in psychology from the following: PY 208, 217, 303, 313, or 330.

All pre-nursing students are strongly encouraged to participate in the pre-health internship.

Additional Vanderbilt prerequisites are required. Contact the College's Health Professions Program Advisor for additional information.

COOPERATIVE PROGRAMS

PROGRAMS OF THE ASSOCIATED COLLEGES OF THE SOUTH

The Associated Colleges of the South, the consortium of nationally-ranked liberal arts institutions of which Birmingham-Southern is a member, provides special cooperative programs for students and faculty. Two programs of special interest appear below.

British Studies at Oxford

British Studies at Oxford is a summer program in which students spend six weeks of study for two or three units of credit at Oxford University in England. Students live and dine in the seventeenth-century buildings of St. John's College and attend lectures and seminars covering the arts, history, literature, and philosophy of a distinguished age of Britain's past. In addition, students are given the opportunity to travel throughout England and Europe. Students, at their option, may have one course count as an exploration term unit. The second course taken through British Studies at Oxford that summer will count as a unit credit in a discipline. Special scholarship assistance is available to Birmingham-Southern College students participating in this summer program.

Oak Ridge Science Semester

Upperclass majors in biology, chemistry, mathematics, physics, and the social sciences are eligible to apply for study at the Oak Ridge National Laboratory (ORNL) in Oak Ridge, Tennessee. This fall term project provides students with the opportunity to engage in research with an ORNL scientist, earn up to four units of academic credit, receive a stipend and a small housing allowance, and live in the foothills of the Smoky Mountains. For more information, visit www.orss.denison.edu or www.ornl.gov.

BIRMINGHAM AREA CONSORTIUM FOR HIGHER EDUCATION (BACHE)

The four-year colleges and universities that serve the Birmingham area have a long record of cooperation with one another. Building on that history, the Presidents of Birmingham-Southern, Miles College, Samford University, the University of Alabama at Birmingham, and the University of Montevallo created the Birmingham Area Consortium for Higher Education (BACHE) to enhance and strengthen educational opportunities available to the students and the community.

Students, faculty, and staff at BACHE institutions may access the resources of all the member libraries by simply presenting their valid ID cards. Students enrolled full-time at a BACHE institution who are in good academic standing may also take undergraduate courses at another BACHE campus at no additional charge. The procedure for taking a course through this cooperative program follows.

Registration—This must be completed prior to the opening of a new term at the BACHE institution. Registration for courses may be completed in the Records Office. As listed on the academic calendar, the last day to add a course each term is also the last day to register for a BACHE institution course. Schedules of courses are available in the Records Office and online.

Approval—A student must have the approval of an advisor, the faculty of the major if the desired course is in the student's major field, and the Provost. If the course is a required course in another area, the faculty of that area in which the course is included should be consulted as to its suitability. (A student must be taking at least three units at Birmingham-Southern during a regular term in order to register for one course at a BACHE institution.)

Credit—Work at a BACHE institution is given credit as if it were taken at Birmingham-Southern; however, courses taken through BACHE may not fulfill an Explorations Curriculum requirement needing a course certified with a two-letter outcome designation. The course will be included in the Birmingham-Southern credit for that term and will not be treated as transfer credit. Usually, only one course per term is permitted. BACHE courses may not be used to redeem Birmingham-Southern courses.

Cost—Except for associated laboratory and other special fees, there is no additional cost to a student who is taking at least three units at Birmingham-Southern at the time of enrollment at a BACHE institution.

Academic Regulations—All academic regulations at Birmingham-Southern must be observed. In addition, students in the exchange program are expected to observe the academic regulations of the cooperating institution. Students must follow Birmingham-Southern's procedures if they wish to withdraw from a course. The withdrawal must be done through the Records Office at Birmingham-Southern according to the deadlines listed in the academic calendar of the cooperating institution.

MARINE ENVIRONMENTAL SCIENCES CONSORTIUM

The Marine Environmental Sciences Consortium (MESC) is a public, non-profit corporation dedicated to provide marine education, research, and service to the State of Alabama. Birmingham-Southern College holds membership in this Consortium and gives academic credit for the varied marine science courses and activities available at its facility. This marine science station is located on Dauphin Island, Alabama, and is fully equipped for marine study and research along the Alabama gulf coast. Students interested in receiving academic credit and completing term projects at MESC should confer with Professor Andy Gannon for approval.

AIR FORCE ROTC

Air Force Reserve Officer Training Corps is available to Birmingham-Southern students through a cooperative program with Samford University. Air Force ROTC courses are taught on the Samford University campus. Students enrolling in Aerospace Studies courses must contact the Records Office to register.

The Air Force ROTC program provides college men and women the opportunity to compete for and attain a commission as a Second Lieutenant in the United States Air Force upon graduation from college. The program is divided into the General Military Course and the Professional Officer Course. The General Military Course includes the courses offered during the first two years of the program and is open to all students without military obligation. This program is designed for first-year and sophomore students. The Professional Officer Course includes the junior- and senior-level courses and is restricted to those who meet entry requirements. Air Force ROTC students gain confidence, leadership training, communications skills, and an appreciation for the role of the military in contemporary society.

General Military Course

The General Military Course is open to all students regardless of qualifications for military service or intent to compete for a commission. As part of the General Military Course, students examine the basic organization and structure of the Air Force, appreciate the historical significance of air power, and apply basic communications skills. Each

course earns one hour of credit and is accompanied by a weekly two-hour leadership laboratory.

Professional Officer Course

The Professional Officer Course is restricted to students who have completed field training. Students enrolling in these courses are generally committed to service on active duty in the United States Air Force. The Professional Officer Course program is designed to provide students with advanced leadership training, application techniques for a quality culture, study of military history with particular attention paid to the role of air power, and a complete understanding of the national security process. The Professional Officer Course prepares men and women with the skills necessary to be leaders in the United States Air Force.

Scholarship Programs

Four-year college scholarships are available to highly qualified high school seniors. Interested students should visit AFROTC.com to apply online. Applications are due by December 1 of the senior year in high school. Three-year and two-year scholarships are also available to college students. Air Force ROTC scholarships are applied to college tuition, books, and some university fees. Scholarship students also receive a monthly tax-free stipend. Unlike most academic scholarships, family income has no bearing on qualifications. Uniforms and textbooks for all Aerospace Studies courses are provided at no charge.

Information is also available at www.samford.edu/afrotc/, or please call 205-726-2955.

ARMY ROTC

The Army ROTC is located on the University of Alabama at Birmingham campus. Students at Birmingham-Southern College are eligible to participate under the Cooperative Exchange Program.

Three-year and two-year Army ROTC scholarships are awarded on a competitive basis. Special scholarship programs are available for qualified nursing and engineering students. The Simultaneous Membership Program allows students to participate in ROTC while also participating in reserve or national guard duties.

For further information on the UAB Army ROTC program, contact the program office, 501 Building, 501 12th Street South, Birmingham, AL 35294-4490. Telephone: (205) 934-7215/8749. Information is also available at the UAB Army ROTC website: main.uab.edu/Sites/undergraduate-programs/armyrotc/.

ADMISSION

BSC

ADMISSION TO THE COLLEGE

Birmingham-Southern College does not discriminate on the basis of race, color, national origin, ethnic origin, sex, sexual orientation, age, disability or status as a protected veteran in employment or the rights, privileges, programs, and activities generally accorded or made available to students at the school, administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. This statement of non-discrimination applies to educational programs, educational policies, admissions policies, educational activities, employment, access and admission, scholarship and loan programs, and athletic and other school-administered programs.

Any person having inquiries concerning compliance with implementation of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 or other civil rights laws should contact one of the following individuals, who BSC has designated to handle inquiries regarding non-discrimination policies: Title IX Coordinator, David Eberhardt, Vice President for Student Development, Norton Campus Center, Room 230, 205-226-4722; Section 504 Coordinator/Disability Access and Accommodation, Jason Peevy, Counselor/Coordinator of Academic Accommodations, Norton Campus Center, Counseling and Health Services, Room 252, 205-226-4727; or EEO/AA Officer, Susan Kinney, Director of Human Resources, Munger Hall, Room 308, 205-226-4645.

Birmingham-Southern College admits students at the beginning of any academic term. Students interested in enrolling at Birmingham-Southern should contact the Office of Admission for application materials. High school students should request these materials at the beginning of their senior year. Materials are also available online at www.bsc.edu.

ENTRANCE REQUIREMENTS

The College admits as students those applicants whose ability, training, motivation, and interests indicate that they will do successful college work. The course of study and quality of work done in high school or college are both taken into consideration when a student applies for admission. Also taken into consideration are his or her scores on the Scholastic Aptitude Test (SAT) or the American College Test (ACT), a personal statement, and the evidence from references (high school principals, guidance counselors, teachers, alumni of the College, ministers, or other reputable citizens) that the applicant will be an honorable and responsible member of the College community.

To be admitted to Birmingham-Southern College as an entering first-year student, an applicant must have graduated from an accredited high school or homeschool with an acceptable average in all academic subjects attempted and received credit for at least sixteen units, four of which should be in English. The other twelve academic units may be in any of the fields listed below:

Foreign languages (at least two units in the same language)

History

Mathematics (algebra, geometry, trigonometry, calculus, precalculus)

Natural sciences (general science, biology, chemistry, physics)

Social sciences (civics, democracy, economics, psychology, sociology)

The applicant must also present acceptable scores on the Scholastic Aptitude Test (SAT) or the American College Test (ACT) and must submit an original personal statement and a satisfactory recommendation from the high school or homeschool official.

Applicants who did not graduate from high school may submit G.E.D. scores. They must also submit all other required credentials for beginning students. The ACT or SAT requirement is waived for students who have been out of high school for more than two years.

To be admitted to Birmingham-Southern College for early admission, an applicant must meet all regular requirements for admission. An applicant should normally have an overall "B" high school average (3.00 on a 4.00 scale) and above average ACT or SAT scores. In addition, an applicant must exhibit maturity which indicates readiness to adjust to a college environment. An interview with the Associate Vice President of Admission is required.

To be admitted to Birmingham-Southern College as a transfer student, an applicant must have been a student in good standing with a clear academic and social record at the collegiate institution in which last enrolled and, in addition, must have at least a "C" average (2.00 on a 4.00 scale) on a full schedule of courses attempted and acceptable to Birmingham-Southern.

If the applicant has attended more than one college, the overall average at these schools must meet the minimum academic year grade point average required at Birmingham-Southern. These requirements are outlined under Normal Academic Progress in the Academic Policy section of this catalog.

A student accepted for transfer from a non-accredited institution may be **admitted with provision** by meeting the admission requirements for transfer applicants.

No more than 96 quarter hours or 64 semester hours (16 units) of credit are accepted from a community college, a non-accredited institution, an extension center, or any combination of these. Transfer credit is not given for work completed in a community college, extension center, or non-accredited institution if a student has already accumulated 96 quarter hours or 64 semester hours.

To be admitted to Birmingham-Southern College as a transient student or as a special student, an applicant must have been a student in good standing with a clear academic and social record at the last institution in which enrolled, and this institution must be accredited by a regional accrediting association. Transient students and special students will be classified as "Not Candidate for Degree" and must follow application procedures below.

Students classified as "Not Candidate for Degree" who wish to become degree candidates must satisfy regular entrance requirements based on their records at the institution last attended prior to enrollment at Birmingham-Southern.

First-year and transfer applicants who do not meet the normal requirements may be considered by the Admission Committee, a faculty committee appointed by the Provost.

APPLICATION PROCEDURES

First-Year Students

An applicant who has never attended a college or university should do the following:

(1) File an application for admission with an application fee of \$40 which is non-refundable and cannot be applied on other charges made by the College. Application materials may be obtained from the Office of Admission or via the website at www.bsc.edu as early as July prior to the senior year in high school. The College is a member of the Common Application Group and welcomes use of the Common Application by interested applicants. Online application options are available via the admission homepage on the Birmingham-Southern College website (www.bsc.edu/admission).

(2) Request his or her high school principal or guidance counselor to complete and send to the Office of Admission, as soon as possible after its receipt, the "School Recommendation Form." This form is supplied by the Office of Admission with the application materials. An additional recommendation letter from the counselor or principal is also required.

(3) Request his or her high school to send to the Office of Admission an official copy of the applicant's academic records as soon as possible. This official transcript should indicate the courses expected to be completed before graduation if the applicant has not already received a diploma.

(4) Take the Scholastic Aptitude Test (SAT) or the American College Test (ACT) and have the scores sent to the Office of Admission. Birmingham-Southern prefers these tests to be taken no later than December of the senior year.

(5) Submit a personal statement to the College. The form for this statement is provided with the application materials.

Transfer Students

An applicant who has been enrolled in a college or university should do the following:

(1) File an application for admission with an application fee of \$40 which is non-refundable and cannot be applied on other charges made by the College. Application materials may be obtained from the Office of Admission or via the website at www.bsc.edu.

(2) Request the Registrar or Dean of the institution in which the student is currently or formerly enrolled to send to the Office of Admission an official copy of his or her academic record. This official transcript should

indicate the courses presently being taken if the student is currently enrolled. If the student has attended any other colleges or universities, an official transcript from *each* of these must be filed in the Office of Admission.

(3) Request the Dean of Students at the institution currently being attended to complete and mail the "School Recommendation Form" to the Office of Admission as soon as possible. If the applicant is not presently enrolled, this form should be completed at the last college attended. The form is supplied by the Office of Admission, or online at www.bsc.edu.

(4) Request his or her high school to send to the Office of Admission an official transcript, including Scholastic Aptitude Test (SAT) or American College Test (ACT) scores.

(5) Submit an original personal statement to the College. The form for this statement is provided with the application materials.

International Students

Applicants from countries outside the United States must file the same credentials as other students and, in addition, are required to demonstrate proficiency in the English language. The English language requirement of the College is met when the applicant has submitted proof of a score of 500 or better on the paper TOEFL or a score of 173 or better on the computer-based TOEFL, or a 61 on the internet-based TOEFL, has completed Level 109 at an ELS Language Center, or has achieved an English sub-score of 21 on the ACT or a verbal sub-score of 500 on the SAT. International students may also demonstrate English proficiency through the successful completion of English Composition courses taken at accredited two- or four-year colleges in the United States. A complete set of educational credentials with English translations, if necessary, is required before eligibility for admission can be determined. An affidavit of financial responsibility is required before the I-20 form is issued.

Birmingham-Southern College is an Educational Associate member of the Institute of International Education.

Not-Candidate-For-Degree Students

Special students must follow the procedures applicable to transfer students if they have had any collegiate courses or to entering first-year students if they have never been enrolled in a college or university. Special student application requires a \$40 fee.

Transient students must file only the transient application for admission form, the application fee of \$40, and the special transient student form supplied by Birmingham-Southern College.

Early Admission

Applicants for early admission must submit all credentials required of first-year students. In addition, they must submit letters of permission from their parents, a high school counselor, and their principal, as well as a letter stating why they wish to be considered for early admission.

Dual Enrollment

Birmingham-Southern offers the dual enrollment plan to gifted Birmingham area high school seniors who might wish to take college courses for credit while still attending high school.

A student who is selected for the dual enrollment plan may take only one course per term. One unit equals 4 semester hours or 6 quarter hours. A dual enrollee is expected to meet all the requirements in courses that are required of regular college students. The student will receive regular college credit on the permanent record for all courses completed successfully. These credits may not be substituted for high school courses, however.

Applications should be sent to the Office of Admission, Birmingham-Southern College, Birmingham, Alabama 35254. They should be submitted as early as possible and not later than two weeks before the opening of a term.

Information concerning requirements for dual enrollment may also be obtained from the Office of Admission.

Readmission

A student who withdraws or fails to register during any regular term (unless he or she has transient approval for a study abroad or similar program) and who later wishes to resume studies at Birmingham-Southern College must file an application for readmission to the College with the Office of Admission. If the student has attended any other institutions in the meantime, an official transcript from *each* institution also must be filed. Readmission is determined in the same manner as for a regular transfer applicant. Applicants for readmission must be approved by the Provost and the Vice President for Student Development. The College reserves the right to require any readmitted student to meet graduation requirements as indicated in the catalog in effect at the time of re-entry to the College. A \$50 readmit fee is required.

A student who has been suspended from Birmingham-Southern College for academic or other reasons, in addition to following the procedure indicated above, must make a written request for readmission to the Provost. A student in this category can be readmitted only with the authorization of the Provost and is readmitted on academic probation.

A student who has withdrawn from the College for medical reasons must receive a medical clearance from the Vice President for Student Development before being eligible for readmission.

Medical Certificates

All applicants officially accepted for admission must file medical certificates with the Office of Admission prior to their enrollment. The Student Health Form and the Medical Examination Form are available online at www.bsc.edu. The medical examination and record of required immunizations must be completed by a physician. Proof of health insurance is also required of all students. Uninsured students have the option of purchasing a comprehensive health plan offered by the College. Additional information pertaining to this plan can be obtained from the Office of Health Services.

Guaranty Agreement

All students and their parents or legal guardians must complete a *Guaranty Agreement* which documents acceptance of financial responsibility. Registration will not be considered complete until a *Guaranty Agreement* is received.

FINANCES (2012-2013)

Tuition

The tuition charge for students is \$14,800 per term. Three or more full-unit courses, or a combination of full and half-unit courses equaling three, is considered a regular term schedule.

Students who enroll in more than four and one-half units in any regular term or, for some reason, more than one unit in any exploration term are charged an additional tuition fee of \$2,500 per unit. Students who enroll in fewer than three units in any regular term are charged at a rate of \$4,933 per unit.

The exploration term is an integral part of the academic year, so no additional charges for tuition are made to any student who has paid full tuition for at least one regular term of the academic year. Students who enroll in more than four exploration term projects or who take an additional course during the exploration term while at the College are charged tuition for each additional unit of credit received.

The summer session is not considered an integral part of the academic year. Tuition for the 2012 summer session was \$1,275 per unit. Students who receive permission to complete an exploration term course during the summer session are charged for a unit of credit at the summer rate.

Confirmation Fee and Residence Hall Deposit

A tuition confirmation fee of \$200 and a housing deposit of \$100 are requested from each new student within thirty days of notification of acceptance to the College. Residence Hall deposits are refundable upon check-out.

Billing

Semester charges are due July 31 for the fall; December 31 for the spring. If financial aid of this amount, excluding work-study funds, has been awarded, the aid may be used to satisfy this requirement. Should a student have an unpaid balance at the end of any term, he or she will be denied permission to register for subsequent terms and to obtain a transcript from the Records Office. No diploma or certificate of credit is given to a student who is in default of any payment due to the College.

Should the account have an unpaid balance at the end of any given month, an annual percentage rate of fifteen percent (15%) is assessed on the last day of each month.

Mandatory Fees

Information Technology Fee (per term)	\$330.00
Student Activity Fee (per term)	215.00

Other Fees

Audit Fee	\$475.00
Tuition Confirmation Fee (new students only)	200.00
Course Change	30.00
Graduation	200.00
Late Registration Payment	50.00
Orientation	200.00
Parking Decal (annual)	75.00
Replacement ID Card	30.00
Room Change	30.00
Lost Room Key	55.00
Printing	0.06 – 0.25
Returned Check	50.00
Greek Fee (per term, active members only)	30.00

Laboratory and Studio Fees

Applied Music (per course, per term)	\$350.00 – 650.00
MS 100-level	350.00
MS 300-level	650.00
MS 400-level	650.00
MS 320/420 Accompanist Fee	300.00
Art Studio (AR) Courses	135.00
BA 499	275.00
Courses with Labs (AS, BI, CH, EC, PH, PS, PY, SO, UES)	135.00
LS 200	50.00
All Foreign Language Labs	65.00

Housing

House Deposit (new students only)	\$100.00
Residence Hall (per term, shared room)	2,950.00 – 4,250.00
Greek Housing (per term, shared room)	3,500.00
Hilltop Apts. (per term, two bedroom, private)	5,000.00
(per term, one bedroom, private)	5,600.00
Break Housing (per day)	15.00
(per week)	100.00

Meals

Students are required to participate in a meal plan during regular and summer terms; enrollment is optional during the exploration term. The plans vary according to meal access and amount of "panther bucks," which can be used at food service locations outside the cafeteria by presenting a Birmingham-Southern Campus Card.

Seven Day All Access plus 100 panther bucks (per term)	\$2,190.00
Five Day All Access plus 400 panther bucks (per term).....	2,160.00
Apartment Plan, 150 meals plus 750 panther bucks (per term).....	1,795.00
Commuter Plan, 300 panther bucks (per term)	300.00
Exploration Term (optional)	400.00

In case of a lost campus card, the student is responsible to notify the Student Accounts Office immediately to stop any unauthorized use of the card. If the Student Accounts Office is notified, the student may be responsible for no more than \$50 in unauthorized charges. There is a fee for replacing a lost campus card. There is no fee for replacing a damaged or illegible card upon presentation of that card to the Student Accounts Office.

Cost Summary (Estimated, Academic Year 2012-2013)

Tuition	\$29,600.00
Residence Hall	5,900.00 – 11,200.00
Books and Supplies (approximate).....	1,300.00
Meals.....	3,590.00 – 4,380.00
Student Activity Fee.....	430.00
Automobile Registration.....	75.00
Student Health Insurance	732.00
Information Technology Fee	660.00

Refunds

Tuition and fees for courses dropped during the first two weeks of a term are adjusted in full. After the first two weeks and until four weeks, tuition is prorated based on the number of weeks attended and the total number of weeks in the term. After four weeks, there is no tuition adjustment. A student dropping all courses should refer to the policies for withdrawal listed in the Withdrawal from the College section of this catalog.

Refunds are made only upon the receipt of an official withdrawal form properly completed. To withdraw officially from the College, a student must notify the Provost's Office in writing of the intent to withdraw. For adjustment purposes, the date of withdrawal is considered the date the College is officially notified of the withdrawal. If a student withdraws with the permission of the Provost within four weeks after registration day, as specified in the official college calendar, tuition, housing, and meal

charges are prorated through the week of withdrawal. No adjustment of these charges is made on account of withdrawal after four weeks, except in cases of illness certified by a physician and of students on reserve called for active military duty. In case of illness, tuition, housing, and meal charges are prorated through the week of withdrawal. In case of a call for active military duty, tuition and fees are cleared, and housing and meal charges are prorated through the week of withdrawal.

Credit balances created by loans or financial aid are automatically refunded to the student. All other credits are refunded upon request.

FINANCIAL AID

Philosophy of Student Financial Aid at Birmingham-Southern College

Birmingham-Southern College embraces the philosophy that worthy, qualified students should have an opportunity for a college education regardless of their economic circumstances. The College is willing to join with the student and the student's family to provide monetary assistance for eligible students who demonstrate financial need. The student's family bears the principal responsibility of financing college education. The College expects each student to assume a measure of responsibility through a combination of savings, limited work, and/or borrowing. A student who meets admission requirements at Birmingham-Southern and applies for need-based financial aid through the Free Application for Federal Student Aid (FAFSA) is considered for assistance without regard to race, sex, sexual orientation, creed, color, or national origin provided the student is otherwise eligible.

College Principles of Financial Aid

Based on the statement of philosophy above, and with an understanding that aid resources at the College are limited, the Financial Aid Office has adopted the following principles:

The primary purpose of the financial aid program is to assist students who, without such aid, would be unable to attend Birmingham-Southern College.

Financial aid consists of grants, scholarships, loans, and employment that may be offered to students singularly or in various combinations.

A student's family is expected to make a maximum effort to assist the student with college expenses. The Financial Aid Office views financial assistance as a supplement to the student and the family contribution.

Students must maintain satisfactory academic progress, as defined by the College.

The total amount of need-based financial assistance offered to a student shall not exceed the student's demonstrated eligibility.

The total amount of need-based and merit-based financial assistance offered to a student shall not exceed the student's cost of attendance.

With certain limited exceptions, merit scholarships funded by the College shall not exceed the cost of regular tuition.

In determining the amount of other resources available to the student, the College shall take into account the financial support that can be reasonably expected from income, assets and other resources available to the parent and the student as computed by the methodology adopted by the U.S. Department of Education.

Self-help aid, including work-study and student loans, is awarded to most students applying for need-based financial aid.

In determining a student's financial aid award, outside resources including scholarships, grants, and loans will be considered to ensure equitable distribution of funds and adherence to federal regulations.

International students are eligible for institutional aid, as approved by the Financial Aid Committee of the College.

Financial aid recipients are informed of the conditions under which aid is granted at the time the offer is made.

Application for Financial Aid

Steps to apply for financial aid at the College are outlined below.

New Students

Apply for admission to Birmingham-Southern College.

All Students

Explore private and outside sources of financial aid, including parents' employer benefits, community civic and charitable organizations, state and national programs. Utilize scholarship search engines.

Complete the Free Application for Federal Student Aid (FAFSA) each year.

File online at fafsa.ed.gov.

Use PIN to sign electronically. Information about obtaining a PIN is available at the FAFSA website.

Include Birmingham-Southern College's Title IV school code: 001012.

Target the month of February to complete tax forms and file the FAFSA. The College accepts FAFSAs and makes awards within federal guidelines throughout the award year.

Use completed tax information from the most recent previous tax year.

Be prepared to provide copies of tax returns and other verification documents.

Keep copies of all documents related to the FAFSA.

Complete additional applications, as required. Some programs require separate applications.

Note that the FAFSA must be renewed annually. Financial aid packages may vary in content as well as total amounts from year to year, and the College reserves the right to change packaging policies annually.

We also recommend that students consult the Financial Aid office for details on specific programs, including Ministerial Student Tuition Assistance and/or the Ministerial Family Tuition Assistance, United Methodist Church Scholarship and College Partnership Scholarship, and the Alabama Student Grant.

Enrollment and Attendance Requirements

The amount and receipt of financial aid is tied to regular class attendance and enrollment status in an academic program that leads to a degree at the College.

To receive benefit of a BSC scholarship or grant, a student must be enrolled as a full-time student, as defined by the College for financial aid purposes.

To receive Federal Direct Loan funds, a student must be enrolled at least half time, as defined by the College for financial aid purposes.

To receive work study, a student must be enrolled or accepted for enrollment and registered or pre-registered for courses.

The amount of certain federal grants and loans may be adjusted or prorated, depending on enrollment status. The College administers federal aid according to federal regulations.

A student's financial aid award may be adjusted through the last day for tuition adjustment due to enrollment changes.

A student who registers for courses but does not attend at least one class session is not eligible to receive federal, state, or institutional funds.

Implications of Withdrawal

If a student stops attending all courses for which the student is registered, the student is considered to have withdrawn from the College. Withdrawal from the College impacts the student's financial aid eligibility during the withdrawn semester and possibly for future semesters and years. See more information on Withdrawal from the College in the Academic Progress section of this catalog.

Date of Withdrawal. Withdrawal date is determined by the Provost, and the withdrawal process begins with the Provost's Office.

Official Withdrawal. An official withdrawal occurs when a student notifies the College of his or her intention to cease attendance.

Unofficial Withdrawal. An unofficial withdrawal occurs when a student ceases attendance in all registered courses and does not notify the College that he or she has ceased attendance.

A student who does not successfully complete any of his or her registered courses in a given term may be determined to be an unofficial withdrawal.

A student who attends at least one class session, ceases attending all courses, and does not officially withdraw from the College, is considered to have unofficially withdrawn and the student's awards are subject to proration, regardless of when the College determines that the student has unofficially withdrawn.

Satisfactory Academic Progress for Title IV Financial Aid

A recipient of Title IV federal financial aid must maintain certain standards of academic progress toward graduation, and the College is required to have and enforce a policy to check academic progress annually. The College's policy is based, in part, on the following definitions.

Definitions. For the purpose of this policy statement, the following definitions apply.

Regular semester denotes fall term or spring term.

Full-time students are enrolled in at least three units per semester.

Part-time students are enrolled in less than three units per semester.

Completed unit refers to a unit successfully completed with a passing grade.

Attempted unit refers to a unit attempted and either successfully or unsuccessfully completed. Attempted units include incompletes, dropped units, official withdrawals, unofficial withdrawals, unsatisfactory grades, failing grades, and repeated units.

Title IV programs include Federal Pell Grant, Supplemental Educational Opportunity Grant, Perkins Loan, Direct Loan, Federal Work Study, and any other program defined as Title IV by the federal government.

The eligible Title IV applicant at the College must meet all of these minimum requirements: qualitative, quantitative, and maximum time frame.

Qualitative Requirement. Minimum cumulative grade point average (cum GPA)

- 1.50 cum GPA from 1-9 attempted units
- 1.75 cum GPA from 10-15 attempted units
- 2.00 cum GPA 16+ attempted units.

Quantitative Requirement. Successful completion of at least 67 percent of all units attempted. This quantitative measure is designed to ensure that the student completes the academic program within the maximum time frame.

Maximum Time Frame. The College expects the student to complete program requirements and graduate within a reasonable period of time.

Full-time students must complete all required course work within 12 regular semesters.

Part-time students must complete all required course work within 24 regular semesters.

Notification. The College measures Satisfactory Academic Progress at the end of each spring semester. The Financial Aid Office suspends Title IV aid and sends a written notice to a student if the student does not meet all three measures of academic progress for the purpose of receiving Title IV financial aid.

Appeal. A student has the right to appeal the decision to suspend Title IV eligibility based on failure to meet minimum standards of academic progress. The Financial Aid office provides an appeal form that may be submitted by the student and the student's academic advisor. An appeal is reviewed promptly by the College's Financial Aid committee, and the student is notified in writing of the decision. The decision of the committee may include a probationary period or a specific plan to assist the student to reinstate Title IV eligibility. The decision of the committee is final.

Reinstatement. A student who loses Title IV eligibility as a result of this policy may attend the College without benefit of Title IV aid if the student is otherwise eligible to enroll. If the student's academic progress improves and meets minimum standards of academic progress and the student is otherwise eligible for Title IV aid, eligibility may be reinstated.

Return of Title IV Funds

The College is required to return Title IV funds if a recipient withdraws during the first 60 percent of the semester. The refund calculation and process is governed by federal regulation, and the College is required (a) to determine the portion of aid earned by the student up until the date of withdrawal and (b) to refund or repay the amount of unearned aid.

Withdrawal Date. For the purposes of Title IV refund policy, the withdrawal date of an official withdrawal is the date the student initiated the withdrawal process or notified any administrative office of his or her intention to withdraw. In the event of an unofficial withdrawal, the College determines the last date of academic activity that can be documented in the College's records and uses that date as the withdrawal date. Where no official date is determined, students will receive no more than 50 percent of eligible funds.

Earned Title IV Aid. The U.S. Federal Government determines the amount of Title IV funds a student has earned as of the withdrawal date. The amount of the Title IV program assistance earned is based on the amount of time the student spent in academic attendance. Earned financial aid is therefore determined by counting the number of days the student attended during a specific period of enrollment and then dividing this number by the total number of days in the term.

Unearned Title IV Aid. Unearned Title IV aid is the amount of Title IV funds credited to the student account to cover the period of semester after the withdrawal date. The College is required to calculate and return all unearned Title IV aid.

Example. For example, a student receives \$1,000 in Pell Grant funds. The student attends 30 days of the semester, which has 80 days of instruction. The student earned 38 percent ($30/80$) of the Title IV aid or \$380. In the above example, 62 percent ($100 - 38$) of the Title IV aid credited to the student account is considered unearned. Therefore, \$620 must be returned to the Pell Grant program.

Notice. If a student withdraws and is subject to the Return of Title IV Funds policy, the College completes the calculation in a timely manner, awards are adjusted, aid is refunded and/or repaid, and the student is notified in writing.

Refund Distribution Order. If a refund of Title IV funds is required, funds are returned in the following order:

1. Federal Unsubsidized Direct Loan Program
2. Federal Subsidized Direct Loan Program
3. Federal Direct PLUS Program
4. Federal Perkins Loan Program
5. Federal Pell Grant Program
6. Federal SEOG Program
7. Other Title IV Programs
8. Other federal, state, private, and institutional programs
9. Student

Repayment Distribution Order. If a repayment of Title IV funds is required, funds are repaid in the following order:

1. Federal Perkins Loan Program
2. Federal Pell Grant Program
3. Federal SEOG Program
4. Other Title IV Programs
5. Other federal, state, private, or institutional programs

Types and Sources of Financial Aid

The College offers a comprehensive financial aid program, including Title IV Financial Aid, other government programs, competitive and academic scholarships, honors scholarships, special scholarships, and endowed scholarships.

Title IV Financial Aid

The College participates in all Title IV financial aid programs.

Federal Pell Grant. This grant is available to undergraduate students who have not received a baccalaureate degree. Eligibility is determined by the Expected Family Contribution (EFC) as calculated using information provided on the FAFSA.

Federal Supplemental Educational Opportunity Grant (SEOG). This grant is available to undergraduate students who have not received a baccalaureate degree. Eligibility is based on the student's EFC and the availability of funds, and is determined by the Financial Aid Office using the information from the student's FAFSA.

Federal Work Study. This program provides part-time employment for eligible students. As a rule, a student works less than 10 hours/week and earns about \$7.25/hour. Work Study earnings are paid monthly via the BSC direct deposit system. Eligibility for the limited Work Study program is determined by the Financial Aid Office and is based on demonstrated need and the availability of funds.

Federal Perkins Loan. The College offers Federal Perkins Loans to students who demonstrate exceptional financial need. The Perkins Loan is a 5 percent interest loan on which no interest is charged to the borrower and payments are not required as long as the student is enrolled at the College. Repayment begins 9 months after the student leaves the College and may extend over a ten-year period. Perkins funds are limited and loan amounts vary from year to year.

Federal Direct Student Loan. This is a low interest loan that enters repayment six months after the student ceases to be enrolled at least half-time. Direct Student Loans may be subsidized or unsubsidized. The term “subsidized” means that the government pays the interest on the loan while the student is enrolled in school and during the six-month grace period after a student ceases to be enrolled at least half time. The College administers the Direct Student Loan program according to federal guidelines, annual and aggregate loan limits. Information about repayment terms and interest rates is available at www.studentloans.gov.

Federal Direct Parent Loan. This is a long-term, low interest loan available to parents of dependent students regardless of income level. The annual loan limit equals the cost of attending the College less any financial assistance the student is receiving. The College administers the Direct Parent Loan program according to federal guidelines, annual and aggregate loan limits. Information about repayment terms and conditions and interest rates is available at www.studentloans.gov.

Other Government Financial Aid Programs

The College participates in other government financial aid programs, including the Alabama Student Grant Program, Alabama Student Assistance Program, and Veterans Educational Benefits. Birmingham-Southern College is approved by the State Approving Agency to certify students who are eligible for Veterans Educational Benefits. For further information on this program or to see if you qualify, please contact the Department of Veterans Affairs at 1-800-827-1000. The campus representative is the Academic Records Office.

Competitive and Academic Scholarships

Except with the Thomas Jernigan Scholarships, Turnipseed-Ikenberry Scholarship, and William James and Elizabeth Perry Rushton Scholarships, the total scholarship (non need-based) awards to students cannot exceed full tuition. This policy also pertains to students receiving tuition exchange and tuition remission benefits.

Academic scholarships are awarded based on a consideration of the academic record, standardized test scores, extracurricular activities, and admission essays of students applying for first-year admission by the January 1 scholarship deadline. Students considered for these scholarships

do not have to come to the campus to compete. All first-year student applicants accepted for admission are considered. Academic scholarships are renewable with a minimum cumulative grade point average (cum GPA) and appropriate academic progress. Amounts vary per scholarship:

Foundation Scholarships, renewable with 2.0 cum GPA
Greensboro Scholarships, renewable with a 2.0 cum GPA
Trustee Scholarships, renewable with a 2.0 cum GPA
Presidential Scholarship, renewable with a 2.5 cum GPA

Fine and Performing Arts Scholarships. Fine and Performing Arts Scholarships are awarded to talented high school seniors who come to campus and compete in the Fine and Performing Arts Scholarship Competition held in February. Fine Arts scholarships are determined on an individual basis through audition or portfolio presentation, and amounts are determined by faculty in the Fine and Performing Arts. In order to compete for scholarships in an area of the Fine and Performing Arts, entering first-year students must complete a "Reservation Form for Fine Arts Scholarships" which can be obtained from the Office of Admission and must be returned by February 1. Below are the requirements to compete.

Art and Art History Scholarships. Studio art awards are determined based on a portfolio presented by the student and a personal interview with members of the art faculty. The portfolio should contain only two-dimensional art work. Three-dimensional work such as sculpture, crafts, and large oil paintings should be presented through photographs or slides. The entire portfolio may be presented through photographs or slides. The portfolio should be no larger than 30 inches on any side. Portfolios should be mailed or delivered by February 1 to Kennedy Art Center, Birmingham-Southern College, Birmingham, AL 35254. Art History awards are based on a written visual analysis by the student and a personal interview with art history faculty.

Music Scholarships. Awards are determined by an audition and an interview. Singers are expected to sing at least three songs from memory, including at least one song in a foreign language and one song in English. Singers who do not have an accompanist should send a copy of their music to Music Office, Birmingham-Southern College, Box 549033, Birmingham, AL 35254. Pianists and organists are expected to play from memory two pieces of at least the difficulty of the Bach inventions or the sonatas of Haydn or Mozart. Performers on other instruments are expected to play at least one solo and one technical exercise. Composition students should submit a portfolio of one or two written compositions or a tape of a performance of a composition.

Theatre Arts and Musical Theatre Scholarships. Auditionees should prepare two monologues for use in auditions. The selections should be no longer than two minutes in length. Students are urged to find monologues in which the characters are close to their own age and which are not written in dialect or verse. Musical theatre auditionees should also prepare sixteen measures each from two Broadway songs, contrasting in tempo. An accompanist is provided. No cassette tapes, please. Auditions for both scholarships include improvisations with other students and interviews with the theatre faculty.

Honors Scholarships

Honors scholarships represent the highest awards that can be received by entering first-year students at Birmingham-Southern. These scholarships are awarded through the Honors Scholarship Competition. Participants in this competition will be selected from the admission application pool as of January 1, and will be notified of their selection to compete by January 30. Students invited to participate in this competition have scored between 31 and 36 on the ACT or between 1360 and 1600 on the SAT (critical reading and math), and have been in the top ten percent of their high school classes.

Honors scholarships are awarded based on academic achievement as indicated by high school transcripts, standardized test scores, extracurricular activities, and the interview and essay completed during the competition. Below is a listing of the scholarships awarded as a result of the Honors Scholarship Competition.

Colonel William James (1900-1987) and Elizabeth Perry Rushton (1907-1972) Scholarship was established in their memory by their sons, William J. Rushton, III, and James Rushton, the Protective Life Corporation Charitable Trust, and friends. Colonel Rushton was born into a pioneer Birmingham family in 1900. Upon his death in 1987 an editorial in *The Birmingham News* lauded him as one of Birmingham's premier citizens. Elizabeth Rushton was a native of Birmingham, was educated in Birmingham public schools, and graduated from Hollins College of Virginia. She was a member of the Junior League, and she served the First Presbyterian Church of Birmingham in many capacities.

A Rushton Scholar is selected each year from among the entering first-year students, and the scholarship covers full tuition for four years plus room and board and a \$2,000 travel stipend if the recipient maintains at least a 3.20 grade point average. Recipients must demonstrate superior academic achievement, outstanding character, potential for leadership, and a concern for others.

Anne and Neal Berte Honors Scholarship was established by friends and alumni of Birmingham-Southern in 1986 upon the occasion of the tenth anniversary of Dr. Berte's leadership as President of the College. The Berte Scholarship is awarded as part of the Honors Scholarship Competition and provides full tuition. Selection is based on scholastic achievement and leadership activities.

Blount-Monaghan-Vulcan Materials Honors Scholarship provides a four-year full-tuition scholarship if the recipient maintains a 3.00 grade point average each year. The Scholarship was established in honor of W. Houston Blount and the late Bernard A. Monaghan, two of Alabama's most highly respected citizens, widely recognized for their leadership in the business world and their involvement on behalf of many worthwhile causes.

Thomas E. Jernigan Honor Scholarship Program was created in 1995 through the foresight and philanthropy of Mr. Jernigan, one of Birmingham's most successful business leaders, chairman and CEO of Marathon Corporation, and member of the Birmingham-Southern Board of Trustees. Recipients of the Jernigan Scholarship clearly represent our best and brightest young people but are otherwise financially unable to avail themselves of the educational advantages at Birmingham-Southern.

Criteria for selection include the following: (1) a demonstrated need for financial aid; (2) superior academic achievement; (3) outstanding character and potential for leadership; (4) a strong personal work ethic as evidenced by a successful history of after-school and summer jobs; and (5) a willingness to earn at least ten percent (10%) of his or her total annual expenses (tuition, room, and board) through work-study and/or other employment.

Recipients are expected to maintain a 3.00 or higher grade point average and to exhibit a high degree of integrity, a sense of individual responsibility, and a respect for conservative and traditional values. Other requirements and expectations are on file with the Office of Financial Aid.

Phi Beta Kappa Scholarship is among the highest honors that can be awarded to entering first-year students. This is a full-tuition scholarship awarded as a result of the Honors Scholarship Competition.

Elizabeth Rose Hayes Scholarship is awarded as a result of the Honors Scholarship Competition to first-year students planning to pursue a career in a health-related field. The Rose Hayes Scholarship provides a four-year, full-tuition scholarship when the recipient maintains a 3.00 grade point average each year.

Special Scholarships

Special scholarships are also available to students who are United Methodists, members of other religious denominations, members of certain special groups, or participants in special programs. Below is a listing of some of these scholarships. Interested students should contact the Office of Admission for details about these and other scholarship programs.

Army and Air Force ROTC Scholarships are provided by the Army or Air Force to selected students who are active participants in ROTC programs. For more information about ROTC Scholarships, contact the Financial Aid Office.

Church and College Partnership Scholarship Program (for churches other than United Methodist) allows a local non-Methodist church to nominate a student by pledging \$500, \$1,000 or \$1,500 per year for four years with the College providing matching funds, as long as the nominee is selected to receive the award. Students must apply for financial aid to be considered for this scholarship.

Community College Transfer Scholarships are renewable awards renewable for various amounts. Selection is made on the basis of academic record, available test scores, and recommendations. The deadline to submit completed application for admission to be considered for a Community College Scholarship is March 1.

Distinguished Young Woman of Alabama includes a renewable full-tuition award to Alabama's Distinguished Young Woman.

Miss Alabama Pageant Scholarships include renewable \$2,000 awards to Miss Alabama. This award can be added to existing merit awards.

Ministerial Tuition Scholarships are available to students majoring in religion or who present satisfactory evidence of an intention to be ordained into the ministry or to enter fulltime Christian service. Awards are for \$2,000 in tuition assistance per academic year, which is to be awarded one-half each term. In addition, children of full-time ministers in the United Methodist Church are granted partial tuition assistance in the amount of \$3,500 per academic year. Children of full-time ministers of other faiths may receive partial tuition assistance in the amount of \$2,000 per academic year. All of the ministerial tuition assistance programs require separate applications which may be obtained from the Financial Aid Office.

National Merit/National Achievement/National Hispanic Scholarships are \$2,000 in addition to guaranteed merit scholarships available to finalists in the National Merit or National Achievement or National Hispanic Competitions. Applicants must list Birmingham-Southern as their first college choice.

Phi Theta Kappa Scholarships are \$12,000 awards, renewable for the senior year, for community college transfers who are members of Phi Theta Kappa. Interested students should submit a letter to the Office of Admission requesting consideration for the Phi Theta Kappa Scholarship.

United Methodist Church and College Partnership Scholarship Program allows a local United Methodist church or church organization to nominate a student by pledging \$500, \$1,000 or \$1,500 per year for four years with the College providing two-to-one matching funds per year for four years, as long as the nominee is selected to receive the award. Students must apply for financial aid to be considered for this scholarship.

Endowed Scholarships

The College also has available, through the generosity of individuals, corporations, and foundations, a large number of endowed scholarships. These scholarship funds are awarded based on a student's demonstrated need and on the criteria specified by the donor. In most cases these endowed scholarships are part of the financial aid package offered by the College and not in addition to College financial aid awards.

THE COLLEGE
REGISTER

BSC

FACULTY

Kent S. Andersen, 2000

Instructor of English

B.A. (1995), Iowa State University; M.A. (1998), American University.
Interests: composition and rhetoric, cultural studies, science fiction, critical theory, leadership studies.

Jane Archer, 1982

Professor of English

B.A. (1975), University of Wisconsin; Ph.D. (1984), State University of New York at Buffalo. Interests: twentieth-century literature, comparative literature, critical theory, feminist theory, gender studies.

Frederick Ashe, 1992

Professor of English

B.A. (1983), Michigan State University; M.A. (1986), Ph.D. (1991), Vanderbilt University. Interests: American literature, African-American culture, protest writing.

Jeffrey Barton, 1999

Associate Professor of Mathematics

B.S. (1992), Louisiana State University; Ph.D. (1999), University of Texas at Austin. Interests: analytic number theory, approximation theory.

J. Lawrence Brasher, 1999

Denson Franklin Professor of Religion

A.B. (1969), Duke University; M.Div. (1973), Yale University; Ph.D. (1986), Duke University. Interests: Southern studies, popular and folk religion, spirituality and the environment, interdisciplinary studies.

Paul A. Cleveland, 1990

Professor of Finance

B.S. (1977), M.S. (1981), Auburn University; Ph.D. (1985), Texas A&M University. Interests: corporate finance, managerial economics, industrial organization, mathematical economics, econometrics.

Clare Emily Clifford, 2007

Visiting Assistant Professor of English

B.A. (1997), Virginia Tech; M.A. (1999), Northeastern University; Ph.D. (2005), University of Alabama. Interests: American literature, twentieth-century poetry, literature of crisis, Medical Humanities, Buddhism.

Jamie M. Cloud, 2012

Assistant Professor of Psychology

B.A. (2005), Bloomsburg University of Pennsylvania; Ph.D. (2012), University of Texas at Austin.

Steven F. Cole, 1988

Professor of Art

B.S. (1977), M.A. (1980), Ball State University; M.F.A. (1983), Florida State University. Interests: painting.

Amy C. Cottrill, 2007

Assistant Professor of Religion

A.B. (1993), Earlham College; M.Div. (1997), Methodist Theological School in Ohio; Ph.D. (2006), Emory University. Interests: Hebrew Bible, Christian Scriptures, gender studies, violence and religion, the Bible in contemporary media.

William Tynes Cowan, 2002

Associate Professor of English

B.A. (1985), Birmingham-Southern College; M.A.Ed. (1990), University of Alabama at Birmingham; M.A. (1992), Northeastern University; Ph.D. (2001), The College of William and Mary. Interests: Southern literature, African-American studies, folklore, popular culture, protest literature.

Daniel Coyle, 2011

Visiting Assistant Professor of Philosophy

B.S. (1987), Birmingham-Southern College; M.A. (1992), Ph.D. (1999), University of Hawaii at Manoa.

Guy C. Dalto, 1982

Professor of Sociology

B.A. (1971), Rutgers University; M.A. (1973), Ph.D. (1975), University of Chicago. Interests: social change, industrial sociology and stratification.

Natalie M. Davis, 1972

Howell T. Heflin Professor of Political Science

B.A. (1968), Stetson University; Ph.D. (1976), University of North Carolina at Chapel Hill; L.H.D. (1991), Stetson University. Interests: comparative politics: Western Europe Communist systems, elite behavior, survey research and design, American political parties, Southern politics, public administration.

Barbara Domcekova, 1999

Associate Professor of Spanish

B.A. (1992), Comenius University, Slovakia; M.A. (1995), Ph.D. (1999), University of Florida. Interests: Cuban post-revolutionary culture, Latin American literature, foreign language across the curriculum.

Scott C. Dorman, 2001

Associate Professor of Chemistry

B.S. (1985), Florida State University; Ph.D. (1991), North Carolina State University.

Scot Duncan, 2002

Associate Professor of Biology

B.S. (1993), Eckerd College; M.S. (1997), Ph.D. (2001), University of Florida. Interests: plant ecology, tropical ecology, aquatic ecology.

Michael Flowers, 1984

Professor of Theatre Arts

B.F.A. (1979), Arkansas State University; M.F.A. (1982), University of Mississippi. Interests: acting, directing.

Charlotte E. Ford, 2008

Associate Professor and Director of the Library

B.A. (1984), Earlham College; M.L.S. (1986), Ph.D. (2003), Indiana University. Interests: information literacy and instruction, reference and information services, scholarly and scientific communication.

Sarah Frohardt-Lane, 2011

ACS Mellon Post-doctoral Fellow in Environmental History

B.A. (2003), Swarthmore College; M.A. (2006), Ph.D. (2011), University of Illinois at Urbana-Champaign.

Andrew Gannon, 1995

Professor of Biology

B.A. (1980), University of South Florida; M.S. (1986), Ph.D. (1990), University of Florida. Interests: relationships between ectocommensals and their invertebrate hosts, mechanisms of respiratory and ionoregulatory response of decapod crustaceans to ecologically relevant environmental stresses.

Carolyn Garrity, 2012

Instructor of Marketing

B.B.A. (1993), University of Cincinnati; M.B.A. (1997), American University.

Vincent T. Gawronski, 2001

Associate Professor of Political Science

B.A. (1987), University of Texas at Austin; M.A. (1993), Ph.D. (1998), Arizona State University.

Megan Elizabeth Gibbons, 2001

Associate Professor of Biology

B.A. (1993), Emory University; M.S. (1999), Ph.D. (2001), University of Louisiana at Lafayette. Interests: evolution, ecology, behavior of amphibians.

Susan K. Hagen, 1976

Mary Collett Munger Professor of English

A.B. (1969), Gettysburg College; M.A. (1972), University of Maryland; Ph.D. (1976), University of Virginia. Interests: Chaucer, Middle English poetry, gender studies, interdisciplinary studies.

Pamela K. Hanson, 2001

Associate Professor of Biology

B.S. (1996), Rhodes College; Ph.D. (2001), Emory University. Interests: cellular resistance to anti-cancer drugs, phospholipid trafficking, the cell cycle.

Mary Pritchett Harrison, 2011

Assistant Professor of Marketing

B.S.B.A. (2002), Mississippi College; M.B.A. (2004), Ph.D. (2011), University of Alabama.

Jason L. Heaton, 2010

Assistant Professor of Biology

B.A. (1998), B.S. (1998), University of South Alabama; M.A. (2003), Ph.D. (2006), Indiana University, Bloomington. Interests: primate and human evolution, evolutionary theory and species concepts, experimental archaeology, Sub-Saharan African prehistory.

Steven S. Hendley, 1988

Professor of Philosophy

B.A. (1978), Rhodes College; M.A. (1980), Vanderbilt University; M.A. (1981), Ph.D. (1987), Duquesne University. Interests: phenomenology, existentialism, post modernism, political philosophy.

William Grady Holt, III, 2012

Assistant Professor of Urban Environmental Studies

B.A. (1989), University of Georgia; M.C.P. (1991), Georgia Institute of Technology; J.D. (2009), Vermont School of Law; Ph.D. (2010), Yale University.

Anita Huang, 2012

Assistant Professor of Chinese

B.A. (1995), Chinese Cultural University; M.A. (2002), Eastern Michigan University; Ph.D. (2010), University of Texas at Austin.

Guy Ward Hubbs, 1999

Associate Professor of Library Science

B.A. (1973), Baylor University; M.A. (1978), Queen's University at Kingston; M.L.S. (1991), Ph.D. (1999), University of Alabama. Interests: nineteenth-century America.

Louanne C. Jacobs, 2008

Associate Professor of Education

B.S. (1987), University of Alabama at Birmingham; M.Ed. (1996), Alabama A&M University; Ed.D. (2002), University of Alabama/University of Alabama at Birmingham. Interests: critical literacy, social justice and education, classroom libraries and reading engagement.

Jeff Kensmoe, 2010

Assistant Professor of Music

B.M. (1998), University of Wisconsin at Eau Claire; M.M. (2004), D.A. (2012), University of Northern Colorado.

William Kittleman, 2010

Assistant Professor of Biochemistry

B.S. (1990), Oklahoma State University; M.S. (1992), Ph.D. (2006), University of Texas at Austin. Interests: antibiotic biosynthesis, antibiotic mechanisms, mechanistic enzymology, biochemistry, bioorganic chemistry.

Emily Klein, 2010

Assistant Professor of English

B.A. (1999), University of California, Los Angeles; Ph.D. (2010), Carnegie Mellon University. Interests: theatre and performance studies, gender and women's studies, twentieth-century American literary and cultural studies.

Steven G. Laughlin, 2005

Assistant Professor of Library Science

B.B.A. (1976), M.L.S. (1977), University of Texas at Austin; M.P.A. (1991), University of Alabama at Birmingham. Interests: business information resources, personal computers, technology in teaching.

Randall David Law, 2003

Associate Professor of History

B.A. (1991), Amherst College; M.A. (1993), Yale University; Ph.D. (2001), Georgetown University. Interests: modern Russian and European history, history of Russian education, Russian film and popular culture, history of terrorism.

Jacqueline Leary-Warsaw, 2000

Associate Professor of Music

B.M. (1986), University of Louisville; M.M. (1988), The Catholic University of America; D.M.A. (2000), Peabody Conservatory of Music, Johns Hopkins University. Interests: voice, vocal pedagogy, vocal diction.

Rick A. Lester, 2012

Assistant Professor of Management

B.S. (1977), University of North Alabama; M.A. (1978), University of Alabama; Ph.D. (1985), University of Mississippi.

V. Markham Lester, 1991

W. Michael Atchison Professor of History and Legal Education

B.A. (1973), Rhodes College; M.A. (1975), Harvard University; J.D. (1979), University of Virginia; D. Phil (1991), Oxford University. Interests: British history, Middle East history and culture.

Matthew A. Levey, 1993

Professor of History

B.A. (1978), Clark University; M.A. (1980), University of Michigan; M.A. (1984), Ph.D. (1991), University of Chicago. Interests: China, Japan, intellectual history.

Genell D. Lewis-Ferrell, 2009

Assistant Professor of Education

B.S. (1997), Ph.D. (2007), Indiana University. Interests: art, history, traveling, people.

Kim Lewis, 2001

Instructor of Spanish

B.A. (1986), M.A. (1988), Auburn University. Interests: Mexico, Mexican culture, U.S. migrant populations.

Alan Litsey, 1991

Professor of Theatre Arts

B.A. (1981), University of LaVerne; M.F.A. (1984), Michigan State University; Ph.D. (1991), Wayne State University. Interests: acting, directing, theatre history, playwriting.

Mary-Kate Lizotte, 2009

Assistant Professor of Political Science

B.A. (2004), Providence College; M.A. (2006), Ph.D. (2009), Stony Brook University. Interests: women and politics, specifically gender differences in public opinion, media and politics.

Mark R. McClish, 2010

Assistant Professor of Religion

B.A. (1998), Indian University, Bloomington; M.A. (2000), Ph.D. (2009), University of Texas at Austin. Interests: classical South Asian religions, classical South Asian stagecraft, Hindu law, nonviolence, contemplative and meditative traditions.

Michael L. McInturff, 1980

Professor of English

B.A. (1968), Reed College; Ph.D. (1975), Indiana University. Interests: Shakespeare, Dante, English and Italian Renaissance.

Heather J. Meggers-Wright, 2006

Associate Professor of Psychology

B.A. (1998), Westminster College; M.A. (2001), Ph.D. (2005), University of Missouri-Columbia. Interests: sexuality, body image, Internet behavior.

Matthew S. Mielke, 1990

Professor of Theatre Arts

B.A. (1982), Gustavus Adolphus College; M.F.A. (1986), University of Minnesota. Interests: history of theatre, puppetry, illustration and art, computer technology in the theatre.

J. L. Morrow, 2001

Associate Professor of Business Administration

B.S. (1981), M.Acc. (1990), University of Alabama; Ph.D. (1996), Texas A&M University.

Bernadette Mullins, 2000

Professor of Mathematics

B.S. (1989), Western Illinois University; Ph.D. (1995), University of Iowa.
Interests: commutative ring theory.

William T. Myers, 1996

Professor of Philosophy

B.A. (1986), University of Central Arkansas; M.A. (1990), Ph.D. (1996), University of Texas at Austin. Interests: American philosophy, ethics, philosophy of religion, history of philosophy.

Jim Neel, 2002

Associate Professor of Art

B.F.A. (1971), Birmingham-Southern College; M.F.A. (1973), University of Alabama. Interests: sculpture, photojournalism, Latin America.

Victoria Ott, 2004

Associate Professor of History

B.A. (1994), M.A. (1998), University of Central Florida; Ph.D. (2003), University of Tennessee. Interests: nineteenth-century America, U.S. women, Southern history.

Leo Pezzementi, 1985

Professor of Biology

B.A. (1975), LaSalle College; Ph.D. (1982), State University of New York at Stony Brook. Interests: cellular and molecular neurobiology of cholinergic systems.

G. Shane Pitts, 1998

Professor of Psychology

B.S. (1992), Athens State College; M.A. (1995), Ph.D. (1997), University of Alabama. Interests: cognitive and social psychology, research methods, perception, statistics, critical thinking, and related courses.

Duane H. Pontius, Jr., 1999

T. Morris Hackney Professor of Physics

B.S. (1981), Birmingham-Southern College; Ph.D. (1988), Rice University.
Interests: physics education research, Jupiter's magnetosphere, space weather, ballet, sailing.

Janice Joy Poplau, 1971

Associate Professor of Library Science

B.A. (1970), Gustavus Adolphus College; M.A. (1971), University of Minnesota. Interests: interlibrary loan and information delivery, cataloging, classification.

Benjamin C. Posey, 2011

Instructor of Music

B.M. (2004), Samford University; M.A.E. (2007), University of Alabama at Birmingham.

Guangjun Qu, 2012

Assistant Professor of Economics

B.A. (2001), M.A. (2005), Chongqing Technology and Business University; Ph.D. (2010), Southern Illinois University, Carbondale.

Richard Rector, 2009

Assistant Professor of Psychology

B.A. (1995), University of Virginia; M.A. (2003), Ph.D. (2007), University of Alabama at Birmingham.

David Resha, 2010

Assistant Professor of Media and Film Studies

B.A. (2000), Vassar College; M.A. (2004), Ph.D. (2010), University of Wisconsin-Madison. Interests: documentary film, television advertising, film exhibition.

Douglas A. Riley, 1999

Associate Professor of Mathematics

B.A. (1991), DePauw University; M.A. (1995), Ph.D. (1999), University of Kentucky. Interests: Navier-Stokes equations, computational fluid dynamics, dissipative systems, computational methods.

Sara H. Robicheaux, 2002

Associate Professor of Finance

B.S. (1997), Birmingham-Southern College; M.A. (1997), Ph.D. (2000), University of Alabama. Interests: corporate and international finance, investments, corporate governance, capital structure.

Kathleen Greer Rossmann, 1999

Associate Professor of Economics

B.A. (1987), Furman University; M.A. (1995), University of Colorado at Boulder; Ph.D. (1999), University of Colorado. Interests: applied microeconomics, environmental economics, non-market valuation, econometrics.

Mark E. Rupright, 2007

Assistant Professor of Physics

B.S. (1992), University of Tennessee, Knoxville; Ph.D. (1998), University of North Carolina at Chapel Hill. Interests: computational physics, gravitation, physics education, interface between science and society.

Kelly A. Russell, 2007

Assistant Professor of Education

B.S. (1990), M.A.Ed. (2004), Ph.D. (2008), University of Alabama at Birmingham. Interests: Piagetian theory, inquiry-based education, child development, epistemology.

Pamela P. Sawallis, 2005

Assistant Professor of Library Science

B.A. (1980), Stetson University; M.L.S. (1982), Simmons College.

Mark S. Schantz, 2009

Professor of History

A.B. (1977), The George Washington University; M.Div. (1981), Yale University; Ph.D. (1991), Emory University. Interests: nineteenth-century American social and cultural history.

David J. A. Schedler, 1994

Professor of Chemistry

B.S. (1987), Rhodes College; Ph.D. (1992), University of Alabama. Interests: organic and bioorganic chemistry, new synthetic methodology, enzyme inhibition and mechanism elucidation.

Lester Charles Seigel, 1993

Joseph Hugh Thomas Professor of Music

B.M. (1980), Birmingham-Southern College; M.M. (1983), D.M.A. (1991), University of Colorado, Boulder. Interests: choral music, opera and musical theatre, conducting, music philosophy and aesthetics.

H. Wayne Shew, 1978

Ada Rittenhouse Snavely Professor of Biology

B.A. (1971), University of North Carolina at Wilmington; M.A. (1974), Ph.D. (1977), University of North Carolina at Chapel Hill. Interests: molecular genetics, mycology, microbiology, field botany.

Kevin Shook, 2005

Associate Professor of Art

B.F.A (2002), University of Akron; M.F.A. (2004), University of Delaware. Interests: printmaking, drawing, sculpture, digital media.

Robert J. Slagter, 1985

Professor of Political Science

B.A. (1974), M.A. (1977), Ph.D. (1990), Southern Illinois University. Interests: Politics and societies of Southeast and East Asia, development studies and comparative cultures, American politics, research methods.

David J. Smith, 1983

Professor of Music

B.M. (1969), Westminster Choir College; M.M. (1976), Peabody Conservatory of Music; D.M.A. (1986), University of Texas at Austin. Interests: voice, choir, vocal literature.

Timothy B. Smith, 2006

Associate Professor of Art History

B.A. (1992), M.A. (1994), University of South Carolina; Ph.D. (2002), Florida State University. Interests: fifteenth-century Italian art, Etruscan and Roman art and archaeology, the cult of relics in the Renaissance, queer visual culture, art and viewer reception.

Amelia G. Spencer, 2008

Assistant Professor of Education

B.S. (1985), Birmingham-Southern College; M.A. (1986), M.A. (1990), University of Alabama; Ph.D. (1993), University of North Carolina at Chapel Hill. Interests: differentiation of curriculum, autism, international internships, fiction involving individuals with exceptionalities.

Janie Spencer, 1986

Professor of Spanish

B.A. (1974), Samford University; M.A. (1977), Ph.D. (1982), University of Alabama. Interests: twentieth-century Spanish theatre, Spanish grammar, Argentine literature.

Kathleen Spies, 1999

Associate Professor of Art History

B.A. (1992), St. Olaf College; M.A. (1994), Ph.D. (1999), Indiana University. Interests: American art 1850-1950, American studies, issues of gender, race, and class.

Sandra L. Sprayberry, 1988

Robert E. Luckie, Jr., Professor of English

B.A. (1979), M.F.A. (1983), University of Alabama; Ph.D. (1988), Florida State University. Interests: twentieth-century literature, creative writing, ethnic and gender studies.

Maria Stadnik, 2012

Assistant Professor of Mathematics

B.S. (2005), B.A. (2005), Youngstown State University; M.S. (2007), Purdue University; Ph.D. (2012), Northwestern University.

Clyde T. Stanton, 1993

Professor of Chemistry

B.A. (1977), Clemson University; M.S. (1981), West Virginia University; Ph.D. (1988), Boston College. Interests: gas-phase chemical reaction rates, measurements of the hydroxyl radical.

Joseph Stitt, 2011

Instructor of English

B.A. (1993), M.A. (1995), University of Alabama.

Laura Katherine Stultz, 1997

Professor of Chemistry

B.A. (1986), Oberlin College; Ph.D. (1995), University of North Carolina at Chapel Hill. Interests: bioinorganic chemistry, material science, transition metal chemistry.

Melanie L. Styers, 2010

Assistant Professor of Biology

B.S. (1999), Birmingham-Southern College; Ph.D. (2005), Emory University. Interests: cell biology of cancer, neurodegenerative disease, developmental biology, mechanisms of membrane trafficking.

John D. Tatter, 1985

Professor of English

B.A. (1976), Houghton College; M.A. (1979), Ph.D. (1984), Ohio University. Interests: Augustan satire, Restoration drama, gender studies, comparative arts.

Jack A. Taylor, 1988

Joseph S. Bruno Professor of Retailing

B.S.B.A. (1973), University of Central Florida; M.B.A. (1976), Illinois State University; J.D. (1985), Birmingham School of Law; Ph.D. (1992), University of Alabama at Birmingham. Interests: marketing of services, health insurance and related health services, insurance, law.

Stacey Thornberry, 2001

Associate Professor of Library Science

B.S. (1999), Appalachian State University; M.L.S. (2001), University of Alabama.

Lynne S. Trench, 1997

Professor of Psychology

B.S. (1990), University of Wisconsin-Eau Claire; M.A. (1994), Ph.D. (1998), University of Kentucky. Interests: psychopharmacology, neuroscience, operant conditioning, psychological development in animal models.

David W. Ullrich, 1986

Professor of English

B.A. (1975), Marquette University; M.A. (1976), Ph.D. (1986), University of Wisconsin-Madison. Interests: romanticism, framed narratives, critical theory, contemporary popular culture.

Peter A. Van Zandt, 2006

Visiting Assistant Professor of Biology

B.S. (1993), Michigan State University; M.S. (1996), Utah State University; Ph.D. (2001), University of Louisiana at Lafayette. Interests: ecology, evolutionary biology, botany, Lepidoptera (moths and butterflies).

Pamela Venz, 1998

Professor of Art

B.A. (1983), University of Alabama at Birmingham; M.F.A. (1985), Ohio State University. Interests: photography, sculpture, travel, history and popular culture.

William A. Walsh, 2012

Lecturer of Economics

B.A. (2000), Vanderbilt University; J.D. (2008), Ph.D. (2011), University of Alabama.

Anne E. Yust, 2010

Assistant Professor of Mathematics

B.S (2005), Bridgewater College; M.S. (2007), Ph.D. (2010), Carnegie Mellon University.

PROFESSORS EMERITI**Conrad E. Adair, 1980-1997**

Professor Emeritus of Business Administration

B.S. (1953), Auburn University; M.B.A. (1968), Samford University; Ph.D. (1984), University of Alabama.

Mildred Allen, 1986-2009

Professor Emerita of Music

B.M. (1956), University of Mississippi; M.M. (1958), New England Conservatory of Music.

Cammie Atkins, 1986-1996

Professor Emerita of Education

B.S. (1958), Mississippi University for Women; M.A. (1978), Certificate of Advanced Study (1980), University of Alabama at Birmingham; Ed.D. (1983), Rutgers University.

Neal R. Berte, 1976-2006

President Emeritus

B.A. (1962), M.A. (1963), Ed.D. (1966), University of Cincinnati; L.H.D. (1980), Birmingham-Southern College; L.H.D. (1993), University of Cincinnati; L.H.D. (2004), Samford University.

William Jarvis Boardman, 1968-1999

Professor Emeritus of Physics and Mathematics

A.B. (1961); M.S. (1963), Miami University; Ph.D. (1968), University of Colorado.

Shirley M. Branan, 1986-1999

Professor Emerita of Mathematics

B.S. (1959), Eastern Kentucky University; M.A. (1970), Samford University; Ph.D. (1978), University of Alabama.

Clint E. Bruess, 2001-2011

Professor Emeritus of Education

B.S. (1963), Macalester College; M.A. (1965), University of Maryland; Ed.D. (1968), Temple University.

Ernest Byron Chew, 1980-2012

Professor Emeritus of Management

B.S. (1966), Carnegie Mellon University; Ph.D. (1971), University of Alabama.

James H. Cook, 1977-2010

Professor Emeritus of Music

B.M. (1968), Birmingham-Southern College; M.M. (1969), Ph.D. (1978), University of Texas.

Judith H. Cox, 1988-2011

Professor Emerita of German

B.A. (1972), University of Kansas; M.A. (1977), Ph.D. (1986), University of Texas at Austin.

William L. DeVan, Jr., 1980-2011

Professor Emeritus of Music

B.M. (1971), M.M. (1972), The Juilliard School of Music; Konzertexamen Diploma (1979), Hochschule für Musik und Theater, Hannover, Germany.

Lyman Aubrey Drewry, Jr., 1977-1999

R. Hugh Daniel Professor Emeritus of Business and Free Enterprise

B.S. (1954), M.A. (1956), Ph.D. (1960), University of Virginia.

James L. DuBard, 1988-1999

Professor Emeritus of Physics

B.E.E. (1959), Georgia Institute of Technology; M.S. (1961), Massachusetts Institute of Technology; Ph.D. (1966), Georgia Institute of Technology.

Jonathan David Fraley, Jr., 1967-2003

Professor Emeritus of History

A.B. (1963), University of North Carolina; M.A. (1965), Ph.D. (1971), Duke University.

Thomas Jordan Gibbs, 1970-2007

Professor Emeritus of Music

B.A. (1964), Birmingham-Southern College; M.M. (1967), Ph.D. (1972), University of Texas.

Earl Fowler Gossett, Jr., 1965-1999

Canterbury Professor Emeritus of Religion and Philosophy

A.B. (1954), Birmingham-Southern College; B.D. (1957), Ph.D. (1961), Vanderbilt University.

Marjorie M. Gunter, 1978-1998

Donald C. Brabston Professor Emerita of Accounting

B.S. (1970), M.B.A. (1971), Samford University; C.P.A. (1974), State of Florida.

Ruth S. Henry, 1980-2010

Professor Emerita of Dance

B.A. (1976), M.A. (1980), Butler University.

Ronald D. Hooten, 1980 - 2010

Professor Emeritus of Music

B.M.E. (1966), University of Southern Mississippi; M.M. (1971), D.M.A. (1980), University of Mississippi.

Katherine G. Kirkpatrick, 1989-2006

Professor Emerita of Education

B.A. (1964), Birmingham-Southern College; M.A. (1979), Ph.D. (1989),
University of Alabama at Birmingham.

Lola Frances Kiser, 1955-1996

Professor Emerita of Mathematics

B.S. (1952), Memphis State University; M.A. (1954), University of Georgia;
Ph.D. (1971), University of Alabama.

Edward Shannon LaMonte, 1987-2009

Howell Heflin Emeritus Professor of Political Science

B.A. (1965), Harvard College; M.A. (1968), Ph.D. (1976), University of
Chicago.

Grace Ezell Marquez, 1978-1988

Professor Emerita of Spanish

B.A. (1942), Samford University; M.A. (1946), University of North
Carolina; Ph.D. (1964), Inter-American University.

Eileen E. Moore, 1975-2009

Professor Emerita of Education

B.A. (1964), University of North Alabama; M.Ed. (1970), Ed.D. (1977),
Auburn University.

William E. Nicholas, 1972-2010

James A. Wood Professor Emeritus of American History

B.A. (1964), M.A. (1966), Trinity University; Ph.D. (1970), Tulane
University.

Renée Norrell, 1988-2011

Professor Emerita of French

B.M.E. (1972), University of Montevallo; M.A. (1975), Ph.D. (1981),
University of Alabama.

Lewis I. Patterson, 1996-2011

Associate Professor Emeritus of Computer Science

B.S. (1968), Birmingham-Southern College; Ph.D. (1992), University of
Alabama at Birmingham.

Walter William (Billy) Pennington, 1987-2008

Library Director Emeritus

B.A. (1965), M.S. (1968), Florida State University.

Mira Popovich, 1976-2010

Professor Emerita of Dance

State Ballet School, Belgrade, Yugoslavia, 1953; prima ballerina Serbian
National Theatre, Novi Sad.

Jeannette Runquist, 1982-2012

Professor Emerita of Biology

A.B. (1965), East Carolina University; M.A. (1978), University of North Carolina; Ph.D. (1979), North Carolina State University.

Robert Lee Shelton, 1968-2005

Professor Emeritus of Art

B.F.A. (1961), Memphis State University; M.A. (1963), University of Alabama.

Samuel N. Stayer, 1972-2004

Dr. James A. Wood Professor Emeritus of American History

B.A. (1964), Ursinus College; M.A. (1967), Ph.D. (1970), Duke University.

Tara Sudderth, 1998-2010

Donald C. Brabston Professor Emerita of Accounting

B.A. (1985), Birmingham-Southern College; M.A. (1988), University of Alabama at Birmingham; Ph.D. (1997), University of Mississippi.

Robert Jacob Tucker, III, 1965-2002

Professor Emeritus of Art

B.F.A. (1964), M.A. (1965), University of Alabama.

Richard S. Turner, 1985-2011

James T. Stephens Professor Emeritus of Computer Science

B.A. (1975), M.S. (1984), University of Alabama; Ph.D. (1992), University of Alabama at Birmingham.

Ewell Douglas Waits, 1967-2002

Professor Emeritus of Biology

B.S. (1962), Alabama College; M.A. (1964), Vanderbilt University; Ph.D. (1967), North Carolina State University.

Roy Draydon Wells, Jr., 1967-2007

Professor Emeritus of Religion

B.A. (1957), Birmingham-Southern College; B.D. (1960), Ph.D. (1968), Vanderbilt University.

Bobby Don Whetstone, 1963-2001

Professor Emeritus of Education

B.A. (1955), M.Ed. (1959), Birmingham-Southern College; Ph.D. (1963), University of Alabama.

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Cullen C. Daniel, 1918-1921
 Guy E. Snavelly, 1921-1937
 Raymond R. Paty, 1938-1942
 George R. Stuart, 1942-1955
 Guy E. Snavelly, 1955-1957
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 Howard M. Phillips, 1963-1968
 Robert F. Henry, 1968-1969
 Charles D. Hounshell, 1969-1972
 Ralph M. Tanner, 1972-1975
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 Mark S. Schantz, 2010-2011
 Charles C. Krulak, 2011-present

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 President

B.S. (1964), U.S. Naval Academy; M.S. (1973), The George Washington University.

Mark S. Schantz, 2009
 Provost

A.B. (1977), The George Washington University; M.Div. (1981), Yale University; Ph.D. (1991), Emory University.

Robert Blakely, 2012

Vice President for Institutional Advancement

B.A. (2003), University of Massachusetts; M.Ed. (2012), Vanderbilt University.

Joe Dean, Jr., 1999

Athletic Director

B.S. (1976), M.Ed. (1977), Mississippi State University.

David Eberhardt, 2008

Vice President for Student Development

B.A. (1994), Vanderbilt University; M.S. (2000), University of Memphis; Ed.D. (2010), Florida State University.

Lane Estes, 1998

Vice President for Administration

B.S. (1989), M.S. (1992), University of Tennessee.

Linda Flaherty-Goldsmith, 2010

Chief of Staff

B.S. (1979), University of Alabama; M.B.A. (1985), University of Alabama at Birmingham.

Noreen Gaubatz, 2011

Director of Institutional Effectiveness and Assessment

B.S. (1980), Carroll College; M.S. (1986), Northeastern Illinois University; Ph.D. (1999), Syracuse University.

Susan K. Hagen, 1976

Associate Provost

A.B. (1969), Gettysburg College; M.A. (1972), University of Maryland; Ph.D. (1976), University of Virginia.

Anthony Hambey, 1987

Vice President for Information Technology

B.S. (1986), Jacksonville State University.

Jack Hinnen, 2011

Chaplain

B.A. (2003), Auburn University; M.Div. (2006), Emory University.

Eli Phillips, 2011

Vice President for Finance and Chief Financial Officer

B.B.A. (1977), Howard University; CPA.

Kathleen Greer Rossmann, 1999

Vice President for Enrollment Management

B.A. (1987), Furman University; M.A. (1995), University of Colorado at Boulder; Ph.D. (1999), University of Colorado.

Sheri Scholl Salmon, 1985

Associate Vice President for Admission

B.A. (1985), Birmingham-Southern College.

Bill Wagnon, 1999

Vice President for Communications

B.A. (1984), Auburn University; M.S. (1998), Mississippi State University.

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Canterbury United Methodist
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Retired Chairman
Regions Financial Corporation
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Mr. Bruce F. Rogers
Partner
Bainbridge, Mims, Rogers, & Smith
LLP
Birmingham, Alabama

Mr. George Salem
President and Chief Executive
Officer
Proxsys LLC
Birmingham, Alabama

Rev. David Saliba
Associate Pastor
First United Methodist Church
Montgomery, Alabama

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Chairman of the Board Emeritus
Vulcan Materials Company
Birmingham, Alabama

Mr. Terry Smiley (*ex officio*)
Alumni Association President

Mr. David M. Smith
Shareholder
Maynard, Cooper & Gale, P.C.
Birmingham, Alabama

Dr. S. C. "Buddy" Stanford
President
Stanford Financial Group, Inc.
Birmingham, Alabama

Mr. James T. Stephens
Chairman of the Board
EBSCO Industries, Inc.
Birmingham, Alabama

Mr. Kevin Richard Stump, Sr.
Founder, Owner, President and Chief
Customer Care Officer
Interconn Resources, Inc.
Birmingham, Alabama

Mr. William A. Terry
Principal
Highland Associates, Inc.
Birmingham, Alabama

Dr. Paulette Brignet Thompson
Retired
Alabama Council of Mental Health &
Mental Retardation
Montgomery, Alabama

Dr. John Kevin Tucker
Assistant Professor of Medicine
Harvard Medical School
Boston, Massachusetts

Mr. John Watts, Sr.
President and Director of Investments
Evans Watts & Henshaw Wealth
Management Group
Huntsville, Alabama

Rev. Robin Wilson

Co-Senior Pastor
Dauphin Way United Methodist
Church
Mobile, Alabama

Dr. Andrew R. Wolfe

Senior Minister
Trinity United Methodist Church
Birmingham, Alabama

Mrs. DeLynn M. Zell

Partner
Bridgeworth Financial
Birmingham, Alabama

*Bishops***Bishop Paul L. Leeland**

Bishop, Alabama-West Florida
Conference
The United Methodist Church
Montgomery, Alabama

Bishop William H. Willimon

Bishop, North Alabama
Conference
The United Methodist Church
Birmingham, Alabama

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